Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Great Minds

Ch. 112 Science, Grade K

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Life	9798885885164		180	Lesson 19, Agenda box		The Conceptual Checkpoint should not be divided into three parts (A, B, and C).	Delete "Part A" and the bullets for Parts B and C. Adjust the timing to 20 minutes.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		77	Lesson 6, Learn section, 3rd sidebar English Language Development box		4A should not be tagged in the sidebar English Language Development box	Remove "(4A)"
Life	9798885885164		379	EOMA sample item 1d		The images are not set correctly.	Set the image currently on the left on the right instead and set the image currently on the right on the left instead. The image that is currently on the left should be set on the right and circled.
Life	9798885885164		182	Sample student response to the question "What are the parts of a grape plant?"		The student answer shown does not include all the parts of the plant, and the Flowers are incorrectly identified.	Replace the word "Flowers" with "Fruit"; add the word "Flowers" below "Stem." Draw a line from the newly added word "Flowers" to the bunch of flowers on the right-hand side of the plant.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		115	Spotlight on Knowledge and Skills sidebar box		K.4B should be K.12B	Replace "K.4B" with "K.12B"
Life	9798885885164		417	Texas Purple Sage plant card		The plant card does not have an inset image of Texas Purple Sage plant roots.	Add an inset image of Texas Purple Sage plant roots.
Life	9798885885164		182	Lesson 19, Learn section, Conceptual Checkpoint		The Conceptual Checkpoint should not be divided into three parts (A, B, and C).	Delete "Part A" from the "Conceptual Checkpoint Part A" heading and adjust the minutes from 10 to 20.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Light with Spotlight Lessons on the Sky Teacher Edition	9798885885171		219	First paragraph		The paragraph needs to be updated to align with current TEKS standards language.	Replace the paragraph with the following: "Restate several student responses that relate to Scientific and Engineering Practices. Remind students that science practices are actions scientists take to learn about the world and gather evidence to develop scientific ideas. Select a student response, and explain how it relates to one of the practices. Ask students to share other experiences they have had with using this practice, such as outside of school. Help students identify how they used the practice to build knowledge of phenomena or to develop scientific ideas. Tell students they can continue to use science practices to understand the world around them."
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		131	Standards Addressed table		In K.1A, "phenomena" should be in bold.	Apply bold to "phenomena" in K.1A.
Life	9798885885164		474	Air symbol		The air symbol should not be crossed out.	Replace the crossed out air symbol with the air symbol that is not crossed out.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		131	Standards Addressed table		In K.1E in the Lesson(s) column, "12" and a comma should be added before "13."	Add "12," before "13" in the Lesson(s) column for K.1E.
Life	9798885885164		485	Adult Plant C card		The image in the Adult Plant C card is missing.	Add the image to the Adult Plant C card.
Life	9798885885164		184	Lesson 19, Learn section		The Conceptual Checkpoint should not be divided into three parts, so the heading "Conceptual Checkpoint Part B" needs to be deleted.	Delete the "Conceptual Checkpoint Part B" heading and the associated minutes.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		132	Standards Addressed table		In K.4B, "different" should be in bold.	Apply bold to "different" in K.4B.
Light with Spotlight Lessons on the Sky Teacher Edition	9798885885171		183	Standard K.5B in TEKS Assessed section of Check for Understanding		Incorrect bolding of standard K.5B.	Set "Investigate and" in roman so the bolded words in the standard read as follows: "predict cause-and-effect relationships in science."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Life	9798885885164		185	Lesson 19, Learn section		The Conceptual Checkpoint should not be divided into three parts, so the heading "Conceptual Checkpoint Part C" needs to be deleted.	Delete the "Conceptual Checkpoint Part C" heading and the associated minutes.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		139	Lesson 12, Check for Understanding box		In K.1A, "and" should not be in bold.	Remove bold from "and" in K.1A.
Light with Spotlight Lessons on the Sky Teacher Edition	9798885885171		183	Standard K.6 in TEKS Assessed section of Check for Understanding		Incorrect bolding of standard K.6.	Set "including"; "color,"; "and material," so the bolded words in the standard read as follows: "Identify observable physical properties of objects, including color and material, and classify objects."
Life	9798885885164		224	Lesson 23, Launch section, Teacher Note in sidebar		Video not identified by name	Replace "this video" with "the bighorn sheep actions video"
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		225	Teacher Note		http://phdsci.link/1599	http://phdsci.link/1559
Light with Spotlight Lessons on the Sky Teacher Edition	9798885885171		192	Sentence that starts with "Confirm that the puppet..." (First paragraph after second teacher question)		The sentence incorrectly refers to a puppet in a photograph, but the photograph is of a shadow, not a puppet.	Replace the sentence with the following: "Confirm that the puppet on the anchor model blocks all light to form a solid shadow, whereas the puppet that forms the shadow in the photograph only blocks light in some places."
Life	9798885885164		229	Learn, Observe Animals, second full paragraph		Video not identified by name	Replace "the video" with "the animal breathing video"
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		270	Lessons 28-30 Prepare, Standards Addressed table		In K.10C, "using items" should be in bold.	Apply bold to "using items" in K.10C.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Life	9798885885164		276	Lesson 27, Agenda box		The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" and the bullet for Part B. Adjust the timing to 17 minutes.
Life	9798885885164		277	Lesson 27, Learn		The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" from the "Conceptual Checkpoint Part A" heading and adjust the minutes from 12 to 17.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		296	End-of-Module Assessment Rubric		In the Item column for Item 4B, the "B" should be lowercase.	Lowercase the "B" in "4B"
Life	9798885885164		279	Lesson 27, Learn		The Conceptual Checkpoint should not be divided into two parts, so the heading "Conceptual Checkpoint Part B" needs to be deleted.	Delete the "Conceptual Checkpoint Part B" heading and the associated minutes.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		297	End-of-Module Assessment Alignment Map		For Item 3 in the Content Standards column, in K.12B, the word "on" should be in bold to complete the learning statement.	Apply bold to "on" in K.12B in Item 3.
Life	9798885885164		306	Learn section. First bullet in Prepare to Watch Interview.		The pronunciation guide of Chemehuevi (chem-WAY-vee) is incorrect.	Change "chem-WAY-vee" to "chay-meh-WAY-vee"
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		297	End-of-Module Assessment Alignment Map		For Item 4a in the Content Standards column, in K.9B, the word "and" should be in bold to complete the learning statement.	Apply bold to "and" in K.9B in Item 4a.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		5	Module Map, Lessons 4-7 lesson set, TEKS column		Missing K.4B	Add K.4B
Life	9798885885164		341	Lesson 33, Agenda box		The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" and the bullet for Part B. Adjust the timing to 12 minutes.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		470	Spotlight Overview, Focus Standards		In K.1G, "phenomena" should be in italics.	Apply italics to "phenomena" in K.1G.

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Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		10	Module Overview, Focus Standards		In K.1D, "foil pie pans" should be in italics.	Apply italics to "foil pie pans"
Life	9798885885164		346	Lesson 33, Learn		The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" from the "Conceptual Checkpoint Part A" heading and adjust the minutes from 3 to 12.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		470	Spotlight Overview, Focus Standards		In K.4, add content area before the description of the standard.	Add "Scientific and engineering practices." before "The student knows..." in K.4.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		11	Module Overview, Focus Standards		In K.9B, "and" should be in italics.	Apply italics to "and" in K.9B.
Life	9798885885164		346	Lesson 33, Learn		The Conceptual Checkpoint should not be divided into two parts, so the heading "Conceptual Checkpoint Part B" needs to be deleted.	Delete the "Conceptual Checkpoint Part B" heading and the associated minutes.
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		507	Lessons 4-8 Prepare, English Language Proficiency Standards table		In 3C, "6" and a comma added to the Lesson(s) column.	Add "6," after "5," and before "7" in the Lesson(s) column for 3C.
Life	9798885885164		118	Second sentence of last paragraph		The order of the words "light" and "water" should be switched for parallelism with the needs symbols in the Activity Guide.	Swap the words "light" and "water" so the sentence reads as follows: "Explain that the image in the left column shows a bell pepper plant that has water, light, nutrients, space, and air."
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		11	Module Overview, Focus Standards		In K.10A, "and classify" should not be in italics.	Remove italics from "and classify" in K.10A.

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Life	9798885885164		358	Last paragraph on page		The paragraph needs to be updated to align with current TEKS standards language.	Replace the paragraph with the following: "Restate several student responses that relate to Scientific and Engineering Practices. Remind students that science practices are actions scientists take to learn about the world and gather evidence to develop scientific ideas. Select a student response, and explain how it relates to one of the practices. Ask students to share other experiences they have had with using this practice, such as outside of school. Help students identify how they used the practice to build knowledge of phenomena or to develop scientific ideas. Tell students they can continue to use science practices to understand the world around them."
Life	9798885885164		135	Last sentence of first paragraph		The following sentence is missing the word "in": "Instruct students to put their card set order to show how the plant grows and changes."	Add "in" so the sentence reads as follows: "Instruct students to put their card set in order to show how the plant grows and changes."
Weather with Spotlight Lessons on Magnets Teacher Edition	9798885885157		45	End of first paragraph		Tag added to end of this sentence: "Place the sentence strip on the anchor chart (4C)."	Remove tag: "Place the sentence strip on the anchor chart."
Life	9798885885164		370	EOMA item 1d		The images are not set correctly.	Set the image currently on the left on the right instead and set the image currently on the right on the left instead.

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade K

HMH Into Science Texas Hybrid Classroom Package Grade K: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade K	9780358841531	View Current Link	p.13	Column 1, Support for Children's Answers		"I compared the cotton balls and the marbles. The cotton balls were the biggest; the marbles were the smallest."	"I compared the paper clips and the craft sticks. The craft sticks were the largest. The paper clips were the smallest."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade K	9780358841531	View Current Link	p.221	Title, left of page,		"What Plants Need"	"Plant Parts"
HMH Into Science Texas Teacher Guide Grade K	9780358841531	View Current Link	T14	Built for students, 5th bullet, second sentence		"Embedded “Students as Scientists” features in the Teacher’s Guide provide asset-minded strategies for addressing past STEM learning trauma and fostering student academic identity."	"Embedded “Students as Scientists” features in the Teacher’s Guide provide asset-minded strategies that focus on each students’ strength and fosters student academic identity. "
HMH Into Science Texas Teacher Guide Grade K	9780358841531	View Current Link	T15	Built to support all, 3rd bullet		"FUNomenal Readers"	"Big Book of FUNomenal Read-Alouds
HMH Into Science Texas Teacher Guide Grade K	9780358841531	View Current Link	T15	Built to support all, 3rd bullet		"Three leveled versions of the readers support differentiation for students."	N/A
HMH Into Science Texas Teacher Guide Grade K	9780358841531	View Current Link	p.13	Column 1, Support for Children's Answers		"Describe which is the biggest. Describe which is the smallest."	"Compare the amount of objects in the bowls. Describe the objects. Which has the most? Which has the least?"

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Studies Weekly

Ch. 112 Science, Grade K

Texas Science Studies Weekly: Kindergarten: TEKS

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

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Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE		1	Teacher Edition, Unit 1, Week 2, "Unit Objective" (PDF pg. 1)		*Students will be able to recognize the purpose of recurring themes and* ***toncepts***	(replaced text) concepts
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	4.25	Teacher Edition, Unit 4, Activity 6, (PDF pg. 25)		I can explain the effects a light source has on the appearance of objects in the dark.	(replace with) I can collect evidence of the effects of no light on the appearance of objects in the dark.
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	1.22	Teacher Edition, Unit 1 Week 2, Activity 1, Success Criteria Chart (PDF pg. 4)		I can recognize the purpose of recurring themes and concepts and identify what a pattern is.	(replaced text) I can identify the purpose of patterns and how they relate to the recurring themes and concepts.
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	1.20	Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, (PDF pg. 2)		matter: anything that has mass or takes up space	**matter:** anything that has weight or takes up space
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	2.3	Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)		K.5: Patterns A: Identify and use patterns to describe phenomena or design solutions. (Activities 2, 3, 4, 5, 6, 7, 8)	K.5: Patterns A: Identify and use patterns to describe phenomena or design solutions. (Activities 1, 2, 3, 4, 5, 6, 7, 8)
Texas Science Studies Weekly: Kindergarten Student Edition with Online Access	9781649783752SE8	View Current Link	1-4	Student Edition, Unit 1, Week 3 (PDF pgs. 1-4)		RTC icons	(Deleted) All RTC icons
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	2.34	Teacher Edition, Unit 2, Activity 9, left-hand column (PDF pg. 34)		N/A	Energy and Matter (RTC button) Energy and Matter (text)
Texas Science Studies Weekly: Kindergarten Student Edition with Online Access	9781649783752SE8	View Current Link	2-4	Student Edition, Unit 1, Week 3, PDF pgs. 2-3		SEP icons	(changed to SEP icon) Activity 2: Plan and Conduct Investigations Activity 4: Collect Evidence Activity 5: Develop Explanations

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Texas Science Studies Weekly: Kindergarten Student Edition with Online Access	9781649783752SE8	View Current Link	N/A	Studies Weekly Online, Unit 3, Student Edition, Activity 8, "Create"		N/A	(Added text to SWO panel) Create: Use this time to create your designed solution.
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	1.46	Teacher Edition, Unit 1, Week 3, Activity 3, left-hand column (PDF pg. 11)		Develop and System Models	Develop and Use Models
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	1-5	Printable, Studies Weekly Online, Unit 3, Activity 3, "Magnet Maze" (PDF pgs. 1-5)		(footer) Activity 4	(footer) Activity 3
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	N/A	Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "Word Wall Cards: What Do Scientists Do: Vocabulary"		N/A	data accompanying 'data' visual for word wall card
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	6.19	Teacher Edition, Unit 6, Activity 4, left-hand column (PDF pg. 19)		Applied Science Writing	(replace with) I Spy in the Sky: Applied Science Writing
Texas Science Studies Weekly: K Grade Teacher Edition with Online Access	9781649783745TE		3-42	Printable: Studies Weekly Online, Grades K, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"		TEK: Unit	TEKS: Unit

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Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	1.58	Teacher Edition, Unit 1, Week 4, Activity 3, left-side column (PDF pg. 11)Teacher Editioln, Unit 1, Week 4, Activity 3, Vocabulary Step 2A (PDF pg. 11)		1A	1F
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	7.3	Teacher Edition, Unit 7, Standards Coverage Chart, SEPs (PDF pg. 3)		Analyze Datas	(delete s) Analyze Data
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	1	Printable: Studies Weekly Online, Unit 7, Performance Task, Performance Task Answer Key (PDF pg. 1)		K.7B	(replace with) K.9B
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	1-2	Printable: Studies Weekly Online, Unit 1, Week 4, "Engineering Design: What Do Engineers Do?: Unit Assessment" (PDF pgs. 1-2)		Ask Image Put the steps of the Engineering Design Process in order. Start with 'Ask" on top.	(replaced Engineering Design image) Ask is on top of the engineering wheel
Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access	9781649783745TE	View Current Link	7.18	Teacher Edition, Unit 7, Activity 3, "Vocabulary" Step 19 (PDF pg. 18)		19. c	(replace first bullet) 19. a.

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Texas Science Studies Weekly: Kindergarten Student Edition with Online Access	9781649783752SE8	View Current Link	1	Student Edition, Unit 16, Activity 1, "SEP button" (PDF pg. 1)		N/A	(added SEP button) Asking Questions

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Publisher: TPS Publishing

Ch. 112 Science, Grade K

STEAM into Science - Grade Kindergarten Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Student Textbook - Kindergarten Science	9781788057943	View Current Link	Page 134	Line after NIGHT		Think about the day.	Think about the night.

Publisher: Great Minds

Ch. 112 Science, Grade 1

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Environments with Spotlight Lessons on Water Teacher Edition	9798885885195		29	Lesson 1; Learn: Observe Gopher Tortoises' Environment, Teacher Note sidebar box, second sentence		Replace "the next" with "a later": "Students will generate additional questions later in this lesson, and all these questions will be added to the driving question board in the next lesson."	"Students will generate additional questions later in this lesson, and all these questions will be added to the driving question board in a later lesson."
Environments with Spotlight Lessons on Water Teacher Edition	9798885885195		330	Lesson 11 Resource C, Conceptual Checkpoint, Item 4a		The image in Item 4a of the Conceptual Checkpoint (Lesson 11 Resource C) is updated.	Updated image.
Environments with Spotlight Lessons on Water Teacher Edition	9798885885195		486	Lesson 5, Learn: Observe a River, a Stream, and Lake Houston, Extension sidebar box, first sentence		"Have students use blue and brown colored pencils or crayons to color the photograph of Lake Houston and the converging river and stream."	"Have students use blue and brown colored pencils or crayons to color the diagram of Lake Houston and the converging river and stream."

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Environments with Spotlight Lessons on Water Teacher Edition	9798885885195		533	Lesson 9, Learn: Prepare for End-of-Spotlight Assessment Part A, second Teacher Note in sidebar, second sentence		The word "left" should be "right": "In the top left corner of the image, a small section of another pond is visible."	"In the top right corner of the image, a small section of another pond is visible."
Environments with Spotlight Lessons on Water Teacher Edition	9798885885195		537	Lesson 10, Learn: Prepare for End-of-Spotlight Assessment Part B, third sentence of paragraph under images		The word "yellow" should be "white": "Point to the yellow arrow in the second model and tell students that it represents water movement into the retention pond."	"Point to the white arrow in the second model and tell students that it represents water movement into the retention pond."
Environments with Spotlight Lessons on Water Teacher Edition	9798885885195		541	Lesson 10, Learn: Complete End-of-Spotlight Assessment Part C, first sentence		"converse" should be "conserve": "Remind students that they have learned about many ways humans use water and ways humans can converse water, or prevent it from being wasted."	"Remind students that they have learned about many ways humans use water and ways humans can conserve water, or prevent it from being wasted."
Survival with Spotlight Lessons on Earth Materials Teacher Edition	9798885885201		4	Module Map, Student Learning column		"All plants and animals have external parts."	"Plants and animals are living things and have external parts."
Survival with Spotlight Lessons on Earth Materials Teacher Edition	9798885885201		100	Lesson 8; Sample class chart		"Hold plant in the ground" should be circled	Enclose "Hold plant in the ground" in a circle
Survival with Spotlight Lessons on Earth Materials Teacher Edition	9798885885201		500	Spanish Cognate column for the term "feature"		Remove "característica" from "feature" Cognate cell	Delete "; may use característica (characteristic)"
Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition	9798885885188		153	Lesson 17, Learn, first Teacher Note in margin		Add a note referring teachers to the Implementation Guide to the end of the teacher note.	Add "For more information, see the Instructional Routines section of the Implementation Guide." after "(3E)."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Survival with Spotlight Lessons on Earth Materials Teacher Edition	9798885885201		549	Lesson 4, Teacher Preparation table		"Obtain 12 small rocks of a size that students can firmly hold while students scrape sidewalk chalk."	"Obtain 12 small rocks of a size that students can firmly hold to scrape sidewalk chalk."
Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition	9798885885188		197	Lesson 22, Launch, Teacher Note		Add a note referring teachers to the Implementation Guide to the end of the teacher note.	Add "For more information, see the Instructional Routines section of the Implementation Guide." after "between their terms."
Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition	9798885885188		201	Lesson 23, Launch, 2nd paragraph, last sentence		"Then show the class the videos of children playing carnival games (http://phdsci.link/1593 and http://phdsci.link/1594)."	"Tell the class they will watch videos of children playing carnival games, and then play the duck-catching game video (http://phdsci.link/1593) and the balloon dart game video (http://phdsci.link/1594)."
Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition	9798885885188		205	Lesson 24, Launch, 2nd paragraph, first sentence		"Replay the duck-catching game video (http://phdsci.link/1593) and (http://phdsci.link/1594) to remind students of the assessment phenomenon."	"Replay the duck-catching game video (http://phdsci.link/1593) and the balloon dart game video (http://phdsci.link/1594) to remind students of the assessment phenomenon."
Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition	9798885885188		206	Lesson 24, Launch, Teacher Note		Add note referring teachers to the Implementation Guide at end of Teacher Note beginning "For the Inside–Outside Circles instructional routine..."	Add "For more information, see the Instructional Routines section of the Implementation Guide." after "their own ideas."
Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition	9798885885188		221	Item 3a, TEKS Assessed column		1.2C is not listed.	Add 1.2C below 1.1E and above1.5C.
Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition	9798885885188		361	Lesson 4, Paragraph above chart		"Then prompt students to work with their partner to identify the months that represent each of the four seasons and by circling those months in their Science Logbook."	Then prompt students to work with their partner to identify the months that represent each of the four seasons and to circle those months in their Science Logbook.

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Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 1

HMH Into Science Texas Hybrid Classroom Package Grade 1: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 1	9780358841548	View Current Link	p. 225	Column 2, Support for Children's Answers, paragraph 1, sentence 2		N/A	"Plants use water to grow."

Publisher: McGraw Hill

Ch. 112 Science, Grade 1

McGraw Hill Texas Science, Grade 1: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		82D	Below 1st student mini, Investigate: Changing Butter table		Changing Butter Material Add Heat temperature: 95°F Remove Heat temperature: 40°F butter Students should record the butter melted. Students should record the butter hardened.	Changing Butter Event Observations Temperature of water for heating butter Sample answer: Students should record the temperature of the water for heating butter. Changes to the butter from heating Sample answer: Students should record the changes to the butter from heating. Temperature of water for cooling butter Sample answer: Students should record the temperature of the water for cooling butter. Changes to butter from cooling Sample answer: Students should record the changes to the butter from cooling.
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		96	Get Ready, after first checkbox item		N/A	Download the T-Chart graphic organizer (optional).

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McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		109	Get Ready, below STEM Project Teacher Support		N/A	[checkbox] Download the Show What YOU Know support and rubric. [checkbox] Preview the Chapter Test.
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		141	Assess, Essential Question Check-In		Earth materials	Earth's materials
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		162A	Plan/Develop, Step 2		peers, teachers,	peers and teachers,
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		162B	EB/EL, all levels		Ask: What are the materials are being used for?	Ask: What are the materials being used for?
McGraw Hill Texas Science, Grade 1, Student Edition	9781264901340		54	Bottom of the page, in the DIRECTIONS		1.1G, 1.5D	1.1G, 1.5D, 1.5F
McGraw Hill Texas Science, Grade 1, Student Edition	9781264901340		54	Bottom of the page, in the DIRECTIONS		Draw and label what you could add to the laptop model to help Camilla hear.	Draw and label what you could add to the laptop model to help Camilla hear. Describe how the structure of the part you add could help Camilla hear better.
McGraw Hill Texas Science, Grade 1, Student Edition	9781264901340		54	Step 3		What can be added to the laptop to help Camilla hear? Share your ideas.	What parts are missing from the model?
McGraw Hill Texas Science, Grade 1, Student Edition	9781264901340		66	Top left, first photo		Photo of metal can labeled "metal"	Photo of a bean labeled "bean"
McGraw Hill Texas Science, Grade 1, Student Edition	9781264901340		155	First paragraph		He worked outside with his students. This kept the animals safe. They needed to be in water to survive. He studied animal parts that were very small. Sometimes he needed a microscope to see them.	These animals lived in the water. They needed to be in water to survive. Dr. Just often worked outside to observe them. But sometimes he needed to study tiny animal parts. He needed a microscope. He needed to bring the animals to the lab.

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McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		3J	Day 4, Assess		Students complete the Word Ladder graphic organizer to practice vocabulary.	Students complete the Word Ladder vocabulary resource.
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		52	Teach, Promote Rich Vocabulary		handlebars	handle bars
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		52	Teach, First blue question		handlebars	handle bars
McGraw Hill Texas Science, Grade 1, Teacher Edition	9781265515836		52	Interactive Word Wall, TEKS code		1.6D	1.5D

Publisher: Studies Weekly

Ch. 112 Science, Grade 1

Texas Science Studies Weekly: First Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	1	Printable: Studies Weekly Online, Unit 17, "Animals in Texas Adventure Reader" (PDF pg. 1)		This is a white-tailed deer. It eats leaves and grass.	This is a white-tailed deer. It eats leaves and twigs.
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	4	Studies Weekly Online, Unit 17, Poster Pal, Activity 9 "Analyze" (PDF pg. 4)		6. Analyze	9. Analyze

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	2	Student Edition, Unit 8, Activity 2, "RTC and SEP Icons" (PDF pg. 2)		SEP: (unidentified icon)	SEP: Plan and Conduct Investigations icon
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	1-2	Student Edition, Unit 5, Activity 1, 2, "SEP and RTC Icons" (PDF pg. 1, 2)		RTC: Cause and Effect icon	RTC: (deleted Cause and Effect icon)
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	4	Student Edition, Unit 8, Activity 4, "RTC and SEP Icons" (PDF pg. 3)		SEP: Communicate Explanations and Solutions icon	SEP: Develop Explanations and Propose Solutions icon
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	4	Student Edition, Unit 5, Activity 10, "SEP and RTC Icons" (PDF pg. 3)		SEP: Develop Explanations and Propose Solutions RTC: Systems and System Models icon	SEP: Communicate Solutions icon Evaluate Designs icon Listen Actively and Discuss icon RTC: (deleted Systems and System Models icon)
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	4	Student Edition, Unit 9, Activity 4, "RTC and SEP Icons" (PDF pg. 3)		SEP: Collect Evidence icon RTC: Cause and Effect icon	SEP: Communicate Explanations icon RTC: Stability and Change icon

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	19.3	Teacher Edition, Unit 19, Standards Coverage Chart (PDF pg. 3)		1: Learning Strategies A: Use prior knowledge and experiences to understand meanings in English. (Activity 1) E: internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. (Activities 2, 3) 3: Speaking F: Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. (Activities 2, 3, 5)	1: Learning Strategies A: Use prior knowledge and experiences to understand meanings in English. (Activity 1, 2) E: Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. (Activities 2, 3) 3: Speaking F: Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. (Activities 2, 5)
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	4	Student Edition, Unit 5, Activity 4, "SEP and RTC Icons" (PDF pg. 3)		SEP: Ask Questions and Define Problems icon RTC: Cause and Effect icon	SEP: Develop Explanations icon Listen Actively and Discuss icon
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	2	Printable: Studies Weekly Online, Unit 10, "Water, Water, Everywhere!: Home Letter" (PDF pg. 2)		saltwater freshwater	salt water fresh water
Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	3	Student Edition, Unit 5, Activity 8, "SEP Icons" (PDF pg. 2)		SEP: Develop Explanations icon RTC: Patterns icon	SEP: Design Solutions icon RTC: (deleted Patterns icon)

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Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	3	Student Edition, Unit 5, Activity 9, "SEP and RTC Icons" (PDF pg. 2)		SEP: Develop Explanations icon RTC: Patterns icon	SEP: Collect and Organize Data icon Analyze Data icon Use Mathematics icon Evaluate Designs icon Listen Actively and Discuss icon RTC: Cause and Effect icon
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	10.15	Teacher Edition, Unit 10, Activity 2, "Vocabulary" (PDF pg. 15)		6. Say: This body of water is called a lake. It is oftenfresh water with land on all sides.	6. Say: This body of water is called a lake. It is often fresh water with land on all sides.
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	12.3	Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 3)		ELAR: F: make inferences and use evidence to support understanding with adult assistance; C: use text evidence to support an appropriate response;	ELAR: F: Make inferences and use evidence to support understanding with adult assistance. C: Use text evidence to support an appropriate response.
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	12.4	Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 4)		MATH: A: Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among the.	MATH: A. Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships between them.

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Texas Science Studies Weekly: 1 Grade Student Edition with Online Access	9781649783776SE8	View Current Link	1	Printable: Studies Weekly Online, Unit 13, "How Much Water Did You Take?" (PDF pg. 1)		Take _ bead	(all numbers greater than 1 have bead changed to beads)
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE		3-42	Printable: Studies Weekly Online, Grade 1, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"		TEK: Unit	TEKS: Unit
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	1-2	Studies Weekly Online, Unit 1, Week 1, Poster Pal, Activities 2, 5, "Intorduction to Science And Engineering" (PDF pg. 1-2)		Intorduction to Science and Engineering	Introduction to Science and Engineering
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	16.2, 16.14	Teacher Edition, Unit 16, Activity Summary Chart, Activity 1, "Adventure Reader: Food Chains? (PDF pg. 12, 14)		Day 2 Adventure Reader: Food Chains? Adventure Reader: Food Chains?	Day 2 Adventure Reader: Food Chains Adventure Reader: Food Chains
Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access	9781649783769TE	View Current Link	1	Teacher Edition, Unit 1, Week 2, Unit Objective (PDF pg. 1)		Students will be able to recognize the purpose of recurring themes and toncepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.	Students will be able to recognize the purpose of recurring themes and concepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: TPS Publishing

Ch. 112 Science, Grade 1

STEAM into Science - Grade 1 Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition	9781788058001	View Current Link	Page 92	Idea Box 6		Explain to the children that innovation in weather forecasting helped us in our daily lives?	Explain to the children that innovation in weather forecasting helped us in our daily lives.

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Discovery Education Inc

Ch. 112 Science, Grade 2

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 2	9781616291440			Unit 2 > Unit Resources > Background Knowledge	View Updated Link	New content	See updated text in URL_for_Updated_Text

Publisher: Great Minds

Ch. 112 Science, Grade 2

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		142	Lesson 16 Learn "Observe Honey Bee Nests" time box		"15 minutes"	"10 minutes"
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		118	Paragraph after teacher questions that begins "Suggest that students look more closely . . ."		"Display the recycled drum card (Lesson 2 Resource A)."	"Display the recycled drum card (Lesson 2 Resource C)."
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		194	Conceptual Checkpoint, last Next Steps box, page 194.		"If students do not explain that cooling caused the beeswax to melt..." should say "freeze" instead of "melt"	"If students do not explain that cooling caused the beeswax to freeze..."

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Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		255	Second sentence of last paragraph		Nicolás is missing the accent over the a.	Add the accent over the a in Nicolás.
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		207	Second Spotlight on Knowledge and Skills sidebar on page 207.		Change "37 and 38" to "35 and 36" in the following: "Consider reading aloud pages 37 and 38, which explain how Crayola Crayons are made today."	"Consider reading aloud pages 35 and 36, which explain how Crayola Crayons are made today."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		270	First paragraph on page		"Then have members of the sending group count the number of listeners who posed correctly and record results in the Create section of their Science Logbook (Lesson 21 Activity Guide B) by circling the number of listeners who received the message."	"Then have members of the sending group count the number of listeners who posed correctly and record results in the Create section of their Science Logbook (Lesson 21 Activity Guide B)."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		14	Second paragraph of Building Content Knowledge		"back or forth" should be "back and forth" in: "Next, they observe sets of instruments in the classroom and determine that instruments make sound when their parts vibrate, or move back or forth very fast (2.8A)."	"Next, they observe sets of instruments in the classroom and determine that instruments make sound when their parts vibrate, or move back and forth very fast (2.8A)."
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		247	Learn		p. 247 and 248 reference "five" materials/categories which should be "six" (4 instances)	Revise each instance of "five" to "six"
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		285	Teacher Preparation table in Materials section		Add row in Teacher Preparation table.	[Insert new row] Prepare to distribute a copy of End-of-Module Assessment Part A to each student. [Lesson] 27
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		15	1st question in Why section		"The module ... is conceptually challenging for Level 1 students."	"The module ... is conceptually challenging for Level 2 students."
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		397	Overview, Focus Standards, 2.1 standard		"of" should be "or" before "design solutions": "The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, of design solutions using appropriate tools and models."	"The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models."

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Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		285	Teacher Preparation table in Materials section		Add row in Teacher Preparation table.	[Insert new row] Prepare to distribute a copy of End-of-Module Assessment Part B to each student. [Lesson] 28
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		16	First sentence in Advance Materials Preparation		"One activity in this module requires advance preparation."	"Several activities in this module require advance preparation."
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		398	Overview, Focus Standards. 2.10A substandard		"of" should be "or" before "a river": "...investigate and describe how wind and water move soil and rock particles across the Earth’s surface such as wind blowing sand into dunes on a beach of a river carrying rocks as it flows"	"...investigate and describe how wind and water move soil and rock particles across the Earth’s surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows"
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		303	Differentiation sidebar box that begins with "To help English learners and otherstudents who may need support to connect how one event can make another event happen . . ."		Remove "this" before the first write-on line in "When I do this ____ it causes ____ to happen."	"When I do ____ it causes ____ to happen."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		17	Second paragraph of Safety Considerations		Remove "blowing and" from: "The hands-on, minds-on activities of this module involve working outside, blowing and speaking into objects, and using and creating devices and instruments capable of producing loud sounds."	"The hands-on, minds-on activities of this module involve working outside, speaking into objects, and using and creating devices and instruments capable of producing loud sounds."
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		514	Teacher Preparation section of the Materials Table, page 514.		After "Cue flash flood video." insert "Prepare to distribute a copy of the End-of-Spotlight Assessment to each student."	"Cue flash flood video. Prepare to distribute a copy of the End-of-Spotlight Assessment to each student."

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Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		546	Side-Facing Viewpoint Marker		Turtle should be facing left, not right.	Image will be flipped 180 degreees
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		33	Last sentence before Learn section		Replace graphs with other resources in the following: "Tell students that in this lesson, they will use maps and graphs to gather information about Cateura and the landfill."	"Tell students that in this lesson, they will use maps and other resources to gather information about Cateura and the landfill."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		40	Paragraph before the last Teacher Question		"their" should be "the" in the following: "Review that by using these recycled instruments, the people of Cateura found a way to help limit the amount of trash in their landfill and make music at the same time."	"Review that by using these recycled instruments, the people of Cateura found a way to help limit the amount of trash in the landfill and make music at the same time."
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		44	Teacher Note on page 44		"...the Kindergarten Life Module, students learn that a shadow forms when an object blocks light from reaching a surface."	"the Kindergarten Light Module, students learn that a shadow forms when an object blocks light from reaching a surface."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		64	Description above the Claims chart		"Sample class chart:"	"Sample class claims chart:"
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		96	First sample student response of the first Teacher Question.		Delete "reach": "The chenille stem and the bee both went into the flower to get reach the nectar."	"The chenille stem and the bee both went into the flower to get the nectar."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		71	Paragraph above the Claims chart		"claim chart" should be "claims chart" in the following: "Reveal that the evidence supports the third claim, and then circle the claim on the class claim chart."	"Reveal that the evidence supports the third claim, and then circle the claim on the class claims chart."
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		218	Spotlight on Knowledge and Skills margin note		"Consider pointing out examples of food chains throughout the text such as the western scrub jay and the acorn (pages 11 and 12), or the hawk, mouse, and wheat (page 17) (2.12B)."	"Consider pointing out examples of food chains throughout the text such as the western scrub jay and the acorn (pages 13 and 14), or the hawk, mouse, and wheat (page 19) (2.12B)."

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Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		71	Description above the Claims chart		"Sample class chart:"	"Sample class claims chart:"
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		219	Lesson 23, Learn, full paragraph in middle of page, fourth sentence		"Then display the illustrations on pages 4 and 5."	"Then display the illustrations on pages 5 and 6."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		74	Description above the Causes of Sound chart		"Sample class chart:"	"Sample class causes of sound chart:"
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		226	Materials: Teacher Preparation		"Prepare to distribute copies of Lesson 23 Resources A and B to each student."	"Prepare to distribute copies of Lesson 24 Resources A and B to each student."
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		269	Learn section, last two sentences of the third paragraph.		Sentences should say "table" instead of "cards": "Then direct students to circle two claims that the evidence in the cards supports. Instruct students to choose one of their circled claims and write the evidence from the cards they think supports that claim."	"Then direct students to circle two claims that the evidence in the table supports. Instruct students to choose one of their circled claims and write the evidence from the table they think supports that claim."
Matter with Spotlight Lessons on Weather Events Science Logbook	9798885885393		34	Imagine		A row is missing for "Leaf" from the SL table.	Add a row below Fabric for "Leaf." Add the associated images and alt text in the second column to match other rows.
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		84	Description above the Causes of Sound chart		"Sample class chart:"	"Sample class causes of sound chart:"
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		287	End-of-Module Assessment Rubric, Item 2b		"The student uses details from the information cards to explain (2.3A) . . ."	"The student uses details from the table to explain (2.3A) . . ."

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Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885393		69	Lesson 11 Activity Guide B		The word "Claim" is missing.	Add "Claim:" in bold before "A hurricane is most likely to occur in"
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		91	Description above the Causes of Sound chart		"Sample class chart:"	"Sample class causes of sound chart:"
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		289	End-of-Module Assessment, Scientific and Engineering Practices column, Item 4b, page 289.		Bolding is incorrect	In 2.3A, unbold "data" and bold "models".
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		112	First sentence of the long paragraph near the middle of page 112.		"Revisit students' understanding of solids and liquids, and review the class descriptions of solids and liquids from the previous lesson set."	"Revisit students' understanding of solids and liquids, and review the class descriptions of solids and liquids from previous lessons."
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		98	Fourth row from last of Teacher Materials table		"Recycled drum card in Lesson 2 Resource A"	"Recycled drum card in Lesson 2 Resource C"
Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition	9798885885232		435	Overview, Advance Materials Preparation, first sentence		"Activities in these lessons require advance preparation."	"An activity in these lessons requires advance preparation."
Matter with Spotlight Lessons on Weather Events Teacher Edition	9798885885218		138	Sample student response, 2nd column table heading		"What do you observe?"	"Properties"
Sound with Spotlight Lessons on Objects in the Sky Teacher Edition	9798885885225		117	First paragraph of Land section, Phenomenon question		"How can we make objects sound like instruments?"	"How can we make common objects sound like instruments?"

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Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 2

HMH Into Science Texas Hybrid Classroom Package Grade 2: TEKS

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

Publisher: McGraw Hill

Ch. 112 Science, Grade 2

McGraw Hill Texas Science, Grade 2: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science, Grade 2, Student Edition	9781265557720		4	STEM Connection, Meet a Biochemist: Marie Maynard Daly, 4th sentence		Delete Biochemists are scientists who study the properties of matter.	N/A
McGraw Hill Texas Science, Grade 2, Student Edition	9781265557720		11	Above Write About It!		N/A	[Talk About It] What kind of scientist might use safety equipment like a hot plate?
McGraw Hill Texas Science, Grade 2, Student Edition	9781265557720		32	Write About It!		Analyze the pictograph. Which material do most people want? Why do you think so? Describe the physical properties of the building material in your explanation.	Analyze the pictograph. Which material did most people prefer? Ask students in your class which material they would use. Add the data to the pictograph. Write a letter to Dash Construction explaining which materials to use. Use data from the pictograph in your explanation.
McGraw Hill Texas Science, Grade 2, Student Edition	9781265557720		77	First paragraph		He invented both the microphone and the first telephone. Both are still used for communication today.	Bell worked with other scientists. They invented both the microphone and the first telephone.
McGraw Hill Texas Science, Grade 2, Student Edition	9781265557720		109	Airplane label/caption		Only one thing changes!	Sometimes things change shape when they collide.
McGraw Hill Texas Science, Grade 2, Student Edition	9781265557720		210	Apply it, under first paragraph		Word Web Graphic organizer	Replaced with a graphic organizer with a large oval at the top with the text "satellites" inside it and four ovals underneath.
McGraw Hill Texas Science, Grade 2, Teacher Edition	9781265515850		50	GET READY, grey bar		760L	500L
McGraw Hill Texas Science, Grade 2, Teacher Edition	9781265515850		65	KEY Moment, item 2A		Students may think that brick is best for making a pillow since is a solid.	Students may think that brick is best for making a pillow since it is a solid.

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McGraw Hill Texas Science, Grade 2, Teacher Edition	9781265515850		238A	Right column, Conduct an Investigation, Step 7		Sample ansswer: Some of the plants are getting taller.	Sample answer: Some of the plants are getting taller.

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Publisher: Studies Weekly

Ch. 112 Science, Grade 2

Texas Science Studies Weekly: Second Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access	9781649783783TE		3-42	Printable: Studies Weekly Online, Grade 2, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"		TEK: Unit	TEKS: Unit

Publisher: Argument-Driven Inquiry, LLC

Ch. 112 Science, Grade 3

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 3rd Grade	9798987754801	View Current Link	N/A	Fertile Soil in Raised Gardens (Materials and Preparation, Section: Materials, Paragraph 1, Line 2)	View Updated Link	(SKU LH-ISM-XXX-K)	(SKU LH-ISM-233-K)
Texas ADI Learning Hub for Science, 3rd Grade	9798987754801	View Current Link	N/A	Unsinkable Signal Buoy (Learning Hub, Stage 5: Share, Make a draft argument, Section 2: Image)	View Updated Link	Old diagram of argument board	Corrected diagram of argument board

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 3rd Grade	9798987754801	View Current Link	Page 52 of the updated Teacher Implementation Guide.	First paragraph under the sub-heading "Embedded performance tasks."	View Updated Link	Students have numerous opportunities to make their thinking visible during an ADI investigation. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.	Students have numerous opportunities to make their thinking visible during an ADI investigation or design challenge. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation or test of a design and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation or design challenge. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.

Publisher: Great Minds

Ch. 112 Science, Grade 3

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		12	Module Overview, Focus Standards, Texas Essential Knowledge and Skills for Science, 3.4A		The words "scientific discoveries and" should be italicized in 3.4A.	Apply italics to "scientific discoveries and" in 3.4A.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		422	Appendix A, Storyline, Lesson 13, "Know" section, first and second paragraphs		Storyline updated to reflect guidance provided in the Teacher Edition for administering the Lesson 13 Conceptual Checkpoint.	Summary of new content: Storyline updated to reflect guidance provided in the Teacher Edition for administering the Lesson 13 Conceptual Checkpoint.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		236	Materials Table, Teacher Preparation, second row		"6.43" should be "5 cm": "Prepare materials for the time span model by cutting string to create 1 cm, 10 cm, and 6.43 m pieces."	"Prepare materials for the time span model by cutting string to create 1 cm, 10 cm, and 5 m pieces."

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		478	Learn: Investigate Melting, Spotlight on Knowledge and Skills sidebar box that corresponds with the inline icon after "sample student responses", last two sentences		Standards tags updated. Add "(3.6B)" to the end of the sentence that begins "In Lesson 4" and replace "3.6B" with "3.6C" at the end of the sentence that begins "In Lesson 5"	"In Lesson 4, students use a model to determine that air is made up of gases (3.6B). In Lesson 5, students determine that water vapor is a type of gas produced during the processes of evaporation and boiling (3.6C)."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Content Standards column, 3.6C		In 3.6C, "Predict," should not be in bold.	Remove bold from "Predict,"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		13	Module Overview, Focus Standards, Texas Essential Knowledge and Skills for Science, 3.5A		The words "identify and" should not be italicized.	Remove italics from "identify and" at the beginning of 3.5A.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		425	Appendix A, Storyline, Lessons 14-18 (Engineering Challenge), Reveal section, first sentence		Remove "move to the Imagine stage and": "Next, we move to the Imagine stage and work with a partner to examine cards with labeled pictures of shoreline protection systems on them."	"Next, we work with a partner to examine cards with labeled pictures of shoreline protection systems on them."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		239	Learn: Compare Time Spans of Events, paragraph 5, first sentence		"...place one end of the 6.43 m string at year zero…"	"...place one end of the 5 m string at year zero…"

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		479	Learn: Investigate Melting, first English Language Development sidebar box, first two sentences		Remove "mass," and "masa (mass),"	"Students will encounter the terms solid, liquid, and volume throughout these lessons. Providing the Spanish cognates sólido (solid), líquido (liquid), and volumen (volume) may be helpful."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Content Standards column, 3.6B		In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		249	Lesson 22 Overview, Standards Addressed, English Language Proficiency Standards, 4F		Apply bold to "needed" in 4F	Apply bold to "needed" in 4F
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		479	Learn: Investigate Melting, English Language Development inline box		Remove: "Students may recall the definition of matter from Level 2 as anything that has mass and takes up space. Explain to students that the new definition uses the term volume instead of takes up space (1A)."	Replace last two sentences with: "Explain to students that this new definition builds on their previous knowledge and includes the properties of mass and volume (1A)."
Survival and Change Teacher Edition	9798885885256		79	Lessons 6-8 Overview, Materials, Teacher Preparation table, second row		Incorrect URL link for the wind vane video.	Replace the link with http://phdsci.link/2427
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		14	Module Overview, Focus Standards, English Language Proficiency Standards, 4D		The "and" before "pretaught" should be italicized in 4D.	Italicize the "and" before "pretaught" in 4D.

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		425	Appendix A, Storyline, Lessons 14-18 (Engineering Challenge), Reveal section, second paragraph, first sentence		Add "In the Imagine stage," to the beginning of the sentence: "Our teacher divides the class into engineering groups and distributes the Engineering Challenge materials."	"In the Imagine stage, our teacher divides the class into engineering groups and distributes the Engineering Challenge materials."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 3.6C		In 3.6C, "and record" should be in bold.	Apply bold to "and record"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		249	Lesson 22 Overview, Materials, Teacher Materials table		Teachers need Surtsey Photographs by Year (Lesson 1 Resource B) in Lesson 22.	Insert a row at the end of the table that reads; "Surtsey Photographs by Year (Lesson 1 Resource B) [Lesson(s)] 22"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		497	Learn: Change a Liquid to a Solid, sample student responses before the inline Check for Understanding box, first bulleted response, second sentence		Remove "of water vapor"	Revised sentence: "When the water was boiling, we saw steam and bubbles everywhere in the liquid."
Survival and Change Teacher Edition	9798885885256		130	Learn, Conceptual Checkpoint, Teacher question: "Do the graphs support this claim?"		Insert a body paragraph above the teacher question "Do the graphs support this claim?" as follows:	"Read aloud the claim."

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		15	Module Overview, Building Content Knowledge, paragraph that begins "In Concept 3", second sentence		Replace "a wave rock" with "Wave Rock": "Students observe and compare Earth events, such as earthquakes, volcanic eruption, tornado, flood, and formation of a wave rock (3.10B, 3.10C), that change land to develop initial ideas about the time spans over which the events occur."	"Students observe and compare Earth events, such as earthquakes, volcanic eruption, tornado, flood, and formation of Wave Rock (3.10B, 3.10C), that change land to develop initial ideas about the time spans over which the events occur."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		430	Appendix A, Storyline,Lesson 22, Knowledge Statement		Replace Lesson 22 Knowledge Statement: "Events shape land over short and long time spans."	"Earth events change land over short and long time spans."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 3.11B		In 3.11B, add "the" in bold before "conservation"	Revision: "Explain why the conservation of natural resources is important."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		255	Learn: Debrief Conceptual Checkpoint, first Teacher Question, second sample student response		Replace "people" with "lifetimes": "One person can’t observe a slow event in their lifetime, so I looked at the number of people it takes to observe the events."	"One person can’t observe a slow event in their lifetime, so I looked at the number of lifetimes it takes to observe the events."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		498	Learn: Change a Liquid to a Solid, paragraph under the inline Check for Understanding box		Remove: "Then draw students’ attention to the headings in the chart. Guide students to replace Types of Matter with States of Matter for both the chart heading and the chart title."	Replace with: "Then draw students’ attention to the chart headings and title. Replace Types [italics] with States [italics] where appropriate."
Survival and Change Teacher Edition	9798885885256		154	Learn, Develop a Food Chain, paragraph that begins "Summarize that the white-footed mouse . . ."		Move paragraph "Summarize that the white-footed mouse . . . or the Texas Plains coyote." to next page after the inline Check for Understanding box.	Move paragraph "Summarize that the white-footed mouse . . . or the Texas Plains coyote." to next page after the inline Check for Understanding box.

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		24	Launch, inline Check for Understanding box, 3.1A		The word "engineering" should be removed from the 3.1A standard.	"Ask questions and define problems based on observations or information from text, phenomena, models, or investigations."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		430	Appendix A, Storyline, Lesson 22, Know section, first paragraph, fourth sentence		"We circle the parts of the claim we agree with, and then we use a sentence frame to explain how the evidence supports the claim we picked."	"Then we use a sentence frame to explain how the evidence supports the claim we picked."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices, 3.1C		For 3.1C, "Demonstrate safe practices and the use of safety equipment during classroom" should be in bold.	Apply bold to "Demonstrate safe practices and the use of safety equipment during classroom"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		261	Lessons 23-25 Overview, Prepare, third sentence		"In Lesson 24, they briefly revisit the driving question board to reflect on their progress and then individually complete the End-of-Module Assessment."	"Then students briefly revisit the driving question board to reflect on their progress. In Lesson 24, students individually complete the End-of-Module Assessment."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		499	Land, first sidebar Extension box, second sentence		Replace "recycling class" with "states of matter": "Encourage students to relate each of the steps in the recycling class chart to a portion of the video."	"Encourage students to relate each of the steps in the states of matter chart to a portion of the video."
Survival and Change Teacher Edition	9798885885256		195	Learn: Make a Claim, Second sentence of first paragraph		"Students should state their claim and provide evidence gathered from the texts or modeling activities from the previous lesson."	"Students should state their claim and provide evidence gathered from the texts."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		32	Learn: Explore Island Formation, second to last paragraph on page 32, first sentence		Remove "back" from the sentence: "Highlight student responses that mention the liquid rock turning back into a solid."	"Highlight student responses that mention the liquid rock turning into a solid."

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.1B		All of 3.1B should be italicized.	Italicize the words in 3.1B.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices, 3.1C, Lesson(s) column		3.1C should be tagged in Lessons 7 through 10.	Revise the Lesson(s) column for 3.1C to read "7, 8, 9, 10"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		263	Lessons 23-25 Overview, Standards Addressed, English Language Proficiency Standards, 3F		Apply bold to "and social" in 3F.	Apply bold to "and social" in 3F.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 3.6B		In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"
Survival and Change Teacher Edition	9798885885256		264	Launch, first paragraph after first sample student responses		"Allow students enough time to generate a list, and ask student pairs to sort their ideas by circling similar ideas with the same colored pencil or crayon. Tell students to use a different-colored pencil or crayon for each category."	"Allow students enough time to generate a list, and ask student pairs to sort their ideas into different categories by using circles, rectangles, and underlines, or by circling similar ideas with the same colored pencil or crayon. Clarify that students should use a different notation or color for each category."
Earth Changes with Spotlight Lessons on Changes in Matter Science Logbook	9798885885423		51	Lesson 18 Activity Guide B, second checklist, second item		Replace "group's presentation" with "groups' presentations": Revised sentence: "I listened actively to the other group's presentation."	"I listened actively to the other groups' presentations."

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.3A		All of 3.3A should be italicized.	Italicize the words in 3.3A.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		509	Learn: Explain the Importance of Conservation, inline Check for Understanding box, TEKS Assessed, 3.11B		In 3.11B, add "the" in bold before "conservation": "Explain why conservation of natural resources is important."	"Explain why the conservation of natural resources is important."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		530	Learn: Research Crayon Melting, inline Check for Understanding box, TEKS Assessed, 3.6B		In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		285	End-of-Module Assessment Sample Responses, item 1a table, "Before Flood" column, first sample student response		Remove "and rocks" from "The land by the river is made up of soil and rocks."	"The land by the river is made up of soil."
Survival and Change Teacher Edition	9798885885256		264	Launch, first sample student response after the teacher question "How did you sort your ideas?"		"We circled changes caused by severe weather in purple, seasonal changes in green, and changes caused by humans in blue."	"We circled changes caused by severe weather, drew a square around seasonal changes, and underlined changes caused by humans."
Earth Changes with Spotlight Lessons on Changes in Matter Science Logbook	9798885885423		51	Lesson 18 Activity Guide B, second checklist, third item		Replace " the other group" with "other groups": "I asked the other group questions about their design."	"I asked other groups questions about their design."

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.3B		All of 3.3B should be italicized.	Italicize the words in 3.3B.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		122	Lessons 10-12 Overview, Materials, Teacher Materials table, fifth line		Add "10," before "11" in the Lesson(s) column for "Wind Investigation Data Table (Lesson 10 Resource C)"	"10, 11"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.3C		All of 3.3C should be italicized.	Italicize the words in 3.3C.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		536	Learn: Prepare to Share a Design Solution, inline Check for Understanding box, TEKS Assessed, 3.6B		In 3.6B, the "and" before "demonstrate" should be in bold and "and gases" before "take the shape" should not be in bold.	Apply bold to the "and" before "demonstrate" and remove bold from "and gases" before "take the shape"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		292	End-of-Module Assessment Rubric, Item 2c, Column 5 Evidence Statement		Change "(3.6D)" to "(3.11A)"	"(3.11A)"

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Survival and Change Teacher Edition	9798885885256		264	Launch, second sample student responses		Color and shape changes made to sample student responses.	Replaced purple circles with black circles around: "A fire could burn all the grass and trees.", "A flood could overflow the river.", "The grass could turn brown if it didn't rain.", and "A tornado could destroy the land."; Replaced green circles with black rectangles around "The leaves on the trees..." and "Cold weather could freeze the river..."; Replaced blue circles with underlines on: "People could build houses.", "A store could be built.", and "An amusement park could be built."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		147	Lesson 13 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices table, 3.1B		remove bold	Remove bold from "and conduct" in 3.1B.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.1E		All of 3.1E should be italicized.	Italicize the words in 3.1E.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		537	Learn: Share a Design Solution, inline Check for Understanding box, TEKS Assessed, 3.11C		In 3.11C, "reducing," should not be in bold.	Remove bold from "reducing,"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		301	Safety Quiz, second page, item 5		"not" should be bold typeface	Change "not" to bold typeface.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Survival and Change Teacher Edition	9798885885256		299	Learn, Ask About an Engineering Problem, sample introduction text before the inline Check for Understanding box		"Sample class problem:"	"Sample student response:"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		154	Lesson 13, Learn: Conceptual Checkpoint, inline Conceptual Checkpoint box, TEKS Assessed, 3.5G		add bold	Apply bold to "in objects" and to "and systems." in 3.5G.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		444	Spotlight Overview: Focus Standards, Texas Essential Knowledge and Skills, 3.6A		Italicize all the words in 3.6A and remove bolding.	Italicize all the words in 3.6A and remove bolding.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		554	Lesson 7 Resource A, Engineering Challenge Rubric, Create row, Meets Expectations column		The second "(3.1D)" tag in the second sentence should be "(3.1E)"	"The student measures the time (3.1E) it takes to separate crayons from classroom objects by using physical properties (3.6A)."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		337	Lesson 8 Resource B, Preparation, step 2		Delete "one end of" from Step 2 of the Preparation section.	Delete "one end of" from Step 2 of the Preparation section. Revised text should read: "Pour the mixture into the plastic bin."
Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition	9798885885263		98	Learn: Plan an Investigation, English Language Development sidebar box, second sentence		Typo; missing space between "may" and be"	"Providing the Spanish cognate variable may be helpful."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		161	Lessons 14-18 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices table, 3.1C, Lesson(s) column		Add "14", "15", and "18" to the Lesson(s) column for 3.1C. Current text: "16, 17"	"14, 15, 16, 17, 18"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		444	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.6C		Incorrect italics and bolding in 3.6C.	In 3.6C, apply italics and remove bolding from: "in a variety of substances such as ice becoming liquid water" and "liquid water being heated to the point of becoming water vapor (gas)."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		556	Lesson 7 Resource A, Engineering Challenge Alignment Map, first Imagine row in the map, Scientific and Engineering Practices column, 3.1E		In 3.1E, "and measurements" should not be in bold in the first Imagine bullet in this column.	Remove bold from "and measurements"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		359	Lesson 13 Resource B, Conceptual Checkpoint, third page, second photo		Replace with the correct photograph for rain gullies (2004).	Replace with the correct photograph for rain gullies (2004).
Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition	9798885885263		260	Learn: Conceptual Checkpoint, first bullet		"Observe the model of the forces in the paper clip and magnet system."	"Observe the model of the paper clip and magnet system."
Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition	9798885885263		395	First sentence on page		"Observe the model of the forces in the paper clip and magnet system."	"Observe the model of the paper clip and magnet system."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		204	Learn: Create and Test a Shoreline Protection System, inline Check for Understanding box, TEKS Assessed, 3.1B		Apply bold to "plan and" in 3.1B.	Apply bold to "plan and" in 3.1B.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		444	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.6B		Incorrect italics and bolding in 3.6B.	Italicize all the words in 3.6B and remove bolding. Remove bold from the "and" between 3.6B and 3.6C.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		558	Lesson 7 Resource A, Engineering Challenge Alignment Map, second Imagine row in the map, Scientific and Engineering Practices column, 3.1E		In 3.1E, "and measurements" should not be in bold in the second Imagine bullet in this column.	Remove bold from "and measurements"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		365	Lesson 14 Resource A, Engineering Challenge Alignment Map, Recurring Themes and Concepts column, Imagine row, 3.5G		In 3.5G in the Imagine row, apply bold to "in" and "systems."	In 3.5G in the Imagine row, apply bold to "in" and "systems."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		365	Lesson 14 Resource A, Engineering Challenge Alignment Map, Scientific and Engineering Practices column, first Ask row		3.1C needs to be added to the first Ask row.	Add 3.1C and its text to the first Ask row after 3.1A. Apply bold to all words except "and field"

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Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition	9798885885263		487	Learn: Define Thermal Energy, sentence before the Check for Understanding inline box.		"peoples'" should be "people's" in the following sentence: "Confirm that thermal energy from different sources is warming the water and peoples' hands, as well as drying the clothes."	"Confirm that thermal energy from different sources is warming the water and people's hands, as well as drying the clothes."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		204	Learn: Create and Test a Shoreline Protection System, inline Check for Understanding box, TEKS Assessed, 3.10C		Apply bold to "rapid" in 3.10C.	Apply bold to "rapid" in 3.10C.
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		454	Learn: Sort Examples of Conservation, English Language Development sidebar box, second sentence		"reducer"	"reducir"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		558	Lesson 7 Resource A, Engineering Challenge Alignment Map, second Imagine row in the map, Content Standards column, 3.6B		In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		415	Appendix A, Storyline, Lesson 7, Know section, first sentence		"We complete the Conceptual Checkpoint independently by observing the three pictures of Surtsey from the diagram and labeling them with words from word banks our teacher provided."	"We complete the Conceptual Checkpoint independently by observing the three pictures of Surtsey from the diagram and reading a claim about the land on Surtsey."
Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition	9798885885263		520	Lessons 5-7 Overview, Materials, Teacher Preparation table, third row		add "to" between "pump" and "inflate"	"Use a balloon pump to inflate a balloon."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		230	Learn: Read About Time Spans of Earth Events, last Teacher Question		Replace "an hour and a day" with "a day and a year": "How would you describe the difference between an hour and a day?"	"How would you describe the difference between a day and a year?"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		457	Learn: Identify and Compare Conservation Methods, English Language Development inline box, second sentence		"conserver"	"conservar"
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Scientific and Engineering Practices column, 3.1C		Missing words; add "and the use of safety equipment" in bold to 3.1C after "safe practices"	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		420	Appendix A, Storyline, Lessons 10-12, Reveal section, first paragraph, third sentence		Remove "and drawing the land": We record our observations by writing and drawing the land in our Science Logbook and by tracing the land’s changing shape on the side of the bin."	"We record our observations by writing in our Science Logbook and by tracing the land’s changing shape on the side of the bin."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		232	Land, first set of sample student responses, second sample student reponse		"The Mount St. Helens eruption happened more slowly than the Loma Prieta Earthquake. The eruption lasted nine hours while the earthquake lasted less than 15 seconds."	"The Mount St. Helens eruption happened more slowly than the Moore Tornado. The eruption lasted nine hours while the tornado lasted less than 40 minutes."
Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		465	Learn: Explore Additional Properties, inline Check for Understanding box, TEKS Assessed, 3.6A		add "in water" in bold at the end of 3.6A.	"Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water."

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Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Content Standards column, 3.11B		Missing word; in 3.11B, add "the" in bold before "conservation"	"Explain why the conservation of natural resources is important."

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 3

HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 207	Step 6, line 1		"Use a stopwatch to record the speed of the object traveling down the ramp for your first chosen height. Use words such as fast, slow, and did not move."	"Use a stopwatch to record the time it takes the object to travel down the ramp for your first height. Use words such as fast, slow, and did not move to describe speed."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 5, Screen 5	Paragraph 1, line 4		N/A	"Scientists often use centimeters or millimeters to report precipitation as shown on this map."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 225	Column 2, Support for Student Answers, line 7		"more than 2 ½ inches of precipitation."	"more than 8 centimeters of precipitation."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 382	Column 2, Students as Scientists		"Answers will be recorded in the interactive table."	N/A
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 21	Step 2, Sentence 2		"You will use the lines, or scale, on the beaker to collect information about how much objects float. Read the number on the beaker at the top of the water. Write down this number."	N/A

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 201	Column 2, Exit Ticket/Formative Assessment, Support for Student Answers		"Starting with the planet that is closest to the sun, what place does Earth fall in the order of planets? Answer: Earth is the third planet from the sun. If students need support show them a model of our solar system and point to each planet, naming them together."	"What is the correct sequence of the planets in Earth's solar system, starting with the closest planet to the sun? C. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune"
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 5, Screen 5	Bottom page, Question Answer Choice D		"The system near New Orleans has areas with more than 2 inches of rain. The most rain shown in the system near Portland is 1 inch."	"The system near New Orleans has areas with more than 8 centimeters of rain. The most rain shown in the system near Portland is 1 centimeter."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 227	Column 1, Support for Student Answers, Claim, Evidence and Reasoning, line 8		"The air temperature between my three locations ranged from 5 ºC to 12 ºC. All three areas received precipitation day to day, but some more than others. The wind blew each day, but from different directions for each location.Reasoning: The weather data from my school shows that the weather was sunny, warm, and with winds from the north all three days. However, comparing that to the other two locations, I can see that they had colder temperatures and precipitation."	"The air temperature between my three locations ranged from 12 ºC to 28 ºC. All three areas received precipitation day to day, but some more than others. The wind blew each day, but from different directions for each location. Reasoning: The data shows that weather can change from day to day. By observing and comparing temperature, precipitation, and wind, we can see the patterns and changes.
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 386	Lesson Title		"Structures and Functions of Organisms"	"Structures and Functions of Animal Parts"
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.A, Day 5, Screen 3	Step 2		"You will use the lines, or scale, on the beaker to collect information about how much objects float. Read the number on the beaker at the top of the water. Write down this number."	N/A
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 23	Analyze Results, paragraph 2		"Of the objects that floated, which had the greatest distance between the starting line of scale and where the bottom ended up?"	N/A
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 284	Location 1 Table, Air Temperature and Precipitation columns		"1,1.2, 1.1" ; "0.5, 1.5, 2"	" 10,12, 11" ; "5, 15, 12"

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 397	Column 1 , Support for student answers		"PAGE 503 If students struggle to recall the quantity of food each beak picked up, have them review their data recorded on the Scale, Proportion, and Quantity Science Theme Graphic Organizer from Part 1. Support for Student Answers Scale, Proportion, and Quantity: How did the size of each beak affect the type of food it could pick up? How does this relate to the environment the bird lives in? Sample answer: The larger the bird beak size, the larger food or the larger amount of food the bird can pick up. This affects the environment in which the bird lives, so that it can get food of the right size. How do the shapes of their beaks affect what type of food they can eat? Sample answer: A hummingbird's beak is long, skinny, and pointed. Its shape and size lets it get nectar and insects from flowers. A duck has a long, flat beak. Its shape and size let ducks eat plants and animals in the water."	N/A
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.A, Day 5, Screen 3	Step 1, bullet point 3		"Third column = Amount of Float"	"Third column = Observations"

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 216	Column 1, Support for Student Answers, line 6		"Your answer might look something like this: • Location 1: The air temperature was 15 ºC, the wind was blowing from the West, and there was no precipitation. • Location 2: The air temperature was 30 ºC, the wind was blowing from the South, and there was 1 cm of rain. • Location 3: The air temperature was 10 ºC, the wind was blowing from the North, and there was no precipitation."	"Data will vary based on season and location. Student should use their collected data to describe temperature, wind, and precipitation."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 242	Column 2, Differentiation: Extra Support, line 3		"Discuss how playing with toys can be a kind of modeling that safely tests out different imaginary experiences."	N/A
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 21	Column 2, Support for Student Answers, Analyze results, paragraph 2		"Of the objects that floated, which had the greatest distance between the starting line of scale and where the bottom ended up? Sample answer: The bottom of the toy boat was over an inch down in the water!"	N/A

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HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 286	Images of map 1 and 2		Customary units map	Metric units map
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 413	Column 2, Support for students answer		"How have our plants grown and changed? Sample answer: They have grown taller and thicker. Roots can be seen growing longer. Some have leaves."	"Analyze Results What patterns do you notice? Sample answer: Each plant started growing slowly. Our plant grew to 15 cm tall, which was the tallest in the class. I bet it was because it had the most sunlight. The patterns I saw include each plant growing at a steady rate. No plant grew more than 2 cm between measurements."
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 22	Sink or Float table, column 4 head		"Amount of Float"	"Observations"
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p.218	Column 1, Support for Student Answers, line 3		"Sample answer: More; there was no rain yesterday, and today there is about ½ inch of rain in the gauge. ... Sample answer: Yesterday the wind was from the south, and today it is from the west. ... Sample answer: No; it is about 5 degrees C cooler today than yesterday."	"Sample answer: The amount of rain will vary based on location. ... Sample answer: Wind direction will depend on the location. It could blow from the North, East, South or West. ... Sample answer: Student measurements should be reasonable. Room temperature usually falls in the range of 20 degrees Celsius to 25 degrees Celsius."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 244	Column 2, second Support for Student Answer, last sentences		The sandy soil will have more particles. The clay will be smoother.	N/A
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 68	Column 1, Support for Student Answers, Sentence 3		"Geothermal energy can be used to heat and cool a house or to heat water for a shower, dishes, or laundry. It can also be used to make electricity."	"Geothermal energy can be used to heat swimming pools. It could be used to keep plants in greenhouses warm in the winter."
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 287	Question answer choice A		"are in the 40s"	"are less than 10°C "

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 426	Column 2, Support for Students Answer, Language SmArts		"Describe the plant or animal you researched. Explain how different factors impacted the lifecycle of the organism you researched. "	"Explain what factors or conditions can support the stability of a life cycle or cause it to change. "
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.A, Day 5, Screen 3	Step 5 move to step 4		"If it floats, read the number on the beaker's scale that lines up with the bottom of the object. Use subtraction to find the difference between this number and the number from Step 2. Record the difference in the Amount of Float column. Step 5"	N/A
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 219	Column 1, Support for student Answers Analyze the data, line 3		"Sample answer: The student made an error in recording the amount of precipitation on Thursday."	Sample answer: The student made an error when recording the amount of precipitation from the table in the bar graph.
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 257	Column 1, support for student answers, analyze model move to after "step 6"		"Support for Student Answers Analyze Models...close together"	"Support for Student Answers Analyze Models...close together" Moved, no changes to text.
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 69	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning sample answer		"Support your claim with evidence from your investigation. ... Students should write their response in the interactive. Sample answer: I think that states of matter can change from liquid to gas when heated. When I heated water during my experiment, it evaporated. My reasoning is that if water evaporates when it's heated, then states of matter can change from liquid to gas when heated."	"Support your claim with evidence from the lesson. ... Sample answer: Matter can change states when heated or cooled. Ice can melt and change to water when heat is added. That water can boil or evaporate, becoming water vapor when more heat is added. Water vapor can condense back to liquid water when cooled. Water freezes and becomes ice when cooled further."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 5, Screen 4	Multiple Choice interactivity, answer choice		"A.31 ºF, B.18 ºF, C.13 ºF "	" A.17°C , B.18°C , C.13°C"

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HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 21	Step 5 move to step 4		"If it floats, read the number on the beaker's scale that lines up with the bottom of the object. Use subtraction to find the difference between this number and the number from Step 2. Record the difference in the Amount of Float column. Step 5"	N/A
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 219	Column 2, Support for student Answers, Use mathematical calculations, line 3		"For each 4 rise in temperature in area 1, there was a 3 drop in temperature in area 2."	"For each 4 °C drop in temperature in area 1, there was a 3 °C rise in temperature in area 2. "
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 261	Column 1, Support for student answer, Cause and effect sample answer, last sentence		"Support for Student Answers Cause and Effect: … water flowed over it."	"Support for Student Answers Cause and Effect:" Moved, no changes to text.
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.C, Day 2, Screen 4	Do the Math question and sample answer		"... . What is the temperature at which all of the ice melted?" "It was 0 degrees Celsius when all the ice had melted."	"... . What happened to the temperature of the water as the ice cubes melted? Use your measurements as evidence for your answer." "Answer based on your measurements. In general, the final temperature of the water when the ice has melted will be lower than the starting temperature of the warm water."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 5, Screen 4	Image of map		Customary units map	Metric units map
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.A, Day 5, Screen 4	Sample answer, last sentence		"The bottom of the toy boat was over an inch down in the water!"	N/A

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 221	Column 1, Step 14 Support for Student Answers, line 2		"Sample answer: There was zero rain on Day 1 or Day 2, so I predict there will be no rain today either."	"Sample answer: Student should identify noticeable changes or trends in precipitation, temperature fluctuation, or wind direction. Prediction can vary."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 264	Column 2, Performance Indicators table, Row 3		"describe the changes in the model on a flowchart using words and/or pictures"	N/A
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 59	Do the Math question, last sentence.		"... . What is the temperature at which all of the ice melted?"	"... . What happened to the temperature of the water as the ice cubes melted? Use your measurements as evidence for your answer."
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 289	First paragraph, line 4		"...precipitation is usually measured in inches as shown here."	"...precipitation is usually measured in inches. Scientists often use centimeters or millimeters to report precipitation as shown on this map."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 221	Column 1, Step 15–19 Support for Student Answers, line 2		"Sample answer: I think Dallas, Texas, will be around 30 ºC with no rain or wind today. I think Concord, New Hampshire, will have wind from the west, another inch of rain, and be around 10 ºC today."	"Sample answer: Student should identify noticeable changes or trends in precipitation, temperature fluctuation, or wind direction. Prediction can vary."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 269	Column 1, Support for Student Answers move to after step 9		"Support for Student Answers Analyze Models...it didn't fall over"	"Support for Student Answers Analyze Models...fall over" Moved no changes to text.
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 221	Column 2, Support for student answers, Identify Patterns, line 7		"0 inches"	"0 centimeters"
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 272	Column 2, Other Changes, Elicit Student Thinking MOVE to before Do the Math		"Support for Student Answer Page 347...different?"	"PAGE 347 Elicit Student Thinking...similar and different?" Moved, no changes to text.

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 59	Column 1, Do the Math, Support for Student Answers		"What is the temperature at which all of the ice melted? "32 degrees F or 0 degrees C"	"Analyze your data. What happened to the temperature of the water as the ice cubes melted? Use your measurements as evidence for your answer. Student answers should reflect their measurements. In general, the final temperature of the water when the ice has melted will be lower than the starting temperature of the warm water."
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 289	Bottom of page, Question Answer Choices D and E		"D. The system near New Orleans has areas with more than 2 1/2 inches of rain. E. The most rain shown in the system near Portland is 1 inch."	"D. The system near New Orleans has areas with more than 8 centimeters of rain. E. The most rain shown in the system near Portland is 1 centimeter."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 222	Column 2, Support for Student Answers, Claim, Evidence and Reasoning, line 6		"My claim is that the weather in Florida is different from the weather in Vermont. My evidence is that it was 20 degrees colder in Vermont on the days I measured. My reasoning is that it was snowing in Vermont. It doesn't snow in Florida, so it definitely won't be as cold."	"My claim is that the weather changes in different locations. My evidence is that the temperature changed on the days I measured. My reasoning is that each location is in a different place and can have different weather."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 275	Column 1, Can You Explain It?, Support for Student Answer MOVE to column 2 end of page 274		"Support for Student Answers...butterfly?" appears after guiding question on page 275.	"Support for Student Answers Select the question...butterfly?" Moved, no changes to text.
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.C, Day 3, Screen 6	Short Answer interactivity, Sample answer		"My claim as heat is added, the temperature of the ice and water goes up. My evidence is that it starts at 0 degrees Celsius and goes up to 70 degrees Celsius. My reasoning is that the temperature will continue to go up as it is on the hot plate, but will stop when no more heat is added."	"My claim is as heat is added, the temperature of the water goes up. My evidence is that the temperature of the warm water increased while the beaker of warm water was on the hot plate. My reasoning is that the temperature goes up because the hot plate warms the water."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 6, Screen 5	Short Answer interactivity, Sample Answer		"Evidence: The air temperature of my locations was between 5 ºC and 12 ºC. Some received more precipitation than others. The wind blew from different directions. Reasoning: The data shows that the school's weather was sunny, warm, and with northerly winds. However, the other two locations had colder temperatures and precipitation."	"Evidence: The air temperature of my locations was between 12 ºC to 28 ºC. The wind blew from different directions. Reasoning: The data shows The data shows that weather can change from day to day. By observing and comparing temperature, precipitation and wind, we can see the patterns and changes."

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 223	Column 2, Exit ticket/ Formative Assessment, line 1		Explain and Model Content to students who are unfamiliar with decimal notation used in the location 1 table. Use a concrete visual model to show how the decimals in the table are equivalent to certain fractions. For example, show how 1.2 is equivalent to one whole plus 2/10, and 0.5 is equivalent to ½.	N/A
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 275	Column 1 , Support for Student Answers		N/A	"Support for Student Answers Choose and describe two ways Earth's surface changes rapidly. Use the examples from the lesson. Sample Answer: Fires can quickly burn everything in an area, including buildings and houses. Waves can go over sea walls and fill homes and streets with water. "
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 62	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Line 4		"Students should write their response in the interactive. My claim is as heat is added, the temperature of the ice and water goes up. My evidence is that it starts at 0 degrees Celsius and goes up to 70 degrees Celsius. My reasoning is that the temperature will continue to go up as it is on the hot plate, but will stop when no more heat is added."	"Sample answer: My claim as heat is added, the temperature of the water goes up. My evidence is that the temperature of the warm water increased while the beaker of warm water was on the hot plate. My reasoning is that the temperature goes up because the hot plate warms the water."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, , Day 2, Screen 5	Short Answer Interactivity, Sample Answers		"Your answer might look something like this: • Location 1: The air temperature was 15 ºC, the wind was blowing from the West, and there was no precipitation. • Location 2: The air temperature was 30 ºC, the wind was blowing from the South, and there was 1 cm of rain. • Location 3: The air temperature was 10 ºC, the wind was blowing from the North, and there was no precipitation.	"Data will vary based on season and location. Student should use their collected data to describe temperature, wind, and precipitation. "

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 223	Column 2 , Exit ticket/Formative Assessment, Support for Student Answers, line 3		"Air temperature is much lower in location 1, so it is the coldest. Location 1 had rain, but location 2 had none. For both locations, wind direction changed over the three days."	"The weather is coldest in location 1. Location 2 has the lowest level of precipitation. For both locations 1 and location 2, wind direction changes. "
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.12.A, Day 1, Screen 3	Flip Card interactivity, dormancy image		Incorrect image of tree in spring	Change to image of tree in winter
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.C, Day 4, Screen 6	Short Answer interactivity, Sample answer		"Sample answer: Putting a cup of ice in a bag will keep the outside from getting wet with condensation."	"Cups of ice water get slippery, especially on warm days, and people can drop them. I need a way to keep cups from getting as slippery."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 4, Screen 6	Location 1 data table, Air temperature, precipitation		"1,1.2, 1.1" ; "0.5, 1.5, 2"	" 10,12, 11" ; "5, 15, 12"
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 224	Column 1, Sense-Making, line 8		measurements. Note that while students use a Celsius scale thermometer in the hands-on activity, these weather maps use the Fahrenheit scale.	N/A
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 413	dormancy image		Incorrect image of tree in spring	Change to image of tree in winter
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 65	Column 1, Support for Student Answers, Define Problems		"Students should write their response in the interactive. Sample answer: Putting a cup of ice in a bag will keep the outside from getting wet with condensation."	"Sample answer: Cups of ice water get slippery, especially on warm days, and people can drop them. I need a way to keep cups from getting as slippery."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 5, Screen 3	Image Gallery interactivity, images		Customary units map	Metric units map

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 155	Column 1, Can You Explain It, first paragraph below guiding question, line 2		"The amount of energy changes depending on how fast or slow the roller coaster moves."	"The amount of motion energy changes depending on how fast or slow the roller coaster moves."
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.10.A, Day 5, Screen 3	Multiple Choice interactivity, Answer choice A		"...are in the 40s"	"are less than 10°C "
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 224	Column 2, Check student understanding		Check Student Understanding of the mixed numbers (whole numbers followed by a fraction) used in the precipitation map key. If needed, use models to compare the whole numbers to the mixed numbers.	N/A
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 339	Column 1, Step 1, line 7		"In a small group, ... If students choose their own organisms for the food chain, verify that it includes a producer, a primary consumer, a secondary consumer, and a tertiary consumer."	"In a small group ... If students choose their own organisms for the food chain, verify that it includes a producer and several levels of consumers."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 167	Column 1, Differentiation: Challenge, Line 3		"Have students predict when the object moving down the ramp will have more mechanical energy."	"Have students predict when the object moving down the ramp will have more motion energy."
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 290	Map image		Customary units map	Metric unit map
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 225	Column 1, Support for Student Answers, line 3		"Sample answer: New Orleans is the warmest city at 77 ºF. Buffalo is the coldest city at 46 ºF. 77 – 46 = 31 ºF."	"Sample answer: New Orleans is the warmest city at 25 ºC. Buffalo is the coldest city at 8 ºC. 25 – 8 = 17 ºC "
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 339	Column 1, Steps 2–5		"Encourage students to think about energy flow by asking them why animals eat food."	"Encourage students to think about energy flow by asking them why animals eat food and how producers get energy."

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HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 21	Column 1, Step 2, Paragraph 2 and Step 3		"If students need help finding the number on the beaker at the top of the water, have them find the water's surface. Then have them use their eyes and finger to point to where on the beaker the water line is. Next, have them find the number closest to this mark. This is the number they should use. Step 3 Students may be unsure of how to find the measurement that goes in the third column. Walk them through the steps. Start with the original number they collected for the water line. Have them write that number down. Guide students to find the next number. This number is the one that lines up with the bottom of the object in the water. Subtract this number from the first number. The final number is the difference. Write the answer in the third column."	N/A
HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.8.B, Day 3, Screen 4	Step 6, line 1		"Use a stopwatch to record the speed of the object traveling down the ramp for your first chosen height. Use words such as fast, slow, and did not move."	"Use a stopwatch to record the time it takes the object to travel down the ramp for your first height. Use words such as fast, slow, and did not move to describe speed."
HMH Into Science Texas Student Edition Print Consumable Grade 3	9780358861669	View Current Link	p. 288	Question Answer choices		"A.31 ºF, B.18 ºF, C.13 ºF "	" A.17°C , B.18°C , C.13°C"
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 225	Column 1, Support for Student Answers		"Sample answer: The system near New Orleans is larger and has more rainfall. The Portland area system shows up to 2 inches of rain, while the New Orleans area system shows more than 2 ½ inches."	"Sample Answer: The system near New Orleans has more precipitation and covers a larger area. The system near New Orleans has areas with more than 8 centimeters of rain."
HMH Into Science Texas Teacher Guide Grade 3	9780358841562	View Current Link	p. 339	Column 1, Steps 2–5, Support for Student Answers, line 4		"Our food chains both have a producer, a primary consumer, a secondary consumer, and a tertiary consumer."	"Our food chains both have a producer, a consumer that eats the producer, and consumers that eat other consumers."

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HMH Into Science Texas Student License Digital Grade 3	9780358859734	View Current Link	TEKS Lesson 3.6.A, Day 5, Screen 4	Analyze Results, paragraph 2		"Of the objects that floated, which had the greatest distance between the starting line of scale and where the bottom ended up?"	N/A

Publisher: McGraw Hill

Ch. 112 Science, Grade 3

McGraw Hill Texas Science, Grade 3: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science, Grade 3 Student Edition	9781265559267		250	Map		Map does not include a key and is not accessible.	Map revised so it includes a key and is accessible.
McGraw Hill Texas Science, Grade 3 Student Edition	9781265559267		325	Question 1, image		Delete Desert Food Chain.	N/A
McGraw Hill Texas Science, Grade 3 Teacher Edition	9781265517908		10	TEACH, Promote Rich Vocabulary		Delete: appropriate	N/A

Publisher: Studies Weekly

Ch. 112 Science, Grade 3

Texas Science Studies Weekly: Third Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 3 Grade Teacher Edition with Online Access	9781649783806TE		3-42	Printable: Studies Weekly Online, Grade 3, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"		TEK: Unit	TEKS: Unit

Publisher: Argument-Driven Inquiry, LLC

Ch. 112 Science, Grade 4

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 4th Grade	9798987754818	View Current Link	N/A	Storm Surge Protection for Texas Coastal Homes (Learning Hub, Stage 5: Share, Make a draft argument, Section 2: Image)	View Updated Link	Old diagram of argument board	Corrected diagram of argument board
Texas ADI Learning Hub for Science, 4th Grade	9798987754818	View Current Link	N/A	Flotation System for Shipping Containers (Learning Hub, Stage 5: Share, Make a draft argument, Section 2: Image)	View Updated Link	Old diagram of argument board	Corrected diagram of argument board

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 4th Grade	9798987754818	View Current Link	Page 52 of the updated Teacher Implementation Guide.	First paragraph under the sub-heading "Embedded performance tasks."	View Updated Link	Students have numerous opportunities to make their thinking visible during an ADI investigation. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.	Students have numerous opportunities to make their thinking visible during an ADI investigation or design challenge. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation or test of a design and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation or design challenge. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Discovery Education Inc

Ch. 112 Science, Grade 4

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 4	9781616291464		https://app.discoveryeducation.com/learn/assessment/75cf3862-a94a-4b9a-9e7e-187080713187/preview	Unit 4 > Concept 1 > Food Webs Concept Summative Assessment > Item 10		Find the decomposers on this food web. How does the energy flow through the decomposers? A. The decomposers get energy from the producers only and give energy to the consumers. B. The decomposers get energy from the consumers only and give energy to the producers. C. The decomposers get energy from the consumers and the producers, and the energy stops with them. D. The decomposers get energy from the consumers and the producers and give energy to the producers.	Select the words that make the statement true. You may use some words more than once or not at all. producers, consumers, decomposers, energy, nutrients Decomposers get most of their energy from _____ but also get some energy from _____. They give _____ back to the soil for new _____ to grow. Correct answer: Decomposers get most of their energy from consumers but also get some energy from producers. They give nutrients back to the soil for new producers to grow.
Science Techbook for Texas by Discovery Education: Grade 4	9781616291464		https://app.discoveryeducation.com/learn/assessment/c3abc1d3-b1a7-4b36-abdc-9dcbb2357525/preview	Unit 3 > Concept 3 > Renewable and Nonrenewable Resources Concept Summative Assessment > Item 2		A large forest is cut down for lumber. [Less oxygen is released into the air.] [Soil erodes into a large river.] [Many deer lose their habitat.] Elk in an area is overhauled. [The number of wolves decreases.]	A large forest is cut down for lumber. [Less oxygen is released into the air.] [Soil erodes into a large river.] [Many deer lose their habitat.] [The number of wolves decreases.] Elk in an area are being overhunted. [The number of wolves decreases.]

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Science Techbook for Texas by Discovery Education: Grade 4	9781616291464		https://app.discoveryeducation.com/learn/assessment/fe593164-a7b8-40d0-b349-f0b74e11e679/preview	Unit 3 > Concept 2 > Weathering and Erosion Concept Summative Assessment > Item 8		A class is studying how rivers and deltas form. The Yukon River Delta in Alaska is shown in the photo. Image Which image shows how the class can model delta formation?	remove item from assessment

Publisher: Great Minds

Ch. 112 Science, Grade 4

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		188	Learn: Categorize Energy Resources, sample categorizations table		The table should be separated into four separate tables.	Break the table into four separate tables. The breaks should be before "Solid"; "Will Run Out (Fossil Fuels)", and "Changes Land"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		469	Lessons 3-4 Overview, Materials, Teacher Preparation table, first row		Video title needs to be updated.	Change "oil refinery plant video" to "wastewater flowing into a water body video"
Plants in the Environment Teacher Edition	9798885885294		233	Launch, second paragraph, second sentence		add "safety goggles," after "Distribute": Revision: "Distribute a ruler, a handheld magnifier, and a quarter-size object to each group."	"Distribute safety goggles, a ruler, a handheld magnifier, and a quarter-size object to each group."

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		10	Focus Standards, Texas Essential Knowledge and Skills, 4.1F		Incorrect italics for 4.1F	Remove italics from "and input-output tables that show cause and effect;"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		367	Jigsaw Reading Assignments; Solar Power row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1037" with hyperlinked: http://phdsci.link/2938
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		536	End-of-Spotlight Assessment Rubric Part B, Item 2b row		Content for the Item 2a and Item 2b rows needs to be swapped.	Revise TEKS Assessed column cell to "4.2B 4.5E 4.6B" Revise Meets Expectations column cell to "The student uses the data table and diagram to identify (4.2B) how burning removes oil from the salt water (4.6B) over time (4.5E)."
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		379	Teacher Materials table, last row		The last row in the Teacher Materials table should be separated into 2 rows; move the following text from last row to new row: "Chart paper (1 sheet), marker (1)" and put "4" in the Lesson(s) column for the new row.	Move text "Chart paper (1 sheet), marker (1)" into new row at bottom of table. Put "4" in the Lesson(s) column for the new row.

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		205	Demonstrate Underground Water Storage, first paragraph		Remove: "(See Lesson 23 Resource C.) Demonstrate where water goes in the ground by pouring just enough water into each of the three jars to saturate each land material. Record the amount of water needed to saturate each material in a data table on a whiteboard."	"Follow the demonstration procedure outlined in Lesson 23 Resource C. Record the data for each material in a class data table on a whiteboard."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		470	Lesson 3, At video link for http://phdsci.link/2372		Title at video link gives away video topic.	Change title at video link from "Oil Refinery Plant" to "Wastewater Flowing into a Water Body."
Plants in the Environment Teacher Edition	9798885885294		252	Standards Addressed, Texas Essential Knowledge and Skills, Content Standards table, 4.10A		Typo; the bolded "the" before "process" should be a bolded "this"	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		11	Focus Standards, Texas Essential Knowledge and Skills, 4.7		Incorrect italics and bolding for 4.7	Remove all current bolding and apply italics to "conduct descriptive investigations to explore the patterns of forces such as gravity on an object"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		368	Lesson 22 Resource A, Optional Reading Assignments table, Group Focus column, second row		Replace "hydropower" with "hydroelectric power"	Revision: "Environmental impact of hydroelectric power"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		537	End-of-Spotlight Assessment Rubric Part B, Alignment Map Part B, Item 1b, Recurring Themes and Concepts column, 4.5A		Bolding for 4.5A is incorrect.	Remove bold from "to design solutions" Apply bold to "to explain scientific phenomena"

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Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		433	Item 1a, content standard (4.9A)		In standard 4.9A, set "such as" and "length of daylight." in bold	Set "such as" and "length of daylight." in bold so the bolded words in the standard read as follows: "Collect and analyze data to identify sequences of seasons such as length of daylight."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		230	English Language Proficiency Standards, 2D		2D should be entirely in bold.	Apply bold to "and interactions"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		483	Lesson 4; Learn: Investigate Mixtures, sample class chart, Mass of Mixture (g) column, Water and salt row		"21"	"22"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		126	L12-13 Overview, Teacher Materials table; page 126		In the Teacher Materials table, Station 1 preparation, replace "black jumper wire (1), red jumper wire (1)"	"alligator clip cords (2)"
Plants in the Environment Teacher Edition	9798885885294		256	Learn: Prepare for Socratic Seminar, Content Area Connection side box		Replace "Mathematics" with "English" in the title of the box.	"Content Area Connection: English"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		11	Focus Standards, Texas Essential Knowledge and Skills, 4.8A		Incorrect bolding and italics for 4.8A	In 4.8A, remove bold and apply italics to "identify the transfer of energy by" and "waves in water"

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		368	Optional Reading Assignments; Environmental Impactof Fossil Fuels row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1033" with hyperlinked: http://phdsci.link/2939
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		537	End-of-Spotlight Assessment Alignment Map Part B, Item 2a and Item 2b rows		Content for the Item 2a and Item 2b rows needs to be swapped.	Move the content in row 2a to row 2b. Move the content in row 2b to row 2a. Retain all bolding as is.
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		126, 129, 130, 132,137, 140	pages 126, 129, 130, 132,137, 140		Replace "horn" with "buzzer" in Lesson 12 and 13.	Replace "horn" with "buzzer" in Lessons 12 and 13.
Plants in the Environment Teacher Edition	9798885885294		18	Materials, Student Materials table, fourth row		Replace "group" with "pair": "Big Thicket plant cards (1 set per group)"	"Big Thicket plant cards (1 set per pair)"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		235	Differentiation side box, second paragraph, second sentence		Replace "26" with "25"; Replace "29" with "30": Revised sentence: "Explain that this means that for every 100 units of energy that people use in Rhode Island, 26 of those units are likely used for commercial reasons, 12 of those units are likely used for industrial reasons, 29 units are likely used for transportation, and the remaining 33 units are likely used for residential reasons."	"Explain that this means that for every 100 units of energy that people use in Rhode Island, 25 of those units are likely used for commercial reasons, 12 of those units are likely used for industrial reasons, 30 units are likely used for transportation, and the remaining 33 units are likely used for residential reasons."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		493	Lesson 4, Land, sample anchor chart, second bullet		Missing words; add "temperature, mass," before "state of matter" in blue anchor chart font.	"Matter is identified by properties such as temperature, mass, state of matter, magnetism, and sinking or floating in water."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		197	First sample student response bullet on page 197		Change "13" to "12" in "(Page 13)"	"(Page 12)"
Plants in the Environment Teacher Edition	9798885885294		258	Learn: Engage in Socratic Seminar, inline Check for Understanding box, TEKS Assessed, 4.10A		"the" before "process" should be "this"; "Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in the process."	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		12	Focus Standards, English Language Proficiency Standards, 4G		Incorrect italics for 4G	In 4G, remove italics from "retelling or"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		368	Optional Reading Assignments; Environmental Impactof Hydroelectric Power row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1036" with hyperlinked: http://phdsci.link/2940
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		548	Lesson 3 Resource A, Preparation, second sentence		Replace "materials" with "material" and "Lesson 4 Resource B" with "Lesson 4 Resource A"	Revised sentence: "To contain spills, consider placing mixture card material pairs (Lesson 4 Resource A) in a tray or plastic bin."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		17	Lessons 1-2 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 4.1A		Incorrect bolding for 4.1A	In 4.1A, apply bold to "from" and "phenomena"

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		368	Optional Reading Assignments; Renewable andNonrenewable Resources row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1033" with hyperlinked: http://phdsci.link/2941
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		30	Paragraph 3, first sentence		Change page 12 to page 11 in "Read aloud the first part of the book through page 12."	Replace "12" with "11" Revision: "Read aloud the first part of the book through page 11."
Plants in the Environment Teacher Edition	9798885885294		48	Sample student responses after the rabbit family photographs, second bullet		Revise "Set B" to "Set A": "The parents in Set B have color around their mouth and nose."	"The parents in Set A have color around their mouth and nose."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		243	Prepare section		Delete "their knowledge of": "During the End-of-Module Assessment, students apply their knowledge of how weathering and erosion slowly shape Earth's surface; the advantages and disadvantages of using Earth's renewable and nonrenewable natural resources; explain the importance of energy resources to modern life and how the conservation of natural resources, such as water, impacts the environment; and their knowledge of past environments based on fossil evidence."	"During the End-of-Module Assessment, students apply their knowledge of how weathering and erosion slowly shape Earth's surface; the advantages and disadvantages of using Earth's renewable and nonrenewable natural resources; the importance of energy resources to modern life and how the conservation of natural resources, such as water, impacts the environment; and past environments based on fossil evidence."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		495	Lesson 5 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 4.6B Student Expectation column		Change "liquids in liquids or solids in liquids"	"liquids in liquids and solids in liquids" and make "and" bold
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		197	Second sample student response bullet on page 197		Change "14" to "13" in "(Page 14)"	"(Page 13)"

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Plants in the Environment Teacher Edition	9798885885294		282	End-of-Module Assessment Alignment Map, Item 4a, Content Standards column, 4.10A		"the" before "process" should be "this": "Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in the process."	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		25	Lesson 1; Check for Understanding box, TEKS Assessed, 4.1A		Incorrect bolding for 4.1A	In 4.1A, apply bold to "from"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		368	Optional Reading Assignments; Using Energy Wisely row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1037" with hyperlinked: http://phdsci.link/2942
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		77	Land, first sentence		Change Launch to Learn in "Revisit the racing demonstration from the Launch."	"Revisit the racing demonstration from the Learn."
Plants in the Environment Teacher Edition	9798885885294		50	Learn, Check for Understanding inline box, TEKS Assessed		In 4.13B, "an organism" should be "organisms"	"organisms" in bold.
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		246	Lessons 26-28 Overview, Materials, Teacher Preparation table, last row		Insert (See Lesson 28 Resources A and B.)	"Prepare visual for student connections between module learning and content standards. (See Lesson 28 Resources A and B.)"

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		504	Learn: Analyze Data; the first sentence of the paragraph before the inline English Language Development box		The word "weight" should be replaced with the word "mass"	Revised sentence: "Explain to students that whether a material sinks or floats in water does not depend on its mass but instead on the material's relative density."
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		197	Second teacher question on page 197, second sample student response bullet point, first sentence		Change to show his friends offered help, versus William asking: (original) "He asked his friends for help."	"William's friends offered to help."
Plants in the Environment Teacher Edition	9798885885294		282	End-of-Module Assessment Alignment Map, Item 4b, Content Standards column, 4.10A		"the" before "process" should be "this": "Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in the process."	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		31	Lesson 2; first English Language Development sidebar box		Delete "característica" as a cognate of "feature."	Delete "Providing the Spanish cognate for the synonym characteristic (característica) may be helpful."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		395	Lesson 28 Resource A, third Module Concept Statement		Replace "and the methods used to harness that energy" with "which"	"Humans harness energy from Earth's features and processes, which can change Earth's features and processes."
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		120	Conceptual Checkpoint inline box, TEKS Assessed box, 4.2B		Standard 4.2B ends with "...sources of energy."	Change to: "...sources of error."

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Plants in the Environment Teacher Edition	9798885885294		97	Learn, Discuss Fair Test Investigations, paragraph before the inline Teacher Note box, second sentence		add "test" between "fair" and "guidelines": "Work with students to develop the six investigation questions shown on the sample fair guidelines chart."	"Work with students to develop the six investigation questions shown on the sample fair test guidelines chart."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		256	Land, first Teacher Note side box, second paragraph		Remove "(5G)"	". . .students can practice summarizing by writing their own sentence to summarize each section of the anchor chart."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		506	Learn: Analyze Data, sample anchor chart, last bullet		Replace "added to" with "part of"	Revision: "The mass of a material does not change when it is part of a mixture."
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		228	Sample response image		Missing "and" between "Miguel Maya" and backward possessive apostrophe	Revised art to includes "and" between "Miguel Maya" and flipped possessive apostrophe.
Plants in the Environment Teacher Edition	9798885885294		297	Lesson 2 Resource B, first sentence		Replace "group" with "pair"	"Print and cut out enough copies of the cards so each pair receives a full set of nine cards."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		43	Lesson 2; fourth Teacher Note side box, last sentence		Remove "(4G)": "It also encourages collaborative learning. (4G)"	"It also encourages collaborative learning."

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		417	Appendix A, Storyline, Lessons 21-22, anchor chart		Extra words	Remove: "Patterns in Earth's Processes and Features • Natural processes shape Earth's features. • Some of Earth's processes and features occur in patterns. o Mountain ranges (feature) often occur along the edges and in the middle of continents. o Earthquakes (process) often occur in bands along the edges of continents and in the middle of oceans. o Volcanoes (feature) often occur in bands along the edges of continents and in the middle of oceans."
Plants in the Environment Teacher Edition	9798885885294		111	Learn: Set Up Investigations, second paragraph, first sentence		Replace "Groups 2, 3, 4, and 5" with "Groups 2, 4, 5, and 6": "Tell Groups 2, 3, 4, and 5 to place their pots under the grow lamp."	"Tell Groups 2, 4, 5, and 6 to place their pots under the grow lamp."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		262	End-of-Module Assessment, Item 4, first sentence		Replace "next to" with "near": Revised sentence: "The model shows farmland next to the Mississippi River."	"The model shows farmland near the Mississippi River."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		512	Materials, Student Materials table, fourth row		Add "Parts A and B" after "End-of-Spotlight Assessment"	Revision: "End-of-Spotlight Assessment Parts A an B"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		251	Learn: Prepare for the End-of-Module Assessment, paragraph that begins "Play the video . . .", first sentence		Video has been edited to correct time, no time notations needed.	Remove "from 1:16 to 1:38" from the sentence.

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Plants in the Environment Teacher Edition	9798885885294		351	Lesson 8 Resource A, Science Challenge Alignment Map, Lesson 9 row, Scientific and Engineering Practices column, 4.1D		Missing words in 4.1D; add "and collecting nets;"	Add "and collecting nets;" after "aquariums," and before "and materials to support digital data collection"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		260	Item 1, first sentence		Change "The model shows the transfer of energy between the accelerator pedal and the wheels of a car."	"Observe the model."
Plants in the Environment Teacher Edition	9798885885294		357	Lesson 9 Resource B, Preparation, Step 4		Replace "Group 6" with "Group 4": "Use masking tape and the marker to label the two empty nursery pots, one for Group 5 and one for Group 6."	"Use masking tape and the marker to label the two empty nursery pots, one for Group 5 and one for Group 4."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		69	Conceptual Checkpoint box, Next Steps column, last row		Change "such as these" to "such as the following": " . . .with questions such as these: Do you think organisms like sea urchins and oysters could be living in the environment of the Kettleman Hills today?"	" . . .with questions such as the following: Do you think organisms like sea urchins and oysters could be living in the environment of the Kettleman Hills today?"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		426	Appendix C, Key Terms, Spanish cognate column for the term "feature" on page 426.		Replace "May use características (characteristics)"	"None"
Plants in the Environment Teacher Edition	9798885885294		131	Learn: Compare Climates, last sentence		Replace "all" with "three of the": "Work with students to agree that Baldwin County, Alabama, received more precipitation than Big Thicket in all four years shown on the graphs."	"Work with students to agree that Baldwin County, Alabama, received more precipitation than Big Thicket in three of the four years shown on the graphs."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		269	End-of-Module Assessment Sample, Item 4, first sentence		Replace "next to" with "near": Revised sentence: "The model shows farmland next to the Mississippi River."	"The model shows farmland near the Mississippi River."

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		512	Materials, Student Material table, fifth row		Add "Parts A and B" after "End-of-Spotlight Assessment Rubric"	Revision: "End-of-Spotlight Assessment Rubric Parts A and B"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		347	Lesson 14 Resource: Engineering Challenge Rubric, Plan row, Meets Expectations column		Delete first instance of "will work together" and replace "model system" with "system model"	". . .detailing how all the parts of the solution in the erosion system model will work together (4.5D) . . ."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		513	Materials, Teacher Preparation table, last row		Add "(See Lesson 7 Resources A and B.)" after the directions.	Revision: "Prepare visual for student connections between content standards and recurring themes and concepts. (See Lesson 7 Resources A and B.)"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		264	Item 1, first sentence		Change "The model shows the transfer of energy between the accelerator pedal and the wheels of a car."	"Observe the model."
Plants in the Environment Teacher Edition	9798885885294		445	Appendix A, Storyline, Lessons 15-16, Reveal section, third paragraph, first sentence		Replace "three groups and hands out a different card set" with "groups of three and hands out three different card sets" "Our teacher divides the class into three groups and hands out a different card set to each group."	"Our teacher divides the class into groups of three and hands out three different card sets to each group."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		116	Revise Anchor Model, sample anchor model		Replace sample anchor model to match model in storyline	Replace sample anchor model

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		428	Appendix C, General Academic Words cognates table on page 428.		Claim entry	Delete the entry for "claim" from the table.
Plants in the Environment Teacher Edition	9798885885294		137	Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices table, 4.1C		Add Lessons 13 and 14 to the Lesson(s) column for 4.1C.	Lesson(s) column for 4.1C: "12, 13, 14"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		367	Lesson 22 Resource A, Jigsaw Reading Assignments table, Group Focus column, third row		"Hydropower"	"Hydroelectric power"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		514	Launch paragraph		There is one Activity Guide for Lesson 6.	Change "Lesson 6 Activity Guide A" to "Lesson 6 Activity Guide"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		267	End-of-Module Assessment Sample, Item 4a table		The sample student response only needs to include items in the Material column.	Reset circles so that they only circle "Silicone polymer" and "Polyimide foam"
Plants in the Environment Science Logbook	9798885885478		73	Lesson 21 Activity Guide C, first sentence		Delete "and participation": "Use this checklist to reflect on your knowledge and participation."	"Use this checklist to reflect on your knowledge."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		126	Learn: Discuss the Engineering Design Process, third paragraph, second to last sentence		Typo; "with" should be "what" in: "...constraints are used to understand with is and is not possible."	"...constraints are used to understand what is and is not possible."

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		433	Focus Standards, Texas Essential Knowledge and Skills for Science, 4.5A		The entirety of 4.5A should be italicized.	Apply italics to "or to design solutions"
Plants in the Environment Teacher Edition	9798885885294		139	Materials, Student Materials table, sixth row		Replace "Lesson 8" with "Lesson 9": "radish plants in different conditions from Lesson 8 (1)"	"radish plants in different conditions from Lesson 9 (1)"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		367	Lesson 22 Resource A; first section		"Accessing Epic! Texts"	"Accessing Texts"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		524	Land, sample visual		Sample visual image text change: "The mass of a material does not change when it is added to a mixture."	Change to "Mass is conserved when materials are mixed."
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		286	Lesson 12 Resource A, Station 1: Solar Cell, Materials; page 286		Reword the Station 1: Solar Cell Materials.	"Materials: solar cell (1), buzzer (1), alligator clip cords (2), flashlight with batteries (1), procedure sheet (1)."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		139	Learn: Plan a Design Solution, inline Check for Understanding box, TEKS Assessed, 4.1G		Bolding missing in 4.1G	Apply bold to "Develop and use models to"

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		434	Focus Standards, Texas Essential Knowledge and Skills for Science, 4.11B		Not all of 4.11B should be in bold.	Remove bold from "the critical role of energy resources to modern life and"
Plants in the Environment Teacher Edition	9798885885294		199	Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices, 4.1A		Bolding in 4.1A is missing.	Apply bold to "investigations."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		367	Lesson 22 Resource A; two sentences under the Accessing Texts heading		Replace "obtain texts listed below or access digital versions of the texts on Epic! by opening a free educator account (http://phdsci.link/1007). Have" with "print" and delete "printed"	"Before the lesson, print multiple copies of each text or set up multiple digital devices for each student or small group to read the texts."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		526	End-of-Spotlight Assessment Part B, table in Item 1a		Add "Mass" to column headings	Revise column headings to "Location 1 Mass", "Location 2 Mass", and "Location 3 Mass"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		286	Lesson 12 Resource A, Station 1: Solar Cell, Preparation Step 2		Image shows incorrect configuration.	Replace image to show correct configuration for buzzer system.
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		147	Learn: Improve a Design Solution, inline Check for Understanding box, TEKS Assessed, 4.10B		Add bolding to 4.10B	Apply bold to "from water"

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		439	Materials, Student Materials table, second row		Replace "Pollution Articles (Lesson 1 Resource D)" with "pollution text (1 per student pair)"	Revision: "Water pollution text (1 per student pair)"
Plants in the Environment Teacher Edition	9798885885294		217	Land, last sentence		Replace "as they" with "and": "Explain that in the next lesson students will apply what they have learned to the Big Thicket environment as they complete a Conceptual Checkpoint."	"Explain that in the next lesson students will apply what they have learned to the Big Thicket environment and complete a Conceptual Checkpoint."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		367	Jigsaw Reading Assignments; Coal row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1033" with hyperlinked: http://phdsci.link/2935
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		530	End-of-Spotlight Assessment Part B, table in Item 1b		Add "Mass" to column headings	Revise column headings to "Location 1 Mass", "Location 2 Mass", and "Location 3 Mass"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		286	Lesson 12 Resource A, Materials note		Reword the Station 1: Solar Cell Materials note. Revise "Materials note" to delete materials associated with the horn	"Materials note: The solar cells used in this activity are from the Snap Circuits® Green kit by Elenco®."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		148	Learn: Prepare to Share, side Differentiation box, last sentence		Remove "(3E)"	"Consider providing students with index cards, and allow them to write notes on the cards for reference during the presentation."

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		448	Learn, Research Effects of Water Pollution, second paragraph, third sentence		Remove "row of the" before "chart"	Revised sentence: "Instruct students to work with their partner to read their assigned text and to record information from the text in the first chart in their Science Logbook (Lesson 1 Activity Guide B)."
Plants in the Environment Teacher Edition	9798885885294		228	Learn: Conceptual Checkpoint, paragraph after inline Conceptual Checkpoint box, second sentence		Replace "table in the Conceptual Checkpoint (Lesson 19 Resource D)" with "organism table (Lesson 19 Resource C)"	"Review the organisms in the organism table (Lesson 19 Resource C), and ask students where each organism gets its energy and matter."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		150	Check for Understanding box, TEKS Assessed, 4.10B		Add bolding to 4.10B	Apply bold to "Model and"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		448	Learn, Research Effects of Water Pollution, first Differentiation sidebar box, last sentence		Replace "table" with "chart"	Revised sentence: "For students needing support with written expression, encourage them to use both words and pictures to record information in the chart."
Plants in the Environment Teacher Edition	9798885885294		231	Materials, Student Materials table, third row		Add ", 21" to the Lesson(s) column for "Science Logbook (Lesson 20 Activity Guide)"	Lesson(s) column: "20, 21"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		367	Jigsaw Reading Assignments; Oil and Natural Gas row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1033" with hyperlinked: http://phdsci.link/2936

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Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		534	End-of-Spotlight Assessment Rubric Part A, Alignment Map Part A, Item 2, Recurring Themes and Concepts column, 4.5A		Bolding for 4.5A is incorrect.	Remove bold from "to design solutions" Apply bold to "to explain scientific phenomena"
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		286	Lesson 12 Resource A, Station 1: Solar Cell, Preparation Step 2		Replace "horn" with "buzzer" "2. Connect the solar cell and horn as shown."	"2. Connect the solar cell and buzzer as shown."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		174	Scientific and Engineering Practices table, 4.1F		Incorrect bolding in 4.1F	Remove bold from "and" and "tables that show cause and effect."
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		448	Learn: Research Effects of Water Pollution, paragraph under the inline Teacher Note, last sentence		Replace "row of the table" with "chart"	Revised sentence: "As students from each pair share, members of the other pair should record information in the second chart in their Science Logbook (Lesson 1 Activity Guide B)."
Plants in the Environment Teacher Edition	9798885885294		231	Materials, Student Materials table, first row		Replace "Lesson 8" with "Lesson 9": "radish plants in different conditions from Lesson 8 (1)"	"radish plants in different conditions from Lesson 9 (1)"
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		367	Jigsaw Reading Assignments; Hydroelectric Power row; Text column		Epic! account no longer required to access text.	Replace "http://phdsci.link/1036" with hyperlinked: http://phdsci.link/2937

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition	9798885885270		535	End-of-Spotlight Assessment Rubric Part B, Item 2a row		Content for the Item 2a and Item 2b rows needs to be swapped.	Revise TEKS Assessed column cell to "4.2B 4.5B 4.5E 4.6A" Revise Meets Expectations column cell to "The student uses the data table and diagram (4.2B) to show how burning causes (4.5B) changes in the amount and temperature (4.5E) of the oil (4.6A)."
Energy with Spotlight Lessons on Earth and Space Teacher Edition	9798885885287		379	Teacher Materials table, row 7		Row for "Line graph templates: graph chart paper (7 sheets), black marker (1), meter stick (1)" should be after the row for "Class Strawberry Fruit Graph (Lesson 3 Resource F, optional)" and before the row for "Class Average Temperature Graph (Lesson 4 Resource C, optional)"	Move row for "Line graph templates: graph chart paper (7 sheets), black marker (1), meter stick (1)" below the row for "Class Strawberry Fruit Graph (Lesson 3 Resource F, optional)" and above the row for "Class Average Temperature Graph (Lesson 4 Resource C, optional)"

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 4

HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 348	Do the Math, Paragraph 3, sentence 3		"inches"	"centimeters"
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 306	Exit Ticket, Short Answer item, prompt sentences 1–3 and image of cleaved rock wall		Image of cleaved rock wall "Roberto's family is hiking along the edge of a small stream. They look up and see this high, smooth wall of rock. On top of the rock are soil and growing trees."	N/A - deleted image "Roberto's family is hiking along the edge of a river. They notice that the rocks next to and in the river are very smooth, while the rocks a few meters away from the river are rough and jagged."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.C, Day 3, Screen 6	Do the Math, Data Table, row 2		Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55 , 4.11, 7.39, 5.97, 12.40, 8.94, 5.77,6.27, 9.22, 9.96, 7.85, 5.87
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 239	Exit Ticket, Support for Student Answers		Image of cleaved rock wall "Roberto's family is hiking along the edge of a small stream. They look up and see this high, smooth wall of rock. On top of the rock are soil and growing trees. ... Sample answer: Maybe moving water smoothed the rock to make a wall. If the stream passed through here for a very long time, maybe it carried small rocks that cut through the large rock to shape the wall."	Image of water flowing over smooth rocks "Roberto's family is hiking along the edge of a river. They notice that the rocks next to and in the river are very smooth, while the rocks a few meters away from the river are rough and jagged. ... Sample answer: Moving water smoothed the rocks in and near the river. They probably looked like the other rough jagged rocks at one point, but after a very long time in the river, they became smooth."
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.C, Day 3, Screen 6	Do the Math, Data Table, column 1, row 2		"precipitation data"	"precipitation data (centimeters)"
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.B, Day 3, Screen 2	Paragraph 1		"Does the river at the bottom of the Grand Canyon have something to do with those amazing rock walls? Those rock walls were formed by the process of rock breaking apart, called weathering."	N/A
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.C, Day 3, Screen 6	Do the Math, Paragraph 3, sentence 3		"inches"	"centimeters"
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 307	Weathering and Erosion, paragraph 1		"Does the river at the bottom of the Grand Canyon have something to do with those amazing rock walls? Those rock walls were formed by the process of rock breaking apart, called weathering."	N/A

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher License Digital Grade 4	9780358860228	View Current Link	Matter (TEKS 4.6) Test, p.3	TEKS 4.6 Test A/B, Item 6, Answer Choices		B: "The total volume of a mixture of oil and water will be the volume of the oil less the volume of the water." D: "The total volume of a mixture of oil and water will be the sum of the volume of the oil and the volume of the water because matter is conserved."	B "The total mass of a mixture of oil and water will be the mass of the oil less the mass of the water." D to: "The total mass of a mixture of oil and water will be the sum of the mass of the oil and the mass of the water because matter is conserved."
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 516	Paragraph 1, sentences 1–5		"There are over 500 species of aloe. ... Many aloes also have sharp spines to protect themselves. Aloe vera is the most well known of all the aloe species. This plant originates from the Arabian Peninsula, and aloe's parenchyma tissue is the gel used in everyday products such as food, dishwashing liquid, herbal remedies, and cosmetics."	"There are over 1750 species of cacti. ... Most cacti also have sharp spines to protect themselves. Prickly pear is a well known group of cactus that includes 150 different species. Prickly pear cactus can be found in Texas and Mexico. The leaves, fruit, flowers, and stems are all edible."
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.B, Day 3, Screen 6	Paragraph 1, sentence 2		"It took 250 million years for Palo Duro Canyon to form in what is now the Texas Panhandle."	"It took 90 million years for a river to form Palo Duro Canyon in what is now the Texas Panhandle."
HMH Into Science Texas Teacher License Digital Grade 4	9780358860228	View Current Link	Matter (TEKS 4.6) Test A, p. 3	Item 5, Part A, Art, question and answer choices		"What will be the volume of the mixture?" "A. 10 mL, B. 30 mL, 3. 50 mL, D. 100 mL".	Add mass labels to beakers in passage art. A. "40 g". B "60 g" C. "32 g" D. "20 g". "What will be the mass of the mixture? "A. 10 g, B. 30 g, C. 52 g, D. 100 g".
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 526	Top right image of flowers, caption, sentences 1–4		"Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts. Stems also move water and nutrients between different plant structures."	"Stems move water and nutrients between different plant structures. Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts."
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 311	Paragraph 2, sentence 2		"It took 250 million years for Palo Duro Canyon to form in what is now the Texas Panhandle."	"It took 90 million years for a river to form Palo Duro Canyon in what is now the Texas Panhandle."

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HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.B, Day 3, Screen 7	Exit Ticket, Multiple Choice interactivity, prompt, sentence 3, and correct answers		"Which most likely produced the rock towers and walls of the canyon?" Interactivity only accepts answer B. weathering	"Which most likely produced the rock towers and walls of the canyon? Select all that apply." Interactivity requires both correct answers A. erosion and B. weathering
HMH Into Science Texas Teacher License Digital Grade 4	9780358860228	View Current Link	Assessment Guide Answer Key, TEKS 4.6 tab	TEKS 4.6 Test A/B, Item 6, Reteaching Support		"If students miss this item, they may need to review the definition of the law of conservation of matter. Demonstrate a liquid mixture being formed and use volume measurements to show the volume of the mixture is the same as the sum of the parts of the mixture. Note: This will not work with a mixture of sand and water, as water will fill air pockets in the sand."	"If students miss this item, they may need to review the definition of the law of conservation of matter. Demonstrate a liquid mixture being formed and use mass measurements to show the mass of the mixture is the same as the sum of the parts of the mixture."
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.13.A, Day 4, Screen 2	Image Gallery interactivity, image of flowers, caption, sentences 1–4		"Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts. Stems also move water and nutrients between different plant structures."	"Stems move water and nutrients between different plant structures. Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts."
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 312	Exit Ticket, Multiple Choice question, after sentence 3 of prompt		N/A	"Choose all that apply."
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.6.A, Day 2, Screen 3	Step 1, sentence 3		"kilograms (K)"	"kilograms (kg)"
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 241	Column 2, Exit Ticket/Formative Assessment, Support for Student Answers, sentences 3–4		"Which most likely produced the rock towers and walls of the canyon? Answer: B. weathering"	"Which most likely produced the rock towers and walls of the canyon? Select all that apply. Answer: A. erosion, B. weathering"
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 6	Step 1, sentence 3		"kilograms (K)"	"kilograms (kg)"

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HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.B, Day 7, Screen 3	Image Gallery interactivity, image of Great Sphinx, caption		"Since then, sand blown by wind and underground water have caused weathering and erosion."	"Since then, both rain and sand blown by wind have caused weathering and erosion."
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 77	Column 2, Exit Ticket/Formative Assessment, bottom of column after Support for Student Answers paragraph 1		N/A	"Support for Student Answers Describe the forces involved in the child opening the gate. Use patterns of forces you identified in the Hands-On Activity to support your answer. Sample Answer: Gravity makes the gate heavy, and friction affects how the gate slides. But the wheel makes the gate slide more easily. "
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 327	Bottom left image of Great Sphinx, caption, sentence 2		"Since then, sand blown by wind and underground water have caused weathering and erosion."	"Since then, both rain and sand blown by wind have caused weathering and erosion."
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 79	Column 1, Steps 2–4, Support for Student Answers, sentence 2		"Direct students to write their response in the interactive."	N/A
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 74	Column 2, Preparation Tips, after sentence 3		N/A	"All objects should not exceed the mass rating of the spring scale, such as 250 g or 500 g. "
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.B, Day 7, Screen 6	Exit Ticket, Multiple Choice interactivity, statement B		"B. The plants will slow the speed of the wind."	"B. The plant roots will hold the soil in place."
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 65	Column 2, Day 3: That's Rough, Preparation Tips, after sentence 3		N/A	"All objects should not exceed the mass rating of the spring scale, such as 250 g or 500 g. "
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 329	Exit Ticket, Multiple Choice question, statement B		"B. The plants will slow the speed of the wind."	"B. The plant roots will hold the soil in place."

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HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 101	Column 2, bottom of column, after Support for Student Answers, Claims, Evidence, and Reasoning		N/A	"Exit Ticket Support for Student Answers How do models help engineers design solutions to problems? Sample Answer: Models help engineers build prototypes to test and adjust until they work as desired to meet all the criteria."
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 251	Column 2, Exit Ticket/Formative Assessment, Support for Student Answers, Answer		"Answer: B. The plants will slow the speed of the wind."	"Answer: B. The plant roots will hold the soil in place."
HMH Into Science Texas Teacher Guide Grade 4	9780358841579	View Current Link	p. 239	Column 1, Exit Ticket/Formative Assessment		"Guide them to understand that the water flowing in a stream can rise and fall and that the moving water can, over time, wear a channel through rocks and smooth the rock walls."	"Guide them to understand that the water flowing in a river can, over time, break small pieces off of rocks and make rocks very smooth."
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 348	Do the Math, Data Table, row 2		Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55 , 4.11, 7.39, 5.97, 12.40, 8.94, 5.77,6.27, 9.22, 9.96, 7.85, 5.87
HMH Into Science Texas Student License Digital Grade 4	9780358859741	View Current Link	TEKS Lesson 4.10.B, Day 2, Screen 7	Exit Ticket, Short Answer interactivity, prompt, sentences 1–3 and image of cleaved rock wall and Sample Answer		Image of cleaved rock wall "Roberto's family is hiking along the edge of a small stream. They look up and see this high, smooth wall of rock. On top of the rock are soil and growing trees." Sample answer: "Maybe moving water smoothed the rock to make a wall. If the stream passed through here for a very long time, maybe it carried small rocks that cut through the large rock to shape the wall."	N/A - deleted image "Roberto's family is hiking along the edge of a river. They notice that the rocks next to and in the river are very smooth, while the rocks a few meters away from the river are rough and jagged." Sample Answer: "Moving water smoothed the rocks in and near the river. They probably looked like the other rough jagged rocks at one point, but after a very long time in the river, they became smooth."
HMH Into Science Texas Student Edition Print Consumable Grade 4	9780358861676	View Current Link	p. 348	Do the Math, Data Table, column 1, row 2		"precipitation data"	"precipitation data (centimeters)"

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Publisher: McGraw Hill

Ch. 112 Science, Grade 4

McGraw Hill Texas Science, Grade 4 : TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science, Grade 4 Student Edition	9781265559618		18	Bottom of the page, Talk About It		Explore resources and research STEM careers that using listening skills.	Explore resources and research STEM careers that use listening skills.
McGraw Hill Texas Science, Grade 4 Student Edition	9781265559618		207	Table: Advantage: first row		• rich in energy easy to store	• rich in energy • easy to store

Publisher: Studies Weekly

Ch. 112 Science, Grade 4

Texas Science Studies Weekly: Fourth Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	9.1	Teacher Edition, Unit 9, Unit Objectives Chart, SEP (pdf pg 1)		4.E: Collect Evidence	4.1E: Collect Evidence
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link		Teacher Edition, Unit 21, Activity 5, Left Hand Column (pdf pg. 19)		ELAR 4.7B	ELAR 4.7C

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE		3-42	Printable: Studies Weekly Online, Grade 4, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"		TEK: Unit	TEKS: Unit
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	9.6	Teacher Edition, Unit 9, Student Support Resources Chart, after row 2 (pdf pg. 6)		Title: Seasons in the Sun: Home Letter Media: Printable Description:This letter to caregivers is a helpful resource to guide teacher communication. It provides information about the design of the program and how caregivers can reinforce student learning and development.	(Aligned the student support resources chart with the videos referenced in the Lesson Guide) Title: Sunrise Video Media: Video Description: This video shows the sun rising above the horizon. The video will be used in activity 4. Title: Sunset Video Media: Video Description: This video shows the sun setting below the horizon. The video will be used in activity 4. Title: Seasons in the Sun: Home Letter Media: Printable Description:This letter to caregivers is a helpful resource to guide teacher communication. It provides information about the design of the program and how caregivers can reinforce student learning and development.
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	1	Student Edition, Unit 20, Activity 1 (pdf pg 1)		Activity 1 Phenomenon Introduction Write the guiding question in the space provided. My Question: SEP Ask Questions MATH ELAR RTC Structure and Function	(Removed math icon to align with standards coverage chart and changed "My Question" to "Guiding Question" Activity 1 Phenomenon Introduction Write the guiding question in the space provided. Guiding Question: SEP Ask Questions ELAR RTC Structure and Function

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Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	n/a	Video: Studies Weekly Online, Unit 8, Activity 1, "Electric Paths: Phenomenon Video," Title card		Eletric Paths: Phenomenon Video	Electric Paths: Phenomenon Video
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	2	Student Edition, Unit 20, Activity 3, article (pdf pg. 2)		velcro Venus fly traps venus fly-traps	Velcro® (superscript®) Venus flytraps
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	1	Student Edition, Unit 7, Activity 6, "Engineering Scenario" (pdf pg. 1)		"Ugh, it must be a thick branch. Maybe if it give it...a...good...clip!"	"Ugh, it must be a thick branch. Maybe if I give it...a...good...clip!"
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	19.9, 19.17	Teacher Edition, Unit 19, Activity 1, "Introduce Phenomenon," Step 3a (pdf pg. 9) and Activity 5, "Student-Driven Inquiry," Step 7 (pdf pg. 17)		park	Park

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Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	1-2	Printable: Studies Weekly Online, Unit 6, "Energy Transfers: Reading Comprehension Questions Answer Key," Activity 9, Questions 2 and 3 (pdf pg. 1-2)		2. Which animal organ sends sound energy? **a. ear drum** b. soft palate c. vocal chord d. cochlear nerve 3. Which animal organ receives sound energy? a. ear drum b. soft palate **c. vocal chord** d. cochlear nerve	(Corrected answer key answers) 2. Which animal organ sends sound energy? a. eardrum b. soft palate **c. vocal chord** d. cochlear nerve 3. Which animal organ receives sound energy? **a. eardrum** b. soft palate c. vocal chord d. cochlear nerve
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	19.8-19.9	Teacher Edition, Unit 19, Week number (pdf pgs. 8-9)		Week 19	Week 30

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

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	4	Student Edition, Unit 18, Activity 5, Habitat Investigation, step 2 (pdf pg. 3)		2. Choose twp producers	2. Choose two producers
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	18.12	Teacher Edition, Unit 18, Activity 2, Left Hand Column (pdf pg. 12)		ELAR 4.7D	ELAR 4.7B
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	9.21	Teacher Edition, Unit 9, Activity 4. "Debrief," Step 5 (pdf pg. 9)		Can you describe the sequence of the seasons in terms of length of day.	Can you describe the sequence of the seasons in terms of length of day?
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	1-2	Printable: Studies Weekly Online, Unit 1, Week 1, Activity 5, "Scientific Discoveries Challenge" (pdf pgs. 1 and 2)		(pg. 1) Inventor of Google Name: Inventor of the telephone (pg. 2) Inventor of Google Name: Larry Page Inventor of the telephone	(pg. 1) Inventors of Google Names: Inventor who received the first patent for a telephone design (pg. 2) Inventors of Google Names: Larry Page and Sergey Brin Inventor who received the first patent for a telephone design

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	1	Printable: Studies Weekly Online, Unit 18, Activity 4, "Ecosystem Rolls and Roles: Teacher Instruction Page," footer (pdf pg. 1)		Fifth Grade	Fourth Grade
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	1.23	Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, RTC row (PDF pg. 2)		4.5: Patterns A: Identify and use patterns to explain scientific phenomena or to design solutions 4.5: Cause and Effect B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. 4.5: Scale, Proportion, Quantity C: Use scale, proportion, and quantity to describe, compare, or model different systems. 4.5: Systems and System Models D: Examine and model the parts of a system and their interdependence in the function of the system. 4.5: Energy and Matter E: Investigate how energy flows and matter cycles through systems and how matter is conserved. 4.5: Structure and Function F: Explain the relationship between the structure and function of objects, organisms, and systems. 4.5: Stability and Change F: Explain the relationship between the structure and function of objects, organisms, and systems.	(Added Activity lists to each RTC, corrected Stability and Change description) 4.5: Patterns A: Identify and use patterns to explain scientific phenomena or to design solutions. (Activity 1) 4.5: Cause and Effect B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activity 2) 4.5: Scale, Proportion, Quantity C: Use scale, proportion, and quantity to describe, compare, or model different systems. (Activity 5) 4.5: Systems and System Models D: Examine and model the parts of a system and their interdependence in the function of the system. (Activity 2) 4.5: Energy and Matter E: Investigate how energy flows and matter cycles through systems and how matter is conserved. (Activity 4) 4.5: Structure and Function F: Explain the relationship between the structure and function of objects, organisms, and systems. (Activity 3) 4.5: Stability and Change G: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activity 4)

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Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	1	Printable: Studies Weekly Online, Unit 17, "Producers Make Food: Reading Comprehension Questions Answer Key," Activity 2, Question 1 (pdf pg. 1) *Same change made in printable located at: Studies Weekly Online, Unit 17, "Producers Make Food: Reading Comprehension Questions," Activity 2, Question 1 URL: https://cdn.studiesweekly.com/online/resources/pod_media/panel_41106_TX-04%20U17%20Reading%20Comprehension%20AssessmentS.pdf		1. What gives plants minerals and vitamins? a. carbon dioxide b. other plants c. sunlight **d. water**	1. What gives plants minerals and vitamins? a. carbon dioxide b. other plants c. sunlight **d. soil**
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	22.2	Teacher Edition, Unit 22, Week 33, Standards Coverage Chart, ELPS (pdf pg. 2)		2: Speaking	3: Speaking

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	1	Printable: Studies Weekly Online, Unit 1, Week 3, "Patterns" (pdf pg. 1)		apattern	a pattern
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	1-2	Printable: Unit 17, "Do Plants Breathe Extension Activity," header (pdf pg. 1) and footers (pdf pgs. 1-2)		Fifth Grade	Fourth Grade
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	22.5, 22.8	Teacher Edition, Unit 22, Week 33, Activities 1 and 3, Left Hand Column (pdf pg. 5, 8)		(Activity 1) ELAR 4.7B (Activity 3) ELPS 4J	(Align Activity 1 and 3 left hand column to standards coverage chart, see below) (Activity 1) ELAR 4.7B (Activity 3) ELPS 4J

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	1	Printable: Studies Weekly Online, Unit 1, Week 2, Activity 1, "Repeating Task Cards" (pdf pg. 1)		(image of stream) Create a repeating system to design a solution to organize this closet. (image of house) Create a repeating system to design a solution to organize this closet. (image of organized closet) Create a repeating system to design a solution to organize this closet.	(Corrected text after image of stream and house, corrected closet image, see below) (image of stream) Create a repeating system to design a solution for crossing the stream. (image of house) Create a repeating system to design a solution for reaching the top of the roof. (image of messy closet) Create a repeating system to design a solution to organize this closet.
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	15.20	Teacher Edition, Unit 16, Activity 5, "Whole Group," Step 1, bullet (pdf pg. 20) original text: [ELPS 1B] new text: [ELPS 1D]		[ELPS 1B]	[ELPS 1D]

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Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	22.5	Teacher Edition, Unit 22, Week 33, Activity 1, Left Hand Column, Teacher Note, and "Collaborative Learning," Step 2, 1st bullet (pdf pg. 5)		Matter and Energy Review Flashcards	Matter and Energy Review Flash Cards
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8		3	Student Edition, Unit 22, Week 33, Activity 4, Word Bank (pdf pg. 2) *Same change made to printable located at: Studies Weekly Online, Unit 22, Week 33, "Matter and Energy: Answer Keys," Activity 4 Student Edition Answers (pdf pg. 3) URL: https://cdn.studiesweekly.com/online/resources/printables/9271/Year-in-Review-Matter-and-Energy_Answer-Key_TX-04-SN_Unit-22_Week-33S.pdf		paperclip	paper clip

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Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	15.9	Teacher Edition, Unit 15, Activity 1, Left Hand Column (pdf pg. 9)		MATH 3.6A	MATH 4.2C
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	1, 3	Printable: Studies Weekly Online, Unit 22, Week 33, "Matter and Energy Review Flash Cards," Card #3 (pdf pgs. 1)		(card #3, front) dissolve - disolución	(card #3, front) dissolve - disolver
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	14.4	Teacher Edition, Unit 14, New Vocabulary Coverage Chart (pdf pg. 4)		oil: a thick liquid found underground,, formed from the remains of tiny ocean plants and animals that lived long ago.	oil: a thick, liquid found underground, formed from the remains of tiny ocean plants and animals that lived long ago.
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	2, 4, 5	Printable: Studies Weekly Online, Unit 22, Week 36, Activity 5, "Organisms and Environment Task Cards," Question 5 answer key (pdf pg. 4) and Question 11 (pdf pg. 2 and 5)		(Question 5 Answer Key) Which organisms receive energy from eating other organisms? a. producers **b. consumers** c. decomposers (Question 11) They may not have big, beautiful flowers anymore.	(Question 5 Answer Key) Which organisms receive energy from eating other organisms? a. producers **b. consumers** **c. decomposers** Question 11) They may not have bright, beautiful flowers anymore.

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Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	13.20	Teacher Edition, Unit 13, Activity 5, Left Hand Column (pdf pg. 20)		SEP Use Mathematics Develop Explanations MATH 4.1B	(Aligned Activity 5 left hand column with standards coverage chart, see below) SEP Use Mathematics Develop Explanations Communicate Explanations MATH 4.1D
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	6, 7	Printable: Studies Weekly Online, Unit 22, Week 36, "Organisms and Environments: Answer Keys," Activity 5, Question 5 (pdf pg. 6) and Question 11 (pdf pg. 7)		(Question 5) Which organisms receive energy from eating other organisms? a. producers **b. consumers** c. decomposers (Question 11) They may not have big, beautiful flowers anymore.	(Question 5) Which organisms receive energy from eating other organisms? a. producers **b. consumers** **c. decomposers** (Question 11) They may not have big, beautiful flowers anymore.
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	10.17	Teacher Edition, Unit 10, Activity 4, Left Hand Column (PDF pg. 17)		ELAR 4.7F	ELAR 4.7G
Texas Science Studies Weekly: 4 Grade Student Edition with Online Access	9781649783837SE8	View Current Link	4	Student Edition, Unit 22, Week 36, Activity 5, Directions (pdf pg. 3)		Environmenst	Environments

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access	9781649783820TE	View Current Link	1	Printable: Studies Weekly Online, Unit 10, "Phases of the Moon: Performance Task," Gray Box (PDF pg. 1) *Also changed in Printable: "Phases of the Moon: Performance Task Answer Key" located at https://cdn.studiesweekly.com/online/resources/printables/9201/TX-04%20U10_%20Performance%20Task_%20Phases%20of%20the%20Moon%20AKS.pdf		3.7A	4.9B

Publisher: TPS Publishing

Ch. 112 Science, Grade 4

STEAM into Science - Grade 4 Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition	9781788057660	View Current Link	63	Second line		then creat a Venn	then create a Venn

Proclamation 2024: Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Publisher: Argument-Driven Inquiry, LLC

Ch. 112 Science, Grade 5

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

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

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Discovery Education Inc

Ch. 112 Science, Grade 5

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 5	9781616291471		https://app.discoveryeducation.com/learn/assessment/0c89c7f3-0dfa-43d9-ba4e-7a35b666eb0c/preview	Unit 1 > Concept 1 > Comparing Matter Concept Summative Assessment > Item 6	View Updated Link	See original text in URL_for_Updated_Text	See updated text in URL_for_Updated_Text
Science Techbook for Texas by Discovery Education: Grade 5	9781616291471		https://app.discoveryeducation.com/learn/assessment/088cc327-243d-4c08-9a93-5ce60d7ba256/preview	Unit 3 > Concept 2 > Sun, Oceans, and Weather Concept Summative Assessment > Item 2	View Updated Link	See original text in URL_for_Updated_Text	See updated text in URL_for_Updated_Text

Publisher: Great Minds

Ch. 112 Science, Grade 5

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		571	Cognate for the first Content-Specific Word on page 571.		"dissolver"	"disolver".

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		707	Alignment Map (Eliza), Scientific and Engineering Practices column, Ask row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		106	Learn, Make a Shadow Clock, Check for Understanding inline box, the sentence after the Check for Understanding heading		"the" missing before "shapes.": "Students develop a shadow clock model that explains how the pattern of changing shadow positions and shapes the Sun causes throughout the day can be used to tell time."	"Students develop a shadow clock model that explains how the pattern of changing shadow positions and the shapes the Sun causes throughout the day can be used to tell time."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		715	Alignment Map (Patrick), Scientific and Engineering Practices column, Share row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Ecosystems Teacher Edition	9798885885317		70	Lessons 6–7, Materials, Preparation table heading		"Preparation"	"Teacher Preparation"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		707	Alignment Map (Eliza), Scientific and Engineering Practices column, Imagine row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Science Logbook	9798885885508		134	Lesson 11 Activity Guide C, Imagine Solutions section		Add a comma between "forces" and "mechanical": "How can you use your knowledge of forces mechanical energy transfer, circuits, and energy transformation to help solve the problem?"	"How can you use your knowledge of forces, mechanical energy transfer, circuits, and energy transformation to help solve the problem?"

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Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		760	Credits		"Forces, Motion, Energy"	"Forces, Motion, and Energy"
Ecosystems Teacher Edition	9798885885492		84	Lesson 23 Activity Guide B, Second question after the chart		The word "Hagigo" should be "Hargigo" : "How did the introduction of mangrove trees affect the Hagigo ecosystem?"	"How did the introduction of mangrove trees affect the Hargigo ecosystem?"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		707	Alignment Map (Eliza), Scientific and Engineering Practices column, Plan row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		161	Learn, Observe and Infer Patterns, first paragraph, second sentence		Replace "Students" with "Have students": "Students return to their groups and assign Earth-view student model roles (see Lesson 6 Resource B)."	"Have students return to their groups and assign Earth-view student model roles (see Lesson 6 Resource B)."
Ecosystems Teacher Edition	9798885885317		91	Learn: Conceptual Checkpoint inline box, Evidence box 2		Tag for 5.5E should be 5.5B	Change 5.5E to 5.5B.
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, first Create row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		23	English Language Development sidebar box on page 23.		Delete "Providing the Spanish cognate caracteristica may be helpful." from the sidebar.	Delete the sentence

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Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		171	Standards Addressed table, Scientific and Engineering Practices		Missing period	Add a period after "problem" in 5.1G.
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		143	Lesson 12, Conceptual Checkpoint inline box		In standard 5.10C, the bolding needs to be revised.	In standard 5.10C in the TEKS Assessed box, remove the bold from ", and sand dunes."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy	9798885885324		211	Learn, Content Area Connection: History sidebar box, first sentence		Missing space between "Apollo" and "11" in "Apollo11"	Add a space between "Apollo" and "11"
Ecosystems Teacher Edition	9798885885317		128	Learn: Model Bird Beaks, last sample student response		Delete "and sharp" from the second sentence: "The harrier's beak is too short and sharp."	"The harrier's beak is too short."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, second Create row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		263	End-of-Module Assessment, item 3, sentence that appears after the table		The word "tables" should appear as "table" in the sentence: "Use information from the tables to explain how people in Antarctica conserve water."	"Use information from the table to explain how people in Antarctica conserve water."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		268	Third paragraph that begins "Confirm the difference in patterns of motion between the two time-lapse videos."		Change two to three: "Confirm the difference in patterns of motion between the two time-lapse videos."	"Confirm the difference in patterns of motion between the three time-lapse videos."

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Ecosystems Teacher Edition	9798885885317		188	English Language Development sidebar box on page 188.		Delete cognates for "nutrient deficient" and "nutrient sufficient"	Delete the sentence that begins "Providing the Spanish cognate phrases ..."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, first Improve row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		270	End-of-Module Assessment, Sample, item 3, sentence that appears after the table		The word "tables" should appear as "table" in the sentence: "Use information from the tables to explain how people in Antarctica conserve water."	"Use information from the table to explain how people in Antarctica conserve water."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		331	Item 5 TEKS Assessed column		TEKS Standard 5.9 should be 5.8C.	Change "5.9" to "5.8C"
Ecosystems Teacher Edition	9798885885317		236	Lesson 20, Land, Teacher Note, 1st sentence		Delete standards tags (3.13A and 3.13B) from Teacher Note.	Remove "(3.13A and 3.13B)" from the Teacher Note
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, second Improve row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		437	Cognate of the first General Academic Word on page 437.		cognate for "feature": delete "; may use característica (characteristic)"	Delete "; may use característica (characteristic)"

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Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		331	Item 5 Meets Expectations column		TEKS Standard 5.9 should be 5.8C. "...in a straight line and hits the flagpole at an angle (5.9)."	"... in a straight line and hits the flagpole at an angle (5.8C)."
Ecosystems Teacher Edition	9798885885317		245	First paragraph, 3rd sentence		add "use" before "supporting" in: "Instruct students to supporting evidence..."	"Instruct students to use supporting evidence..."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		709	Alignment Map (Eliza), Scientific and Engineering Practices column, Share row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		486	English Language Development box on page 486.		"microscópico"	"microscopio".
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		529	Learn, Extension sidebar box		Missing space between "1/2" (stacked fraction) and "N"	Add a space between "1/2" and "N"
Ecosystems Teacher Edition	9798885885317		265	Learn: Analyze Ash Tree Data, second paragraph, first sentence		Add "that": "Direct students to the data table shows data for live ash trees..."	"Direct students to the data table that shows data for live ash trees..."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		710	Lesson 11 Resource A, Rubric for Train Station Map Design/Patrick Group		In the "All" row in the "Meets Expectations" column, Replace "The student demonstrates" with "Students demonstrate"	"Students demonstrate"

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Ecosystems Teacher Edition	9798885885317		265	Lesson 23, Learn: Analyze Ash Tree Data, 2nd paragraph, 2nd sentence		"Washington, DC."	"...the Washington, DC, area."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		713	Alignment Map (Patrick), Scientific and Engineering Practices column, Ask row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		490	English Language Development sidebar box at the top of page 490.		"dissolver"	"disolver"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		545	Materials tables		Move the third row with "Markers in three different colors (1 of each)" from the Teacher Preparation table to the Teacher Materials table.	Move the third row with "Markers in three different colors (1 of each)" from the Teacher Preparation table to the Teacher Materials table.
Ecosystems Teacher Edition	9798885885317		269	Lesson 23, Land, second bulleted question		The word "Hagigo" should be "Hargigo": "How did the introduction of mangrove trees affect the Hagigo ecosystem?"	"How did the introduction of mangrove trees affect the Hargigo ecosystem?"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		713	Alignment Map (Patrick), Scientific and Engineering Practices column, Imagine row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		524	End-of-Spotlight Assessment Part B, item 2a		Second image label missing "and oil"	Label revised to "Salt water, microplastics, and oil"

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Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		611	Page 611. Lessons 11-15 Materials Table, third row of the Teacher Preparation section.		"Cue train accessibility video"	"Cue transit accessibility video"
Ecosystems Teacher Edition	9798885885317		321	End-of-Module Assessment, Sample student response, item 2c		Add "body" before "structures": "The diagram shows the structures of ghost crabs."	"The diagram shows the body structures of ghost crabs."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		714	Alignment Map (Patrick), Scientific and Engineering Practices column, Plan row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		525	End-of-Spotlight Assessment Part B, item 2b		punctuation missing in labels	add a comma after each occurrence of "microplastics"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		624	Paragraph under the inline Teacher Note		Replace "transforms energy" with "energy transformation": "Prompt students to describe how their selected design in the Make a Project Plan section of their Science Logbook (Lesson 11 Activity Guide C) uses forces, mechanical energy transfer, circuits, or transforms energy to solve the accessibility problem."	"Prompt students to describe how their selected design in the Make a Project Plan section of their Science Logbook (Lesson 11 Activity Guide C) uses forces, mechanical energy transfer, circuits, or energy transformation to solve the accessibility problem."
Ecosystems Teacher Edition	9798885885317		384	Lesson 14 Resource B, first sentence		Replace "2004" with "2014": "The following is adapted from “Recycling the Dead” by Kathiann Kowalski (2004)."	"The following is adapted from “Recycling the Dead” by Kathiann Kowalski (2014)."

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Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		714	Alignment Map (Patrick), Scientific and Engineering Practices column, first Create row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		530	End-of-Spotlight Assessment Part B, Sample, item 2a		Second image label missing "and oil"	Label revised to "Salt water, microplastics, and oil"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		635	Brainstorm Improvements, second bullet in the Sample student responses		Replace "Popsicle" with "craft": "We added pieces of Popsicle sticks to the floor to increase the friction force so it will help oppose the train forces."	"We added pieces of craft sticks to the floor to increase the friction force so it will help oppose the train forces."
Ecosystems Teacher Edition	9798885885317		442	Appendix A, Storyline, Lessons 6-7, Knowledge Statement		Replace "gases with the environment" with "the gases in the environment they need for survival": "Plants and animals interact with the gases with the environment in different but interrelated ways."	"Plants and animals interact with the gases in the environment they need for survival in different but interrelated ways."
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		714	Alignment Map (Patrick), Scientific and Engineering Practices column, second Create row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		531	End-of-Spotlight Assessment Part B, Sample, item 2b		punctuation missing in labels	comma added around each occurrence of "microplastics"

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Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		654	End-of-Spotlight Assessment, Item 3: Material Properties table		Row heads and column heads need to be reversed.	List materials as the row headings and list the properties as the column headings.
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		562	Resources, Lesson 7 Resource B, Content Standards		"masses of materials do"	"mass of materials does"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		665	Lesson 2 Resource A, first paragraph		Replace "the capstone project" with "these lessons": "Students use spring scales throughout the capstone project."	"Students use the spring scales throughout the lessons."
Ecosystems Teacher Edition	9798885885317		457	Appendix C, Content-Specific Words on page 457.		Delete cognate for Nutrient deficient and insert "None"	"None"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		715	Alignment Map (Patrick), Scientific and Engineering Practices column, first Improve row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition	9798885885300		571	Cognate for the first Key Term on page 571.		"Microscópico"	"Microscopio".
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		704	Lesson 11 Resource A, Rubric for Safety System Design/Eliza Group		In the "All" row in the "Meets Expectations" column, the sentence should start with "Students demonstrate"	Replace "The student demonstrates" with "Students demonstrate"

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Ecosystems Teacher Edition	9798885885317		457	Appendix C, Content-Specific Words on page 457.		Delete cognate for Nutrient sufficient and insert "None."	"None"
Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition	9798885885324		715	Alignment Map (Patrick), Scientific and Engineering Practices column, second Improve row		Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 5

HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 537	Hot spot for "Dark top"		"The dark skin on the top of a leopard seal makes it difficult for predators to see the seal when looking down."	"The dark skin on the top of a leopard seal makes it difficult for predators to see the seal when looking down into the water from above."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.6.D Day 2, Screen 5	Top of Page, Patterns, sentence 2		"Explain whether or not the water would behave the same as the air. Sample answer: Yes; water would act the same because it takes up space."	"Explain how your results would be similar or different to the bottle filled with air. Sample Answer: When I squeeze the bottle of water, water would move up into the balloon because water takes up space just like air takes up space."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 125	Claims, Evidence, and Reasoning, sentence 1		"Make a claim about how scientists measure the forces acting on objects and the changes that the forces cause."	"Make a claim about how scientists observe the forces acting on objects and the changes that the forces cause."

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HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.13.A, Day 3, Screen 5	Patterns, sentence 1		"Take a look at the data you collected during Day 1."	"Take a look at the data you collected during Part 1."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.8.A Day 2 Screen 4	Step 5, sentence 3		Wait one hour.	N/A
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.7.A Day 2, Screen 9	Claims, Evidence, and Reasoning, sentence 1		"Make a claim about how scientists measure the forces acting on objects and the changes that the forces cause."	"Make a claim about how scientists observe the forces acting on objects and the changes that the forces cause."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 446	Column 1, Support for Student Answers, Analyze Results, Sample Answer, sentence 2		"...to choose different materials that make sure the nest is strong."	"...learned behaviors to choose different materials that make a strong nest. Having a strong and safe nest makes it more likely that baby birds will survive."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 195	Column 1, caption 1, sentence 2		"As the microwave runs, it transfers energy."	"As the microwave runs, it transforms energy."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 102	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, sentence 1		"Make a claim about how scientists measure the forces acting on objects and the changes that the forces cause."	"Make a claim about how scientists observe the forces acting on objects and the changes that the forces cause."

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HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 452	Top of Column 2		N/A	Support for Student Answers "Choose one of the resources on your list. Ask that person your questions about STEM jobs. Record at least three things you learn. Student responses will differ based on the questions that students ask and who answers the students' questions. Questions and answers should relate to a STEM career."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 195	Column 2, caption 2, sentence 2		"What kinds of energy transfer are happening?"	"What kinds of energy transformations are happening?"
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.7.A Day 4, Screen 4	Collect Observations, paragraph 2, Sample Answer		"It starts in my hand, then moves into the table, and eventually the floor."	"Sample answer: The ball gets faster as it rolls down the ramp, bounces a few times, and then stops pretty soon after hitting the floor. The energy starts in my hand, then it moves into the ramp and table, and eventually the floor. "
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 453	Column 1, Can You Explain It?, Support for Student Answers, Sample Answer, sentence 3		"This instinctive behavior protects all the hatchlings who are moving toward the water at the same time from predators and improves their chances of survival."	"This instinctive behavior protects from predators all the hatchlings who are moving toward the water at the same time and improves their chances of survival."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 9	Column 2, Do the math, paragraph 2, Support for Student Answers, sample answer		"I had 26 mL of water before I put in my clay object. After adding the clay ball, I had 36 mL of water. 36 mL – 26 mL = 10 mL My clay ball has a volume of 10 mL"	"Students need to subtract the volume of water with clay (step 3) from the volume of water without clay (step 2) to calculate the volume of the clay in mL. "
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 181	Column 1, Lead a Group Discussion, sentence 3		"...Clarify that when both are turned off, the current can't flow because the circuit is not complete. When both are on, electrical energy can flow through either switch. When one switch is on and the other is off, energy can only flow through one pathway and is directed that way."	"...Clarify that when either switch is turned off, the current can't flow because the circuit is not complete. When both are on, electrical energy flows through both switches."

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HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 109	Column 1, Support for Student Answers, Collect Observations, Sample Answer		"It starts in my hand, then moves into the table, and eventually the floor."	"The ball gets faster as it rolls down the ramp, bounces a few times, and then stops pretty soon after hitting the floor. The energy starts in my hand, then it moves into the ramp and table, and eventually the floor. "
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 564	Image 2 (Flamingo) caption, sentence 2		"Feather color is an acquired physical trait."	"Feather color in flamingos, is an acquired physical trait."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 9	Column 2, Support for Student Answers, Analyze Data, Sample Answer		"I had Cube 1 which had a 3 cubic centimeter volume, Cube 2 which had a 1.5 cubic centimeter volume, and a clay ball which had a 10 mL volume. From smallest to largest volumes, my items were Cube 2, Cube 1, and then the clay ball."	"First students need to change the clay volume from ml to cubic centimeter using the 1 cubic centimeter is equal to 1 mL . Then, they sort from smallest to largest. "
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 13	Column 1, Support for Student Answers, Analyze Data, Sample Answer, sentences 3 and 4.		"The plastic-covered paperclip also floated. This happened because these items are less dense than the water."	"This happened because the baseball is less dense than the water."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 268	Paragraph 1		"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy created by light."	"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy from sources of light."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 99	Column 2, Support for Student Answers		"I Notice: What do you wonder about the motion of the table tennis ball in the video?..." "I Wonder: What do you notice about the motion of the table tennis ball in the video?..."	"I Wonder: What do you wonder about the motion of the table tennis ball in the video?..." "I Notice: What do you notice about the motion of the table tennis ball in the video?..."

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HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 572	Paragraph 1, sentence 3		" For example, birds learn how to fly by trying and failing, and they learn how to sing by listening to others. All birds build nests, however. This is an instinctual behavior. While all birds are born knowing how to build nests,..."	" For example, birds learn how to fly by trying and failing, and many birds learn how to sing by listening to others. However, building nests is an instinctual behavior in most birds. While many birds are born knowing how to build nests,..."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 17	Column 2, Support for Student Answers, Analyze Data, Sample Answer		"My observations showed that granulated sugar and colored vinegar had solubility in water."	"My observations showed that granulated sugar and colored vinegar are soluble" in water.
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 209	Column 1, Differentiation: Extra Support, sentence 3		"Scaffold student understanding of refraction by explaining that refraction is an optical illusion because light interacts differently with water than it does with air."	"Scaffold student understanding of refraction by explaining that refraction can produce an optical illusion because light interacts differently with water than it does with air."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 589	STEM Careers, paragraph 1, sentence 3		"A geographic information specialist designs and develops data tracking devices."	"A geographic information specialist uses systems to analyze and map geospatial information."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.13.B, Day 2, Screen 5	Analyze Results, sample answer, sentence 2		"That means they could find or make food faster..."	"That means they could find food faster.."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 18	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Sample Answer		"Granulated sugar and colored vinegar are similar because they have solubility in water..."	"Granulated sugar and colored vinegar are similar because they are soluble in water...
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.8.C Day 7, Screen 3	Top of Screen, paragraph 1		"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy created by light."	"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy from sources of light."

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HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.13.B, Day 4, Screen 5	Analyze Results, sample answer, sentence 2		"...to choose different materials that make sure the nest is strong."	"...learned behaviors to choose different materials that make a strong nest. Having a strong and safe nest makes it more likely that baby birds will survive."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.6.A, Day 2, Screen 6	Top of Screen, Do the math, paragraph 2, sentence 2		"...Subtract the volume of water from the volume of water with the clay."	"Subtract the volume of water without clay (step 4) from the volume of water with clay (step 5) to calculate the volume of the clay in mL."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 304	Item A and D		"A. Water returns to Earth's surface as rain, snow, hail, or sleet." "D. Energy from the sun causes water to evaporate."	"A. Energy from the sun causes water to evaporate." "D. Water returns to Earth's surface as rain, snow, hail, or sleet."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.13.B, Day 1, Screen 2	Image 2 (Flamingo) caption		"Feather color is an acquired physical trait."	"Feather color in flamingos, is an acquired physical trait."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.6.A, Day 2, Screen 7	Top of Screen, Analyze Data, paragraph 1, sentence 4		"List out the objects in order of their volume from smallest to largest."	" Change the clay volume from ml to cubic centimeter using the note. Then, sort from smallest to largest. "
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 438	Image 1 and 2		Image of plant with blue arrows going up the plant is above image of plant with blue arrows in the soil	Image of plant with blue arrows in the soil is above image of plant with blue arrows going up the plant
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.13.B, Day 3, Screen 2	Paragraph 1		"Animals are born knowing how to do some kinds of things. Some things they have to learn. For example, birds learn how to fly by trying and failing, and they learn how to sing by listening to others. All birds build nests, however. This is an instinctual behavior. While all birds are born knowing how to build nests,..."	"Animals are born knowing how to do some things. Some things they have to learn. For example, birds learn how to fly by trying and failing, and many birds learn how to sing by listening to others. However, building nests is an instinctual behavior in most birds. While many birds are born knowing how to build nests,..."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.6.A Day 3, Screen 4	Bottom of Screen, Analyze Data, paragraph 2, Sample Answer, sentences 3 and 4		"The plastic-covered paperclip also floated. This happened because these items are less dense than the water."	"This happened because the baseball is less dense than the water."

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HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.12.C, Day 2, Screen 4	Step 6, paragraph 1, Step 7, paragraph 1		"Step 6 In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. First, use the information in Table A to place the required number of food squares into the paper clips on the index cards. Step 7 Now return all the red, blue, and yellow food squares to the center of the table. Talk with your team about how the northern snakehead might affect the three native species. In your notebook, draw Table C as shown."	"Step 6 Now return all the red, blue, and yellow food squares to the center of the table. Step 7 In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. Talk with your team about how the northern snakehead might affect the three native species. In your notebook, draw Table C as shown."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.13.B, Day 6, Screen 6	STEM Careers, paragraph 1, sentence 3		"A geographic information specialist designs and develops data tracking devices."	"A geographic information specialist uses systems to analyze and map geospatial information."
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.6.A Day 4, Screen 4	Middle of Page, Analyze Data, paragraph 2, Sample Answer, sentence 1		"My observations showed that granulated sugar and colored vinegar had solubility in water."	"My observations showed that granulated sugar and colored vinegar are soluble in water."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 505	Step 6		"Step 6 In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. First, use the information in Table A to place the required number of food squares into the paper clips on the index cards."	"Step 6 Now return all the red, blue, and yellow food squares to the center of the table."

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HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 506	Step 7 MOVE TO bottom of p. 505		"Step 7 Now return all the red, blue, and yellow food squares to the center of the table. Talk with your team about how the northern snakehead might affect the three native species."	"Step 7 In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. Talk with your team about how the northern snakehead might affect the three native species."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	TEKS Lesson 5.6.A Day 4, Screen 6	Middle of Page, Claims, Evidence, and Reasoning, paragraph 2, Sample Answer, sentence 1		"Granulated sugar and colored vinegar are similar because they have solubility in water..."	"Granulated sugar and colored vinegar are similar because they are soluble in water..."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 547	Patterns, sentence 1		"Take a look at the data you collected during Day 1."	"Take a look at the data you collected during Part 1."
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 86	Column 1, Patterns, Support for Student Answers, sentence 2		"Explain whether or not the water would behave the same as the air. Sample answer: Yes; water would act the same because it takes up space."	"Explain how your results would be similar or different to the bottle filled with air. Sample Answer: When I squeeze the bottle of water, water would move up into the balloon because water takes up space just like air takes up space."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 558	Exit Ticket, paragraph 1, sentence 1		"Now that you have explored Texas Environments Part 3 Hands-On Activity, check your learning with this question."	"Now that you have explored Environments Part 3 Hands-On Activity, check your learning with this question."
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 108	Patterns, sentence 2		"Explain whether or not the water would behave the same as the air. "	"Explain how your results would be similar or different to the bottle filled with air.

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Publisher: Studies Weekly

Ch. 112 Science, Grade 5

Texas Science Studies Weekly: Fifth Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 1, 3 (PDF pg. 1, 2)	Student Edition, Unit 4, Activities 1 and 4 (PDF pg. 1, 2)		(PDF pg. 1) Phenomenon Video (button) (PDF pg. 2 - Activity 4) ELAR (button)	(PDF pg. 1) (Removed Phenomenon Video button) (PDF pg. 2 - Activity 4) (Removed ELAR button)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 1.40 (PDF pg. 20)	Teacher Edition, Studies Weekly Online, Unit 1, Week 2, Activity 5 (PDF pg. 20)		Math 5.5K: Add and subtract positive rational numbers fluently.	Math 5.3K: Add and subtract positive rational numbers fluently.

Proclamation 2024: Publisher-Identified Error Corrections

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 2, 6	Printable: Studies Weekly Online, Unit 9, "The Sun's Energy Makes Sugar!" (PDF pg. 2, 6)		(Question number 3) Where do plants perform photosynthesis? a. flowers b. leaves c. roots d. stem	(Replaced answer choice "d" for Question number 3) Where do plants perform photosynthesis? a. flowers b. leaves c. roots d. seeds
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 14.2 (PDF pg. 2, 3)	Teacher Edition, Unit 14, Activity Summary and Standards Coverage Chart (PDF pg. 2, 3)		(PDF pg. 2) Optional: Wellness: Strategies for Responding to Change - 45 minutes (PDF pg. 3) SEP 5.1: Collect Evidence E: Collect observations and measurements as evidence. (Activities 2, 3, 4)	(PDF pg. 2) Optional: Wellness: Strategies for Responding to Change - 20 minutes (PDF pg. 3) SEP 5.1: Collect Evidence E: Collect observations and measurements as evidence. (Activities 2, 3, 4, 5)

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Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 4, "Home Learning Letter" (PDF pg. 1)		Dear families, I can ask questions about iron filings and its properties when mixed with other substances. I can explain that iron filings continue to keep their properties, including its magnetism, after being mixed with other substances.	Dear Families, (Changed "its" to "their") I can ask questions about iron filings and their properties when mixed with other substances. (Removed "its" before magnetism) I can explain that iron filings continue to keep their properties, including magnetism, after being mixed with other substances.
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 1.44 (PDF pg. 3)	Teacher Edition: Unit 1, Week 3, Standards Coverage Chart (PDF pg. 3)		Math Connection 3.6: Geometry and Measurement F: Analyze mathematical relationships to connect and communicate mathematical ideas. (Activity 4)	Math Connection 5.1: Mathematical Process Standards F: Analyze mathematical relationships to connect and communicate mathematical ideas. (Activity 4)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 3	Printable: Studies Weekly Online, Unit 9, "The Sun's Energy Makes Sugar!" (PDF pg. 3)		Step #5: The sugar that you taste in fruit is made by the sun!	Step #5: The sugar that you taste in fruit is made by the plant using energy from the sun!

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Texas Science Studies Weekly: 5 Grade Teacher Edition with Online Access	9781649783844TE		3-42	Printable: Studies Weekly Online, Grade 2, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"		TEK: Unit	TEKS: Unit
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 14, "Limestone Footprints & There is No U in Texas: Prior Knowledge" (PDF pg. 1)		(footer) Unit Title: Engineering Design: Plastic Problem-Solving: Prior Knowledge	(changed footer to match unit title) Limestone Footprints & There is No U in Texas: Prior Knowledge
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 4, "Mixtures and Solutions: Prior Knowledge" (PDF pg. 1)		(header) Mixtures and Solutions: Prior Knowledge (footer) Unit 3: Mixtures and Solutions: Prior Knowledge	(header) Magnetic Powers: Prior Knowledge (footer) Unit 4: Magnetic Powers: Prior Knowledge
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 18, "Food Web Instructions with Images" (PDF pg. 1)		Food Web Instructions with Images	Food Web Organisms with Images
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 1.69 (PDF pg. 4)	Teacher Edition, Unit 1, Week 4 (PDF pg. 4)		Materials List buttons; Activities 1,5	Materials List buttons; Activities 1,4

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1, 2	Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task" (PDF pg. 1, 2)		(PDF pg. 1; in gray box) 3.7A (PDF pg. 2; title) Force of the Athlete 5.7A	(PDF pg. 1; in gray box) 5.8A (PDF pg. 2; title) Shining a Light on Energy Changes 5.8A
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable, Studies Weekly Online, Unit 5, "Making Mixing Matter Unit Assessment" (PDF pg. 1)		(Title) Making Mixing Matter Unit Assessment	(Title) Magical Mixing Matter Unit Assessment
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1, 4)	Printable: Studies Weekly Online, Unit 18, Performance Task (PDF pg. 1, 4)		(PDF pg. 1) 3.7A (PDF pg. 4) 3.7A; good web	(PDF pg. 1) 5.12B (PDF pg. 2) 5.12B; food web
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 2	Printable: Studies Weekly Online, Unit 2, Extension Activity, "Which Mineral Am I?" (PDF pg. 2)		fluorescent: describing something that gives off light	fluorescent: describing something that gives off light when exposed to ultraviolet light

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1)		(incorrect standard) 3.7A	(Replaced with the correct standard) 5.8A
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 5.9, 5.12 (PDF pg. 9, 12)	Teacher Edition, Unit 5, Activities 1 and 2 (PDF pg. 9, 12)		(PDF pg. 9) Activity 1 (;) Phenomenon Introduction - Engage (;) 45 minutes (PDF pg. 12) Activity 2 (;) South Padre Island - Explore/Explain (;) 45 minutes	(Changed Activity times) (PDF pg. 9) Activity 1 (;) Phenomenon Introduction - Engage (;) 20 minutes (PDF pg. 12) Activity 2 (;) South Padre Island - Explore/Explain (;) 25 minutes

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 10.2, 10.3 (PDF pg. 2, 3)	Teacher Edition, Unit 10, Standards Coverage Chart and Activity Summary (PDF pg. 2, 3)		(PDF pg. 2) Optional: Wellness: Be Brave [45 minutes] (PDF pg. 3) 5.5: Systems and Systems Models D: Examine and model the parts of a system and their interdependence in the function of the system. (Activities 1, 2, 4, 5, 6, 7, 8, 9, 10)	(PDF pg. 2) Optional: Wellness: Be Brave [20 minutes] (PDF pg. 3) 5.5: Systems and Systems Models D: Examine and model the parts of a system and their interdependence in the function of the system. (All Activities)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 2, Activity 8 (PDF pg. 1, 2)		A student is conducting an experiment to compare the thermal conductivity property of three materials. (PDF pg. 1,2) (PDF pg. 2 is a duplicate of page 1 without an answer key.)	(Changed "three materials" to "four materials") A student is conducting an experiment to compare the thermal conductivity property of four materials. (PDF pg. 1,2) (PDF pg. 2 is an answer key with "b" and "d" marked as the correct answers.)

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 5.7, 5.14 (PDF pg. 7, 14)	Teacher Edition, Unit 5, Activity Summary Chart and Activity 3 (PDF pg. 7, 14)		(PDF Pg. 7) 3. Time to Predict I can predict how their properties of salt and water will change or stay the same after the substances are mixed. (PDF pg. 14) Success Criteria I can predict how their properties of salt and water will change or stay the same after the substances are mixed.	(Changed "their properties" to "the properties" in both locations) (PDF Pg. 7) 3. Time to Predict I can predict how the properties of salt and water will change or stay the same after the substances are mixed. (PDF pg. 14) Success Criteria I can predict how the properties of salt and water will change or stay the same after the substances are mixed.
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1-3	Studies Weekly Online, Unit 10, Performance Task (PDF pg. 1-3)		(PDF pg. 1) Assessment guide (incorrectly labeled chart) (PDF pg. 2, 3; answer key)	(PDF pg. 1) Assessment Map (Adjusted to correspond to the correct SEPs and RTCs) (n/a - Removed answer key)

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 19.7 (PDF pg. 7)	Teacher Edition, Unit 19 (PDF pg. 7)		(shows incorrect thumbnail for Activities 2 and 3 of the student edition)	(Replaced student edition image with the correct thumbnail)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 2, Activity 10 (PDF pg. 1)		Contextual Questions 5. How might [property] be considered/affect the structure or function in a pla ground structure?	(Corrected the spelling of playground) Contextual Questions 5. How might [property] be considered/affect the structure or function in a playground structure?
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 2, Activity 4, "Creating Solutions" (PDF pg. 1)		Directions (for both investigations): 2a.Draw a before model of your material	(Added a period in both locations) Directions (for both investigations): 2a.Draw a before model of your material.
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 2, 3 (PDF pg. 2)	Student Edition, Unit 5, Activities 3 and 4 (PDF pg. 2)		Activities 3 and 4 SEP Plan and Conduct Investigations	Activities 3 and 4 SEP Collect Evidence

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1-3	Studies Weekly Online, Unit 10, Performance Task Answer Key (PDF pg. 1)		Task 2 A. Write an explanation of how the energy is being transformed in the circuit. B. Draw a circuit in the box below.	(Adjusted lettering) Task 2 C. Write an explanation of how the energy is being transformed in the circuit. D. Draw a circuit in the box below.
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 19.18 (PDF pg. 18)	Teacher Edition, Unit 19, Activity 5 (PDF pg. 18)		(left hand column) ELPS 4D	(Removed ELPS 4D and added ELPS 4G)
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 2, "Home Learning Letter" (PDF pg. 1)		Dear families,	Dear Families,
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 2, 4	Printable: Studies Weekly Online, Unit 5, Activity 2, "Salt and Water Investigation" (PDF pg. 2, 4)		Investigation #2 Directions 1. Explore the pile of salt with your eyes. Answer questions 1 and 2 in thechart.	Investigation #2 Directions 1. Explore the water with your eyes. Answer questions 1 and 2 in the chart.

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 11.5 (PDF pg. 5)	Teacher Edition, Unit 11, Materials List (PDF pg. 5)		flashlights - (activity) 4 straws, solid color - (activity) 3 glasses of water - (activity) 3	flashlights - (activities) 3, 4 straws, solid color - (activities) 1, 3 glasses of water - (activities) 1, 3
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 19, "Home Learning Letter" (PDF pg. 1)		Dear families,	Dear Families,
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 11.22 (PDF pg. 22)	Teacher Edition, Unit 11, Activity 5 (PDF pg. 22)		(n/a) ELAR 5.2A	(Added Patterns to the RTC list in the left hand column) ELAR 5.7C

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 19, "The Dead Zone: Performance Task" (PDF pg. 1)		Plan and conduct a descriptive investigation and describe an object's motion when forces act on an object in contact or at a distance, including magnetism, gravity, and pushes and pulls i. demonstrate forces acting on an object in contact or at a distance, including magnetism ii. demonstrate forces acting on an object in contact or at a distance, including gravity iii. demonstrate forces acting on an object in contact or at a distance, including pushes iv. demonstrate forces acting on an object in contact or at a distance, including pulls v. describe forces acting on an object in contact or at a distance, including magnetism vi. describe forces acting on an object in contact or at a distance, including gravity vii. describe forces acting on an object in contact or at a distance, including pushes viii. describe forces acting on an object in contact or at a distance, including pulls	Describe a healthy ecosystem and how human activities can be beneficial or harmful to an ecosystem. (i) Describe a healthy ecosystem. (ii) Describe how human activities can be beneficial or harmful to an ecosystem.

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	pg. 3.3, 3.4 (PDF pg. 3)	Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)		(no period at the end of the sentence) SEP 5.1: Ask Questions and Define Problems A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations RTC 5.5: Stability and Change F: Explain how factors or conditions impact stability and change in objects, organisms, and system. (Activities 2, 8, 9)	(added a period at the end of the sentence) SEP 5.1: Ask Questions and Define Problems A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Changed letter from "F" to "G") RTC 5.5: Stability and Change G: Explain how factors or conditions impact stability and change in objects, organisms, and system. (Activities 2, 8, 9)
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 2 (PDF pg. 2)	Student Edition, Unit 6, Activity 8 (PDF pg. 2)		4. Discuss the qustions provided by your teacher.	4. Discuss the questions provided by your teacher.
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1-5	Studies Weekly Online, Unit 11, Performance Task (PDF pg. 1-5)		(footer) Unit Title: Unit Name-Second Grade	(footer) Light Interactions-Fifth Grade
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 20, "Home Learning Letter" (PDF pg. 1)		Dear families,	Dear Families,

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	pg. 3.3, 3.7 (PDF pg. 3)	Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)		SEP 5.3: Listen Actively and Discuss C: Listen Actively to other's explanations to identify relevevant evidence and engage respectfully in scientific discussion. (Activity 10)	(Removed the SEP Listen Actively and Discuss from the Standards Coverage Chart)
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 2 (PDF pg. 2)	Student Edition, Unit 6, Activity 3 (PDF pg. 2)		Does Air have mass? Choose the answer and reasoning that are supported by your data.	Does air have mass? Choose the answer and reasoning that are supported by your data.
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 11, "Light Interactions: Reading Comprehension" (PDF pg. 1)		2. Which tool beaks visible light into different colors?	(changed "beaks" to "breaks") 2. Which tool breaks visible light into different colors?
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 4 (PDF pg. 3)	Student Edition, Unit 21, Activity 5 (PDF pg. 3)		(Image of unknown character)	(Removed the image of unknown character and replaced it with an Image of Alana)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 3.9 (PDF pg. 9)	Teacher Edition, Unit 3 (PDF pg. 9)		(incorrect student edition image for Activities 2, 3, and 4)	(Replaced incorrect image with the correct image for Activities 2, 3, and 4)
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 3	Printable: Studies Weekly Online, Unit 15, "There Is No U in Texas: Flash Cards" (PDF pg. 3)		V-shaped valley valle en forma de (highlight with a comment)	V-shaped valley valle en forma de V (Removed highlight with a comment)

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "Identifying Science and Engineering: Teacher Instruction Page "(PDF pg. 1)		(header) 4th Grade: You Can Be a Scientist! You Can Be an Engineer!	(header) 5th Grade: You Can Be a Scientist! You Can Be an Engineer!
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 3, 4 (PDF pg. 2, 3)	Student Edition, Unit 6, Activity 10 (PDF pg. 2, 3)		(PDF pg. 2) Activity 9 Matter at the Texas State Fair SEP Plan and Conduct Investigations RTC Cause and Effect (PDF pg. 3) Activity 10 Cutting the Onions Investigation Data	(PDF pg. 2) Activity 9 Matter at the Texas State Fair SEP Develop and Use Models RTC Scale, Proportion, and Quantity (PDF pg. 3) Activity 10 Onion Investigation Data
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1 and 2	Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "Identifying Science and Engineering: Teacher Instruction Page" (PDF pg. 1-2)		(footer) You Can Be a Scientist! You Can Be an Engineer! - Fourth Grade	(footer) You Can Be a Scientist! You Can Be an Engineer! - Fifth Grade

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Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 6, "Home Learning Letter" (PDF pg. 1)		Dear families,	Dear Families,
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 11, "Light Interactions: Reading Comprehension Answer Keys" (PDF pg. 1)		2. Which tool beaks visible light into different colors?	(changed "beaks" to "breaks") 2. Which tool breaks visible light into different colors?
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 21, "Texas Science: There's a Trait for That"		Activity 1: Orca: The Killer Dolphin	Activity 3: Orca: The Killer Dolphin
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 3, "Engineering Design: Ruff Toy Materials Reading Comprehension" (PDF pg. 1)		(header) Texas Science Studies Weekly: Second Grade	(header) Texas Science Studies Weekly: Fifth Grade
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 15.39 (PDF pg. 39)	Teacher Edition, Unit 15, Activity 8 (PDF pg. 39)		Highest Peaks Bar: Graph Investigation Instructions	Highest Peaks Bar Graph: Investigation Instructions
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Unit 1 Week 1, Activity 5, "Scientific Discovery Challenge" (PDF pg. 1)		Inventor of Google Inventor of the telephone	Inventors of Google Inventor who received the first patent for a telephone design

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Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 3 (PDF pg. 2)	Student Edition, Unit 6, Activity 4 (PDF pg. 2)		Printable Check out more scientific divers online!	(Removed printable icon and text)
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 11, "Texas Science: Light Interactions" (PDF pg. 1)		Our eyes cannot perceive refracted light.	(Removed original text)
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 21, "Home Learning Letter" (PDF pg. 1, 2)		Dear families, (multiples instances of the word "instinctive") Research orca whales and great white sharks.	Dear Families, (Changed all instances of "instinctive" to "instinctual") Research orcas and great white sharks.
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 3, Activity 2, "Ruff Toy Materials: Research Graphic Organizer" (PDF pg. 1, 2)		(footer) Unit title: Engineering Design: Runaway Trucks - Activity 2	(footer) Engineering Design: Ruff Toy Materials - Activity 2
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 15, Activity 2, "Shifting Sands Stations: Teacher Instruction Page" (PDF pg. 1)		Prior to this lesson, gather the materials and set up four stations.	Prior to this lesson, gather the materials and set up three stations.

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Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 15, "Landform Graphic Organizer" (PDF pg. 4)		Frosted Sand Dunes of Mars, NASA	Frosted Sand Dunes of Mars
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 2	Printable: Unit 1 Week 1, Activity 5, "Scientific Discovery Challenge" (PDF pg. 2)		Inventor of Google Name: Larry Page Inventor of the telephone	Inventors of Google Names: Larry Page and Sergey Brin Inventor who received the first patent for a telephone design
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 8.3 (PDF pg. 3)	Teacher Edition, Unit 8, Standards Coverage Chart (PDF pg. 3)		RTC 5.5: Cause and Effect B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 2, 3, 4, 6, 7, 8, 9, 10)	(Removed Activities 6 and 7) RTC 5.5: Cause and Effect B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 2, 3, 4, 8, 9, 10)
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable, Studies Weekly Online, Unit 12, "Texas Science: Patterns in the Sky" (PDF pg. 1)		Activity 5: Shadows by Day	Activity 4: Shadows by Day
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1, 6, 7, 8	Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task" (PDF pg. 1, 6, 7, 8)		(Standard listed on each of these pages) 3.7A	(Changed all standards from 3.7A to 5.13B)

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 4	Printable: Studies Weekly Online, Unit 3, "Fifth Grade: Engineering Design: Ruff Toy Materials Answer Keys" (PDF pg. 4		Formative Assessment: Type	Formative Assessment: Student Edtiion Response
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 3 (PDF pg. 2)	Student Edition, Unit 16, Activity 8 (PDF pg. 2)		ELAR (button)	(Removed ELAR button and added a Math button)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 1.27 (PDF pg. 7)	Teacher Edition, Unit 1, Week 2, Activity 1, (PDF pg. 7)		(left hand column) SEP Ask Questions	(Removed SEP Ask Questions from left-hand column)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 8.14, (PDF pg. 14)	Teacher Edition, Unit 8, Activity 2 (PDF pg. 14)		(left hand column) SEP Explore Scientists, Engineers, and Resources Collect Evidence ELPS 2C, 4C	(left hand column) SEP Ask Questions and Define Problems Listen Actively and Discuss ELPS 2C, 4G

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Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	PDF pg. 1	Printable, Studies Weekly Online, Unit 13, "Home Learning Letter" (PDF pg. 1)		Dear families,	Dear Families,
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	1	Studies Weekly Online, Unit 11, Performance Task Answer Key (PDF pg. 1)		Unit Title: Unit Name-Second Grade	Light Interactions-Fifth Grade
Texas Science Studies Weekly: 5th Grade Student Edition with Online Access	9781649783851SE8	View Current Link	Pg. 1 (PDF pg. 1)	Student Edition, Studies Weekly Online, Unit 1, Week 2, Activity 1 (PDF pg. 1)		SEP Ask Questions	(Removed SEP Ask Questions)
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	Pg. 8.28 (PDF pg. 28)	Teacher Edition, Unit 8, Activity 7 (PDF pg. 28)		(left hand column) Math 5.1A	(left hand column) Math 5.1C
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 4	Studies Weekly Online, Unit 13, "Wonders of Weather: Performance Task Answer Key" (PDF pg. 4)		(PDF pg. 4) Texas Science Studies Weekly: Third Grade	(PDF pg. 2) Texas Science Studies Weekly: Fifth Grade
Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access	9781649783844TE	View Current Link	PDF pg. 1	Printable: Studies Weekly online, Unit 19, "The Dead Zone: Effective Discussion Guide" (PDF pg. 1)		(subtitle) Fourth Grade: The Dead Zone (footer) Unit Title: The Dead Zone-Fourth Grade	(subtitle) Fifth Grade: The Dead Zone (footer) The Dead Zone-Fifth Grade

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Publisher: McGraw Hill

Ch. 112 Science, Grade 5

McGraw Hill Texas Science, Grade 5: ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		80	Top of page, light blue bar		DAY 5	DAY 4
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		86A	Conduct an Investigation, Science Mindset, third line		of the board	on the board
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		110B	Interactive Word Wall, third sample answer		i used...	I used...
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		110B	IWW box, third blue question		investigaion	investigation
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		146C	Under second student page mini, Conduct an Investigation, #6, second column, last row		Electrical > light, heat, sound	Electrical > light, heat
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188		60	Last paragraph, last sentence		If you mix pieces of sand, glass, or plastic into a tank of water, they will gather on the bottom and will not dissolve in water	If you mix pieces of sand, glass, or plastic into a tank of water, they will not dissolve in water
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188		61	second bullet, first sentence		A liquid is a state of matter has a definite volume but no definite shape.	A liquid is a state of matter that has a definite volume but no definite shape.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188		121	bottom of the page, to the right of the photo, in gray box		Electricity is transformed into what types of energy in a hairdryer?	Electricity is transformed into which types of energy in a hair dryer?
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188		259	Top right of art		There appears to be a cloud behind the Sun.	The cloud behind the Sun will be deleted.
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188		273	bottom right of art, underground area, steam		It appears to be a chamber filled with water and steam	The chamber will appear to be filled with hot water.
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		28D	Under Student Page mini, Make a Claim, Item 9		Sample answer: I claim that mass can be measured with a scale. Volume can be measured with a graduated cylinder. Relative density can be compared based on what floats and sinks in water.	Sample answer: I claim that mass can be measured with a scale or balance. Volume can be measured with a graduated cylinder or beaker. Relative density can be compared based on what floats and sinks in water.
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		41	Key Moment, Visual Literacy, First question		Ask: What is the purpose of photos?	Ask: What is the purpose of the photos?

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McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684		41	Visual Literacy; Last Line		photo's purpose	purpose of photos

Publisher: Discovery Education Inc

Ch. 112 Science, Grade 6

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition	9781616292447		48	Unit 4 > Concept 2 > Spanish Cognates		organism	organismo

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Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/163978e9-3576-41e0-99d1-68cbeda8aa24/preview	Unit 1 > Concept 3 > Identifying New Substances Concept Summative Assessment > Item 2		Bhavika wants to conduct an experiment over time. She places an iron nail, a plastic, bead, and a sugar cube in a beaker with 50mL of water. Three weeks later she returns to her experiment and observes the following: All of the water is gone from the beaker. The sugar remains in the bottom of the beaker but is no longer a cube. The bead looks the same. The nail's shiny silver surface now has red spots. Which observation most likely indicates that a chemical change has occurred? Answer choices: blank, physical, nuclear, element, substance, mixture, color, mass, texture, shape Correct answer: The nail underwent a "blank" change. A new "substance" can be observed. Evidence for this change is that the nail's "color" changed.	Bhavika wants to conduct an experiment over time. She places an iron nail, plastic bead, and a sugar cube in a beaker with 50 mL of water. Three weeks later, she returns to her experiment and observes the following: All of the water is gone from the beaker. The sugar remains in the bottom of the beaker but is no longer a cube. The plastic bead looks the same. The nail's shiny silver surface now has red spots. Which observation most likely indicates a chemical change has occurred? A. The water has evaporated from the beaker, changing from a liquid to a gas. B. The sugar dissolved in the water, changing its shape. C. The plastic bead looks the same, indicating no new substance was created. D. The nail now has red spots, indicating a new substance was created. Correct answer: D

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Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/42669f80-9561-477a-b319-8a8045a93620/preview	Unit 2 > Concept 3 > Conservation of Energy Concept Summative Assessment > Item 5		This question has two parts. First answer Part A. Then, answer Part B. Part A A student watches as a woman does a “bungee jump” at the fair. The woman rides to the top of a tower and a thick stretchy cord, called a bungee, is strapped to her ankles. She then jumps headfirst off the tower and falls until the bungee stretches and slows her, and she bounces back. The student notices that when the woman bounces back, she does not reach the height she started from. Which statement describes the change in energy during the bungee jump? A. As the woman moved faster, she made kinetic energy but slowed down due to bouncing back and lost energy, so she couldn’t go as high. B. Some of the potential energy was used up by being transformed into kinetic energy, so there was less energy than at the beginning. C. Some of the potential energy was transformed to heat energy by friction as the bungee stretched, so she was not able to bounce back to the same height. D. When the woman jumped, she laughed, so some of the potential energy was transformed to sound energy and she couldn’t bounce back to the same height.	This question has two parts. First, answer Part A. Then answer Part B. Part A At an amusement park, a student observes a roller coaster ride. The passengers enter the parked train and prepare for takeoff. The train then carries the passengers through a series of steep inclines, descents, and loops before returning to the station and coming to a complete stop. Which of the following accurately characterizes an energy transfer that takes place during the ride? A. As the train leaves the station, electrical energy is transformed into mechanical energy. B. As the train descends down a hill, electrical energy is transformed into kinetic energy. C. As the train waits at the top of a hill and then descends down, potential energy is transformed into kinetic energy. D. As the train returns to the station and comes to a stop, potential energy is transformed into mechanical energy.

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Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/42669f80-9561-477a-b319-8a8045a93620/preview	Unit 2 > Concept 3 > Conservation of Energy Concept Summative Assessment > Item 6		Part B Which statement supports the answer to Part A? A. The bungee is warmer after the jump than it was before the jump. B. The woman slowed down as she bounced back up. C. The bungee stretched longer than its starting length. D. The woman's laugh got louder as she fell farther.	Part B Considering your answer to Part A, what will happen to the energy throughout the remainder of the ride? A. Energy will be transformed, but the total amount of energy in the system will remain constant. B. Energy will be conserved while the train is at rest and then transformed when it moves again. C. Energy will be transformed and then lost as the train comes to a stop at the end of the ride. D. Energy will be conserved as the train climbs a hill and then lost when it begins its descent.

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Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/be026d2e-8336-4972-94f6-ffe9e4739328/preview	Unit 3 > Concept 1 > Earth Systems Concept Summative Assessment > Item 3		This question has two parts. First, answer Part A. Then, answer Part B. Part A Look at the image of Earth's spheres. (IMAGE) Which sphere includes all life on our planet? A. atmosphere B. hydrosphere C. biosphere D. geosphere	This question has two parts. First, answer Part A. Then, answer Part B. Part A Which sphere includes all life on our planet? A. atmosphere B. hydrosphere C. biosphere D. geosphere

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Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 5		This question has two parts. First, answer Part A. Then answer Part B. Part A Which of the following describes how sedimentary rocks form through geologic processes? A. They form deeper in the crust when existing rocks are under high pressure and temperature. B. They form when layers of rock particles and sand are compacted at or near the surface of Earth’s crust. C. They are formed in the mantle when temperatures are over 600°C, called “lava” when on the surface. D. They are formed at the deepest part of the crust or upper mantle when existing rock is melted to liquid, then cooled down.	This question has two parts. First, answer Part A. Then, answer Part B. Part A Which of the following describes how sedimentary rocks form through geologic processes? A. They are formed over time when high pressure and temperature make gradual changes to the rock. B. They form when layers of rock particles are compacted at or near the surface of Earth’s crust. C. They form when magma erupts from a volcano as lava and then it cools on the surface. D. They are formed deep in the crust or upper mantle when compacted rock begins to melt.

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Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 6		Part B Which statement supports the answer to part A? A. Rock material is fluid and very hot. B. They are harder and the layers are visibly misshapen. C. There are visible layers, and they are crumbly. D. This is the densest rock type. Crystals may be visible, but layers are not.	Part B Which statement supports the answer to part A? A. They can be recognized by warped layers that are the result of high pressure and heat. B. Sedimentary rocks result from processes like weathering and erosion of existing rock. C. They always originate from melted rock that later becomes solid. D. Sedimentary rocks form deep within Earth where magma is found.
Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 8		A. the lithosphere: solid, brittle layer that is broken into tectonic plates	A. the crust: thin layer of solid rocks and minerals
Science Techbook for Texas by Discovery Education - Grade 6	9781616291488		https://app.discoveryeducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 18		Tile A: contains the lithosphere	Tile A: thickest layer made up of semi-solid rock

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

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 6

HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 172	Column 1, Do the Math Calculate Net Force, Support for Student Answers, Analyze, answer		"Look for: Diagrams should show a blue person on the left of the box with a force arrow pointing to the right labeled “30 N.” On the left a green person pushing on the box with a force arrow labeled “20 N” pointing to the left."	"Look for: Diagrams should show an arrow on the left of the box pointing to the right labeled "30 N". And, an arrow on the right side of the box pointing to the left labeled "20 N"."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 485	Column 2, Decision Matrix, Sample answer		"It must reduce waste that enters the landfill by a certain percentage (Rank: 5)—Solution 1: 4, Solution 2: 3 It must be able to be performed by all students and staff at the school (Rank: 3)—Solution 1: 2, Solution 2: 3 It can be performed every day that school is open (Rank: 1)—Solution 1: 3, Solution 2: 3 It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1 Totals: Rating: 17, Solution 1: 14, Solution 2: 14"	"It must reduce waste that enters the landfill (Rank: 5)—Solution 1: 4, Solution 2: 3 It is easy to do. (Rank: 3)—Solution 1: 2, Solution 2: 1 It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1 Totals: Rating: 14, Solution 1: 11, Solution 2: 9"
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.6.A, Exploration 2, Screen 7	Drag and Drop Interactivity, Evaluate question stem and answer		"EVALUATE: Drag each label describing the correct properties of the substance to the correct image. Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter. Answers from left to right: solid, liquid, gas"
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 463	Column 2, Question 5, question text		"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, EVALUATE		"EVALUATE: Drag each label describing the correct properties of the substance to the correct image. Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter. Answers from left to right: solid, liquid, gas"
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 455	Column 1, Lead a Group Discussion, Sentences 1–3		"As you bring the class back together and develop a whole-group definition for energy poverty, emphasize that energy poverty exists in many forms across the world and that it does not simply mean that people do not have access to energy sources; ... yet a third of Americans are experiencing energy poverty because price spikes and high energy costs can make it difficult to pay their utility bills."	"As you bring the class back together to talk about solutions for reducing global energy use, emphasize that energy access; ... yet a third of Americans cannot meet their energy needs because price spikes and high energy costs can make it difficult to pay their utility bills."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 225	Column 1, STEP 3 Sample Answer		"The yo-yo has gravitational potential energy when it is in the person’s hand. Kinetic energy increases from the point it is released until it reaches the end of the string, when the kinetic energy drops to zero. As the yo-yo climbs back up the string, kinetic energy changes back to potential energy."	"As the yo-yo drops, its gravitational potential energy decreases, as some of it is transformed into kinetic energy. This energy transforms back into gravitational potential energy when the yo-yo moves back up the string to the hand."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 531	Column 1, Preview Lesson Vocabulary		Image of armadillo; image of rock outcrop; image of seagulls	Image of rock outcrop; image of armadillo; image of seagulls
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 174	Column 1, Vertical and Horizontal Forces, Support for Student Answers, MODEL, answer		"Box on floor. At left, blue figure pushing with a force arrow pointed to the right labeled “30 N.” At left, green figure pushing with a force arrow pointed to the right labeled “25 N.”	"A box that has two arrows on the left side, both pointing to the right. One is labeled "30 N" and the other is labeled "25 N". The 30 N arrow should be slightly longer."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 492	Column 1, Identify Patterns, Sample answer, sentence 2		"To fill the need for wood and paper products, most trees that are being cut down are in poorer nations in South America, Asia, and Africa."	N/A

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 49	Column 1, Lesson Summary, Check student understanding, bullet 1		"Read the summary sentences one at a time."	"Read the summary questions one at a time."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.11.A, Evaluate, Screen 6	Question 5 interactivity, question text		"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, 2nd Explain		"Sample Answer: As a solid, the particles are not moving, and..."	"Sample Answer: As a solid, the particles are not changing positions relative to each other, and..."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 457	Column 1, Renewable Sources of Energy Q2, Sample answer, Sentences 2 and 4		"Solar and wind energy are available for free all the time, but the cost to capture the energy may be expensive...Geothermal energy is heat energy from underground and is not as abundant in all places on Earth."	"Solar and wind energy are renewable, but the cost to capture the energy may be expensive ... Geothermal energy is thermal energy from underground and is not accessible in many places."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 242	Column 2, Gather Data Sample Answer		"The ball in the lab transfers energy to the cup and then it transforms into heat. In the same way energy transfers from power plants to devices in our homes where they transform into other forms, such as light and heat in a light bulb."	"The ball in the lab has gravitational potential energy which transforms into kinetic energy as it rolls. The ball then transfers kinetic energy to the cup. In the electric grid, power plants transfer electrical energy to devices in our homes where that energy may transform into sound, heat, light, or other form of energy."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 535	Column 1, Lab Scoring Criteria		"Student supports conclusions and explanations with valid and reliable evidence."	"Student collects data as outlined in their procedure."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 24	Column 1, Support Your Claim, 3rd bullet		"Water molecules have more kinetic energy than ice molecules, so the molecules move more, and the food coloring spreads out more."	"Molecules in liquid water have more kinetic energy than molecules in solid ice, so the molecules move more, and the food coloring spreads out more."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 457	Column 2, Differentiation: Challenge, Sentence 1		"Have students describe the relationship between energy poverty and greenhouse gases and how they are intertwined."	"Have students describe the relationship between energy use and greenhouse gases and how they are intertwined."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 537	Column 2, Step 3, line 3		"Sample answer: The tree and the grass get energy from the sun."	"Sample answer: The tree and the grass get energy from the sun. My evidence is that sunlight is an abiotic factor and arrows point from the sun to the tree and grass."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 321	Column 1, Part 2: Model the Distance between Earth and the Moon, Step 3 answer		Correct answer is B. The moon is about five times farther away than the distance around Earth.	Correct answer is C. The moon is about nine times farther away than the distance around Earth.
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 537	Column 2, Step 3, line 3		"Sample answer: The tree and the grass get energy from the sun."	"Sample answer: The tree and the grass get energy from the sun. My evidence is that sunlight is an abiotic factor and arrows point from the sun to the tree and grass."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 192	Column 1, Part 1: Observe Force Pairs, Support for Student Answers, STEP 3, answer		"Sample answer: Student observations should be opposite from those in Step 2."	"Students should notice that whether they or their partner is the one that pushes more firmly, the force they feel increases compared to Step 1."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 521	Column 2, Question 3, Option A		"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 50	Column 2, Practice Questions, Support for Student Answers, Item 3 answer		"C. a homogeneous mixture"	"C. a heterogeneous mixture"

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HMH Into Science Texas Student Activity Guide Print Consumable Grade 6	9780358861690	View Current Link	p. 301	Question 5, question text		"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 24	Column 2, Support for student answers, Practice Question number 5 answer		"bar of gold."	"D. a bar of gold"
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 459	Column 2, Step 3, Sample answer		"Resource use and management strategies are related to population, individual and societal needs, and economic opportunities."	"Patterns I found in the use and management of resources include -Resource use varies by region. -Global resource use increases as global population increases. -Pollution is often a consequence of resource use. -Resource management can reduce consequences of resource use."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 619	Column 1, Check Student Understanding		"Ask students to explain why the smaller cubes had greater surface area, even though they were smaller than the larger cube."	"Ask students to explain why the smaller cubes had the greater surface area-to-volume ratio, even though they were smaller than the larger cube."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 331	Column 2, PREDICT answer		Correct answer is C. It does not matter because both days have high tides and low tides.	Correct answer is A. The 12th is better because the tide will be higher than normal at low tide.

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 619	Column 1, Check Student Understanding		"Ask students to explain why the smaller cubes had greater surface area, even though they were smaller than the larger cube."	"Ask students to explain why the smaller cubes had the greater surface area-to-volume ratio, even though they were smaller than the larger cube."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 195	Column 1, APPLY, answer Sentence 2		"...they can sense they have broken the piñata."	"...they can sense they have missed the piñata."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.12.C, Evaluate, Screen 4	Question 3 Option A		"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 80	Column 1, Address the Misconception text for third Misconception.		"Fluids are not "materials" and therefore do not have density."	"Fluids are not solid and therefore do not have density."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 470	Column 2, Step 2, Sample answer, Sentence 1		"People in Hawai'i today have a much different and more diverse diet than the native Hawai'ians did before the arrival of Westerners."	"People in Hawai'i today have a much different and more diverse diet than the native Hawaiians did 1,000 years ago."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.6.A, Elaborate, Screen 6	Multiple Choice Interactivity, Analyze, correct answers		Correct answer is A.	Correct answer is A and C.
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 460	Column 2, bottom, Evaluate, Sample answer		"I would choose Option 1 because right now, I don't have any money, and I would rather have $5 than nothing."	"I would choose Option 1 because I would rather have $5 than nothing."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 628	Column 2, Support for Student Answers, DEVELOP A CLAIM:		"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 430	Lesson Objective		"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 628	Column 2, Support for Student Answers, DEVELOP A CLAIM:		"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 221	Column 1, Sense-making		"Learning about how energy not only transfers from one form to another but can transform develops understanding of kinetic and potential energy."	"Learning about how energy transforms and transfers between objects develops understanding of kinetic and potential energy."
HMH Into Science Texas Student Activity Guide Print Consumable Grade 6	9780358861690	View Current Link	p. 347	Question 3 Option A		"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 87	Column 2, Support for Student Answers, PREDICT answer		"Sample answer: There might be a pattern related to what kinds of objects sink and what kinds of objects float in water."	"Sample answer: The raisins follow a pattern of sinking, floating, and then sinking again. There is probably a pattern to what is causing this behavior."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 470	Column 2, Step 2, Sample answer, Sentence 3		"In addition, it is less expensive to import food than to grow food in Hawai'i because the land there is so expensive and difficult to prepare and maintain for large-scale farming, and it's not inexpensive or simple to bring in farm laborers."	"In addition, there are now almost twice as many residents of Hawai'i and many more tourists who visit. This means more food is required than was needed in the past."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.6.A, Exploration 2, Screen 7	Drag and Drop Interactivity, Evaluate question stem and answer		"EVALUATE: Drag each label describing the correct properties of the substance to the correct image. Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter. Answers from left to right: solid, liquid, gas"

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 463	Column 2, Question 5, question text		"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 610	Column 1, Background Information		"...Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 432	Column 1, Content Objective		"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 610	Column 1, Background Information		"...Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 225	Column 1, STEP 3 Sample Answer		"The yo-yo has gravitational potential energy when it is in the person’s hand. Kinetic energy increases from the point it is released until it reaches the end of the string, when the kinetic energy drops to zero. As the yo-yo climbs back up the string, kinetic energy changes back to potential energy."	"As the yo-yo drops, its gravitational potential energy decreases, as some of it is transformed into kinetic energy. This energy transforms back into gravitational potential energy when the yo-yo moves back up the string to the hand."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 531	Column 1, Preview Lesson Vocabulary		Image of armadillo; image of rock outcrop; image of seagulls	Image of rock outcrop; image of armadillo; image of seagulls

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 93	Column 2, Define the Problem, MOVE TO p. 94, top of Column 1		"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase. She will displace less water than the weight of her body."	"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 475	Column 2, first Explain, Sample answer, Sentence 1		"By conserving electrical energy and reducing transportation, the amount of fossil fuels that need to be burned will decrease."	"By conserving electrical energy and reducing dependence on fossil fuels for transportation, the amount of fossil fuels that need to be burned will decrease."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 49	Column 1, Lesson Summary, Check student understanding, bullet 1		"Read the summary sentences one at a time."	"Read the summary questions one at a time."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.11.A, Evaluate, Screen 6	Question 5 interactivity, question text		"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 638	Column 1, Background Information		"Essentially, genes provide a “code” so the body knows how to form and grow, but sometimes these codes have variants in them. Such variants are known as alleles."	N/A
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 436	Column 1, Background Information, sentence 6		"Carbon dioxide levels can increase when more people use these resources, or they can decrease if people make a conscious effort to reduce their use of them."	"Carbon dioxide levels can increase when more people use fossil fuel resources."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 638	Column 1, Background Information		"Essentially, genes provide a “code” so the body knows how to form and grow, but sometimes these codes have variants in them. Such variants are known as alleles."	N/A

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 242	Column 2, Gather Data Sample Answer		"The ball in the lab transfers energy to the cup and then it transforms into heat. In the same way energy transfers from power plants to devices in our homes where they transform into other forms, such as light and heat in a light bulb."	"The ball in the lab has gravitational potential energy which transforms into kinetic energy as it rolls. The ball then transfers kinetic energy to the cup. In the electric grid, power plants transfer electrical energy to devices in our homes where that energy may transform into sound, heat, light, or other form of energy."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 535	Column 1, Lab Scoring Criteria		"Student supports conclusions and explanations with valid and reliable evidence."	"Student collects data as outlined in their procedure."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.6.D, Exploration 1, Screen 5	Step 3, Data Table, Row 1		"Salt water" | "none" | "none" | 100 mL | " " | " "	"Salt water" | "—" | "—" | " " | "100 mL " | " "
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 476	Column 1, first Explain, Sample answer, Sentence 2		"Conservation practices can ensure that less water is used and less water is wasted so that the water is available when it is needed."	"Conservation practices can ensure that less water is used and less water is wasted so that water will be available in the future."
HMH Into Science Texas Student Activity Guide Print Consumable Grade 6	9780358861690	View Current Link	p. 60	Step 3, Data Table, Row 1		"Salt water" | "none" | "none" | 100 mL | " " | " "	"Salt water" | "—" | "—" | " " | "100 mL " | " "
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 476	Column 1, second Explain, Sample answer		"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted so that the water is available when it is needed."	"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 50	Column 2, Practice Questions, Support for Student Answers, Item 3 answer		"C. a homogeneous mixture"	"C. a heterogeneous mixture"

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HMH Into Science Texas Student Activity Guide Print Consumable Grade 6	9780358861690	View Current Link	p. 301	Question 5, question text		"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 639	Column 1, bullet 2, lines 2-5		"If enough individuals within a population develop traits that are advantageous to their survival, this can benefit the whole population."	"If enough individuals within a population have traits that are advantageous to their survival, this can benefit the whole population."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 438	Column 2, Identify, Sample answer, Sentence 3		"I use minerals from the geosphere because minerals can be turned into metals."	"I collect rocks from the geosphere."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 639	Column 1, bullet 2, lines 2-5		"If enough individuals within a population develop traits that are advantageous to their survival, this can benefit the whole population."	"If enough individuals within a population have traits that are advantageous to their survival, this can benefit the whole population."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 321	Column 1, Part 2: Model the Distance between Earth and the Moon, Step 3 answer		Correct answer is B. The moon is about five times farther away than the distance around Earth.	Correct answer is C. The moon is about nine times farther away than the distance around Earth.
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 331	Column 2, PREDICT answer		Correct answer is C. It does not matter because both days have high tides and low tides.	Correct answer is A. The 12th is better because the tide will be higher than normal at low tide.
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 104	Column 1, Addressing Misconceptions, 1st misconception bullet last line.		"Substances undergo a physical change when they dissolve."	N/A

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 477	Column 1, Describe, Sample answer		"Energy resources are limited, and they often cause pollution. As population increases, the demand for energy increases, and surges in demand cause interruptions in access and increasing costs."	"Energy resources are limited, and the use of energy resources can cause pollution. As population increases, the demand for energy increases."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 80	Column 1, Address the Misconception text for third Misconception.		"Fluids are not "materials" and therefore do not have density."	"Fluids are not solid and therefore do not have density."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 470	Column 2, Step 2, Sample answer, Sentence 1		"People in Hawai'i today have a much different and more diverse diet than the native Hawai'ians did before the arrival of Westerners."	"People in Hawai'i today have a much different and more diverse diet than the native Hawaiians did 1,000 years ago."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 2	Column 2, Address the Misconception text for third Misconception.		"Particles in a liquid are strong enough to hold molecules close together and are more dense and less compressible than gases but not as dense as molecules in a solid. The forces are ... keep molecules ...slide over another."	"Forces between particles in a liquid hold the molecules much closer together than particles in a gas, making liquids more dense and less compressible than gases. The forces are ... keep the molecules ...slide over one another."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 445	Column 1, Step 6, Sample answer, Sentence 2		"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through 15 minutes of measurements."	"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through the measurements."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 430	Lesson Objective		"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 117	Column 1, Physical Changes, Support for Student Answers, Apply, Answer		"Each substance is made of a specific type of matter, such as atoms, compounds, or molecules. Physical changes do not change the identity of the atoms, compounds, or molecules, they just change the size, shape, or state of the existing substance."	"All matter we see is made of a specific types of substances, either elements or compounds. Physical changes do not change the identity of the elements or compounds. They just change the size, shape, or state of the existing substance."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 484	Column 2, Step 3, Sample answer, Sentence 2-4		"It must reduce waste that enters the landfill by a certain percentage—Rank: 5 It must be able to be performed by all students and staff at the school—Rank: 1 It can be performed every day that school is open—Rank: 3"	"It reduces waste that enters the landfill—Rank: 5 It is easy to do—Rank: 3"
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 87	Column 2, Support for Student Answers, PREDICT answer		"Sample answer: There might be a pattern related to what kinds of objects sink and what kinds of objects float in water."	"Sample answer: The raisins follow a pattern of sinking, floating, and then sinking again. There is probably a pattern to what is causing this behavior."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 470	Column 2, Step 2, Sample answer, Sentence 3		"In addition, it is less expensive to import food than to grow food in Hawai'i because the land there is so expensive and difficult to prepare and maintain for large-scale farming, and it's not inexpensive or simple to bring in farm laborers."	"In addition, there are now almost twice as many residents of Hawai'i and many more tourists who visit. This means more food is required than was needed in the past."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 7	Column 2, Support for Student Answers, TELL answer bullets 1–4		"• naming solids, liquids, and gases they can observe in the moment • naming specific solids, liquids, and gases they might encounter at home or outside of school • naming specific solid, liquid, or gas substances that they have learned about but are not common in everyday life"	"• Asking questions about phenomena • Investigating to identify patterns • Analyzing data to determine cause-and-effect relationships."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 450	Column 1, Explain, Sample answer, last sentence		"In this way, the government is trading the protection of the forests for financial support of local people."	"In this way, the government is trading financial support of local people for protection of the forests."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 432	Column 1, Content Objective		"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 169	Column 1, Support for Student Answers, STEP 3		"STEP 3: Times to hit the ground should increase as height increases."	"STEP 3: Test your parachute by dropping the object with the parachute and measuring how long it takes to hit the ground. [answer] Fall times should be similar each trial but vary due to errors and other factors, such as wind."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 484	Column 2, Step 4, Sample answer		"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, it does not require special training, and it does not require too much space or time."	"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, and it does not require special training."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 93	Column 2, Define the Problem, MOVE TO p. 94, top of Column 1		"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase. She will displace less water than the weight of her body."	"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 475	Column 2, first Explain, Sample answer, Sentence 1		"By conserving electrical energy and reducing transportation, the amount of fossil fuels that need to be burned will decrease."	"By conserving electrical energy and reducing dependence on fossil fuels for transportation, the amount of fossil fuels that need to be burned will decrease."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 14	Column 2, 2nd Apply Patterns about liquid answer		"Liquid particles are not as close together and not held in place..."	"Liquid particles are not held in place..."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 451	Column 2, Analyze, Sample answer, last sentence		"This is different from the factors that affect the amount of arable land per person, which depends largely on the number of people who need to be fed as well as their nutritional needs and the types of foods they eat."	"This is different from the factors that affect the amount of arable land per person, which depends on the number of people who need to be fed and the amount of arable land in the world."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 436	Column 1, Background Information, sentence 6		"Carbon dioxide levels can increase when more people use these resources, or they can decrease if people make a conscious effort to reduce their use of them."	"Carbon dioxide levels can increase when more people use fossil fuel resources."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 172	Column 1, Do the Math Calculate Net Force, Support for Student Answers, Analyze, answer		"Look for: Diagrams should show a blue person on the left of the box with a force arrow pointing to the right labeled “30 N.” On the left a green person pushing on the box with a force arrow labeled “20 N” pointing to the left."	"Look for: Diagrams should show an arrow on the left of the box pointing to the right labeled "30 N". And, an arrow on the right side of the box pointing to the left labeled "20 N"."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 485	Column 2, Decision Matrix, Sample answer		"It must reduce waste that enters the landfill by a certain percentage (Rank: 5)—Solution 1: 4, Solution 2: 3 It must be able to be performed by all students and staff at the school (Rank: 3)—Solution 1: 2, Solution 2: 3 It can be performed every day that school is open (Rank: 1)—Solution 1: 3, Solution 2: 3 It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1 Totals: Rating: 17, Solution 1: 14, Solution 2: 14"	"It must reduce waste that enters the landfill (Rank: 5)—Solution 1: 4, Solution 2: 3 It is easy to do. (Rank: 3)—Solution 1: 2, Solution 2: 1 It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1 Totals: Rating: 14, Solution 1: 11, Solution 2: 9"
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.6.D, Exploration 1, Screen 5	Step 3, Data Table, Row 1		"Salt water" | "none" | "none" | 100 mL | " " | " "	"Salt water" | "—" | "—" | " " | "100 mL " | " "
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 476	Column 1, first Explain, Sample answer, Sentence 2		"Conservation practices can ensure that less water is used and less water is wasted so that the water is available when it is needed."	"Conservation practices can ensure that less water is used and less water is wasted so that water will be available in the future."

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, EVALUATE		"EVALUATE: Drag each label describing the correct properties of the substance to the correct image. Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter. Answers from left to right: solid, liquid, gas"
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 455	Column 1, Lead a Group Discussion, Sentences 1–3		"As you bring the class back together and develop a whole-group definition for energy poverty, emphasize that energy poverty exists in many forms across the world and that it does not simply mean that people do not have access to energy sources; ... yet a third of Americans are experiencing energy poverty because price spikes and high energy costs can make it difficult to pay their utility bills."	"As you bring the class back together to talk about solutions for reducing global energy use, emphasize that energy access; ... yet a third of Americans cannot meet their energy needs because price spikes and high energy costs can make it difficult to pay their utility bills."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, 2nd Explain		"Sample Answer: As a solid, the particles are not moving, and..."	"Sample Answer: As a solid, the particles are not changing positions relative to each other, and..."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 457	Column 1, Renewable Sources of Energy Q2, Sample answer, Sentences 2 and 4		"Solar and wind energy are available for free all the time, but the cost to capture the energy may be expensive...Geothermal energy is heat energy from underground and is not as abundant in all places on Earth."	"Solar and wind energy are renewable, but the cost to capture the energy may be expensive ... Geothermal energy is thermal energy from underground and is not accessible in many places."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 438	Column 2, Identify, Sample answer, Sentence 3		"I use minerals from the geosphere because minerals can be turned into metals."	"I collect rocks from the geosphere."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 174	Column 1, Vertical and Horizontal Forces, Support for Student Answers, MODEL, answer		"Box on floor. At left, blue figure pushing with a force arrow pointed to the right labeled “30 N.” At left, green figure pushing with a force arrow pointed to the right labeled “25 N.”	"A box that has two arrows on the left side, both pointing to the right. One is labeled "30 N" and the other is labeled "25 N". The 30 N arrow should be slightly longer."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 492	Column 1, Identify Patterns, Sample answer, sentence 2		"To fill the need for wood and paper products, most trees that are being cut down are in poorer nations in South America, Asia, and Africa."	N/A
HMH Into Science Texas Student Activity Guide Print Consumable Grade 6	9780358861690	View Current Link	p. 60	Step 3, Data Table, Row 1		"Salt water" | "none" | "none" | 100 mL | " " | " "	"Salt water" | "—" | "—" | " " | "100 mL " | " "
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 476	Column 1, second Explain, Sample answer		"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted so that the water is available when it is needed."	"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 104	Column 1, Addressing Misconceptions, 1st misconception bullet last line.		"Substances undergo a physical change when they dissolve."	N/A
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 477	Column 1, Describe, Sample answer		"Energy resources are limited, and they often cause pollution. As population increases, the demand for energy increases, and surges in demand cause interruptions in access and increasing costs."	"Energy resources are limited, and the use of energy resources can cause pollution. As population increases, the demand for energy increases."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 24	Column 1, Support Your Claim, 3rd bullet		"Water molecules have more kinetic energy than ice molecules, so the molecules move more, and the food coloring spreads out more."	"Molecules in liquid water have more kinetic energy than molecules in solid ice, so the molecules move more, and the food coloring spreads out more."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 457	Column 2, Differentiation: Challenge, Sentence 1		"Have students describe the relationship between energy poverty and greenhouse gases and how they are intertwined."	"Have students describe the relationship between energy use and greenhouse gases and how they are intertwined."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 2	Column 2, Address the Misconception text for third Misconception.		"Particles in a liquid are strong enough to hold molecules close together and are more dense and less compressible than gases but not as dense as molecules in a solid. The forces are ... keep molecules ...slide over another."	"Forces between particles in a liquid hold the molecules much closer together than particles in a gas, making liquids more dense and less compressible than gases. The forces are ... keep the molecules ...slide over one another."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 445	Column 1, Step 6, Sample answer, Sentence 2		"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through 15 minutes of measurements."	"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through the measurements."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 192	Column 1, Part 1: Observe Force Pairs, Support for Student Answers, STEP 3, answer		"Sample answer: Student observations should be opposite from those in Step 2."	"Students should notice that whether they or their partner is the one that pushes more firmly, the force they feel increases compared to Step 1."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 521	Column 2, Question 3, Option A		"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 117	Column 1, Physical Changes, Support for Student Answers, Apply, Answer		"Each substance is made of a specific type of matter, such as atoms, compounds, or molecules. Physical changes do not change the identity of the atoms, compounds, or molecules, they just change the size, shape, or state of the existing substance."	"All matter we see is made of a specific types of substances, either elements or compounds. Physical changes do not change the identity of the elements or compounds. They just change the size, shape, or state of the existing substance."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 484	Column 2, Step 3, Sample answer, Sentence 2-4		"It must reduce waste that enters the landfill by a certain percentage—Rank: 5 It must be able to be performed by all students and staff at the school—Rank: 1 It can be performed every day that school is open—Rank: 3"	"It reduces waste that enters the landfill—Rank: 5 It is easy to do—Rank: 3"
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 24	Column 2, Support for student answers, Practice Question number 5 answer		"bar of gold."	"D. a bar of gold"

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 459	Column 2, Step 3, Sample answer		"Resource use and management strategies are related to population, individual and societal needs, and economic opportunities."	"Patterns I found in the use and management of resources include -Resource use varies by region. -Global resource use increases as global population increases. -Pollution is often a consequence of resource use. -Resource management can reduce consequences of resource use."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 7	Column 2, Support for Student Answers, TELL answer bullets 1–4		"• naming solids, liquids, and gases they can observe in the moment • naming specific solids, liquids, and gases they might encounter at home or outside of school • naming specific solid, liquid, or gas substances that they have learned about but are not common in everyday life"	"• Asking questions about phenomena • Investigating to identify patterns • Analyzing data to determine cause-and-effect relationships."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 450	Column 1, Explain, Sample answer, last sentence		"In this way, the government is trading the protection of the forests for financial support of local people."	"In this way, the government is trading financial support of local people for protection of the forests."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 195	Column 1, APPLY, answer Sentence 2		"...they can sense they have broken the piñata."	"...they can sense they have missed the piñata."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.12.C, Evaluate, Screen 4	Question 3 Option A		"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."

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HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 169	Column 1, Support for Student Answers, STEP 3		"STEP 3: Times to hit the ground should increase as height increases."	"STEP 3: Test your parachute by dropping the object with the parachute and measuring how long it takes to hit the ground. [answer] Fall times should be similar each trial but vary due to errors and other factors, such as wind."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 484	Column 2, Step 4, Sample answer		"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, it does not require special training, and it does not require too much space or time."	"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, and it does not require special training."
HMH Into Science Texas Student License Digital Grade 6	9780358860662	View Current Link	TEKS Lesson 6.6.A, Elaborate, Screen 6	Multiple Choice Interactivity, Analyze, correct answers		Correct answer is A.	Correct answer is A and C.
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 460	Column 2, bottom, Evaluate, Sample answer		"I would choose Option 1 because right now, I don't have any money, and I would rather have $5 than nothing."	"I would choose Option 1 because I would rather have $5 than nothing."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 14	Column 2, 2nd Apply Patterns about liquid answer		"Liquid particles are not as close together and not held in place..."	"Liquid particles are not held in place..."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 451	Column 2, Analyze, Sample answer, last sentence		"This is different from the factors that affect the amount of arable land per person, which depends largely on the number of people who need to be fed as well as their nutritional needs and the types of foods they eat."	"This is different from the factors that affect the amount of arable land per person, which depends on the number of people who need to be fed and the amount of arable land in the world."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Current Link	p. 221	Column 1, Sense-making		"Learning about how energy not only transfers from one form to another but can transform develops understanding of kinetic and potential energy."	"Learning about how energy transforms and transfers between objects develops understanding of kinetic and potential energy."
HMH Into Science Texas Student Activity Guide Print Consumable Grade 6	9780358861690	View Current Link	p. 347	Question 3 Option A		"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Kiddom

Ch. 112 Science, Grade 6

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

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

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OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS	9781960634528	View Current Link		-6.4.B: Unit 6.5 Natural Hazards > Lesson 5 How can we reduce damage from a tsunami wave? > 6.5.05 Learn about potential real-world designs > with your class question 1. Students communicate and share data from a video of a tsunami wave from the perspective of an engineer. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f780a-d96e-11ed-bff2-06dee69fc1b2 -	View Updated Link	-6.4.B: Unit 6.5 Natural Hazards > Lesson 5 How can we reduce damage from a tsunami wave? > 6.5.05 Learn about potential real-world designs > with your class question 1. Students communicate and share data from a video of a tsunami wave from the perspective of an engineer. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f780a-d96e-11ed-bff2-06dee69fc1b2	-6.4.B: Unit 6.5 Natural Hazards > Lesson 5 How can we reduce damage from a tsunami wave? > 6.5.05 Learn about potential real-world designs > with your class question 1. Students communicate and share data from a video of a tsunami wave from the perspective of an engineer. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f780a-d96e-11ed-bff2-06dee69fc1b2
OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS	9781960634528	View Current Link		6.8.B: Unit 6.8 Contact Forces > Lesson 7: How much does doubling the speed or doubling the mass affect the kinetic energy of an object and the esulting damage that it can do in a collision? > 8.1.07 Navigation (2) (students describe how energy is transferred and conserved in a collision). https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159fcbdf-d96e-11ed-935d-06dee69fc1b2r	View Updated Link	6.8.B: Unit 6.8 Contact Forces > Lesson 7: How much does doubling the speed or doubling the mass affect the kinetic energy of an object and the esulting damage that it can do in a collision? > 8.1.07 Navigation (2) (students describe how energy is transferred and conserved in a collision). https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159fcbdf-d96e-11ed-935d-06dee69fc1b2r	6.8.B: Unit 6.8 Contact Forces > Lesson 7: How much does doubling the speed or doubling the mass affect the kinetic energy of an object and the esulting damage that it can do in a collision? > 8.1.07 Navigation (2) (students describe how energy is transferred and conserved in a collision). https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159fcbdf-d96e-11ed-935d-06dee69fc1b2r

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

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Publisher: McGraw Hill

Ch. 112 Science, Grade 6

McGraw Hill Texas Science, Grade 6 : TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		29	Lesson 1.2 TEKS 6.6D Review, question 6		TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Sink or Swim, TEKS		6.1A, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.5B, 6.5C, 6.6D	6.1A, 6.1C, 6.1E, 6.2B, 6.3A, 6.3B, 6.5A, 6.6D
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Roll On, TEKS		6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		275	Chapter TEKS Review, question 1, TEKS		TEKS 6.1A, 6.2D, 6.11B	TEKS 6.11B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		356	Changing Climate, paragraph 1, last sentence		If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse its seeds.	If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse agave seeds.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		10	Volume of Solids, paragraph 1, sentence 3		The particles in solids hold them very close together and tightly held in their positions.	The particles in solids are very close together and are tightly held in their positions.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		40	Lesson 1.3 TEKS 6.6C Review, question 1		TEKS 6.3A, 6.3B, 6.6C	TEKS 6.3A, 6.6C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		111	Noncontanct Forces, video box, paragraph 2, sentence 1		Now reflect on how gravity works with the third law of motion.	Now reflect on how gravity works with Newton's third law of motion.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		211	Lesson 6.1 TEKS 6.10A Review, question 4, TEKS		TEKS 6.5E, 6.10A	TEKS 6.10A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Let's Get Organized, TEKS		6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5D, 6.12C	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.4A, 6.5A, 6.5D, 6.12C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		33	Explore Lab box, Identify Physical Properties of Elements, TEKS		TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Elementary Materials, TEKS		6.1C, 6.1E, 6.3A, 6.3B, 6.6C	6.1C, 6.1E, 6.3A, 6.3B, 6.5A, 6.6C
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Roll On, Go Online		Now check out the video Ramp Up to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		275	Chapter TEKS Review, question 2, TEKS		TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11B	TEKS 6.5G, 6.11B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		357	Making Connections, Analyze question, last sentence		Explain the benefits this variation of the population would have for the plants to survive.	Explain the benefits this variation in the population would have for plant survival.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		12	Life Science Connection, paragraph 1, sentence 3 and 4		This causes the blowfish to puff up, which deters predators from eating them. When danger has passed, the blowfish will slowly return to its normal size.	This causes the blowfish to puff up, which deters predators from eating it. When the danger has passed, the blowfish will slowly return to its normal size.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		41	Lesson 1.3 TEKS 6.6C Review, question 4		TEKS 6.2B, 6.6C	TEKS 6.6C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		112	A Competitor's Guide to Rowing, paragraph 1, last sentence		Whether you’re out for recreation or training to compete, the third law of motion will be involved with your sport.	Whether you’re out for recreation or training to compete, Newton's third law of motion will be involved with your sport.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		214	Temperature, Pressure, and Depth, paragraph 3, sentence 2		Drilling deeper into the crust, the high temperatures lead to people and machinery overheating.	When drilling deeper into the crust, the high temperatures lead to people and machinery overheating.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Feeding Frenzy, TEKS		6.1B, 6.1C, 6.1D, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	6.1B, 6.1C, 6.1E, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		12	STEM Connection, Focus on Engineering, paragraph 1, last sentence		These tanks can weigh about 11 to 13 kilograms, but in comparison to how much air they hold, that is quite a load!	They are also lightweight, which allows scuba divers to carry them on their backs.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		43	Chapter TEKS Review, question 3		TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		112	Olympic Training, paragraph 1, last sentence		An object that experiences a force will accelerate, but when the rowers stop rowing, the boat continues to glide through the water in a straight line.	An object that experiences a net force will change its motion, but when the rowers stop rowing, the boat will glide through the water in a straight line.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		116	Show What YOU Know, sentence 1		Plan and conduct your own investigation about how to help protect drivers when breaks fail.	Plan and conduct your own investigation about how forces can be used to protect drivers.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		223	Take It Further		Check out this virtual career fair to learn about more careers in the geosciences!	Check out the virtual career fair Working With Earth to learn about more careers in the geosciences!
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Catch Your Lunch, introduction paragraph, sentence 2		Follow your teacher's directions to complete an activity that models this type of relationship.	Follow your teacher's directions to complete an activity that models a feeding relationship between organisms.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		33	Physical Properties of Metals paragraph 3, sentence 2		Luster describes the ability of a metal to reflect light.	Luster describes the ability of a material to reflect light.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		64	Physical Changes, paragraph 2, sentence 4		Think about cutting the lawn.	Think about cutting the grass.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Penny Balance, introduction paragraph, sentence 1		Follow your teacher's instructions and set up the demonstration.	Follow your teacher's instructions and set up the activity.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		275	Chapter TEKS Review, question 3, TEKS		TEKS 6.5B, 6.11A	TEKS 6.11A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		357	Making Connections, Analyze question, sample answer		Answers must include that the faster lifecycle means it can reach maturity faster. It can also produce more seeds and variation over a shorter time period, the agave population can react to environmental changes more quickly.	The faster life cycle means it can reach maturity faster. It can also produce more seeds and the number of variations will increase over a shorter time period, the agave population can react to environmental changes more quickly.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		330	Teach, Naming Cells, sentence 1		Due to their small-scale size, cells cannot be observed with the unaided eye.	Due to their small size, cells cannot be observed with the unaided eye.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		17	Lesson 1.1 TEKS 6.6A Review, question 5		Compare Which statement accurately compares the arrangement of atoms and molecules in the image to their arrangement in solids?	Compare Which statement accurately compares the arrangement of atoms in the image to their arrangement in solids?
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		43	Chapter TEKS Review, question 4		TEKS 6.1A, 6.6C	TEKS 6.6C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		113	Making Connections, paragraph 1, sentence 1		All boating activities are subject to the third law of motion.	All boating activities are subject to Newton's third law of motion.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		116	Show What YOU Know, bullet 1		In the Design Your Own Lab Crash Course, read the instructions and select what materials you might use to build a model.	In the Engineering Challenge Crash Course, read the instructions and select what materials you might use to build a model.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		225	Lesson 6.2 TEKS 6.10B Review, question 5, TEKS		TEKS 6.3A, 6.3D, 6.10B	TEKS 6.10B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		330	Naming Cells, paragraph 1, sentence 1		During the sixteenth century, an English scientist named Robert Hooke used a microscope he helped design.	During the seventeenth century, an English scientist named Robert Hooke used a microscope he helped design.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		36	Apply It, Explain question sample answer, sentence 2		Some properties of metals are observed, but some properties of nonmetals are observed.	It is shiny, like a metal, but it is brittle, like a nonmetal.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		65	Chemical Changes, paragraph 1, sentence 1		Sometimes a material will go through a change that causes its identity to change.	Sometimes a material will go through a process that causes its identity to change.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: High Jump, TEKS		6.1B, 6.1C, 6.1E, 6.3B, 6.3C, 6.5B, 6.7C	6.1B, 6.1C, 6.1E, 6.1G, 6.3B, 6.3C, 6.5B, 6.7C

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		276	Chapter TEKS Review, question 6, TEKS		TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11A, 6.11B	TEKS 6.5G, 6.11A, 6.11B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		359	Lesson 9.3 TEKS 6.13C Review, Question 5		TEKS 6.2A, 6.5B, 6.13C	TEKS 6.2B, 6.5B, 6.13C
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		340	TEKS Progressions, paragraph 1, sentence 1		In Grade 4, students explored and explained how structures and functions of plants enable them to survive in their environment, such as waxy leaves and deep roots TEKS 4.13A.	In Grade 4, students explored and explained how structures and functions of plants, such as waxy leaves and deep roots, enable them to survive in their environment TEKS 4.13A.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		22	Density Ratios, paragraph 1, sentence 1		Sometimes it is simpler to compare the of density of an object to other substances, such as water.	Sometimes it is simpler to compare the density of an object to other substances, such as water.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		45	Chapter TEKS Review, question 6		TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		114	Lesson 3.3 TEKS 6.7C Review, question 2, TEKS		TEKS 6.1A, 6.7C	TEKS 6.7C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		116	Show What YOU Know, bullet 2		Plan an investigation to determine the forces involved and how to reduce damage on the car.	Design a solution that uses forces to reduce damage on the car.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		226	Lesson 6.3, The Rock Cycle, Essential Question		How are different types of rocks formed and changed by the geologic proccesses of the rock cycle?	How are different types of rocks formed and changed by the geologic processes of the rock cycle?
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		331	History Connection, paragraph 1, last sentence		The discoveries of Hooke and Leewenhoek showed that living things, or organisms, can be composed of one cell or many cells.	The discoveries of Hooke and Leeuwenhoek showed that living things, or organisms, can be composed of one cell or many cells.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		36	Importance of Metals to Modern Life, paragraph 1, last sentence		Transportation, from cars to aircraft, use metals for their strength, yet malleable properties.	Vehicles, from cars to aircraft, use metals because they are strong, yet malleable.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		75	Lesson Review question 3, dual coding statement		Dual Coded engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence TEKS 6.3C	Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: High Jump, introduction paragraph		Following your teacher’s instructions, jump as high as you can. Draw a diagram of the forces acting on Earth. Describe the motion of you and Earth.	What forces enable you to stand on the floor, jump, and land on the floor again? Follow your teacher's instructions to get some clues. Think about the interactions between objects that occur when you jump. Record your observations. Be sure to ask your teacher for clarification as needed.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		277	Chapter TEKS Review, question 7, TEKS		TEKS 6.5B, 6.11B	TEKS 6.11B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		361	Chapter TEKS Review, Question 2, Answer Choice D		D There was not enough nutrients for the cells for two weeks so they all died.	D There were not enough nutrients for the cells to survive for two weeks, so they all died.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		340	TEKS Progressions, paragraph 1, sentence 3		In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, autotrophic and heterotrophic	In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		22	Density Ratios, paragraph 1, sentence 3		Relative density usually given as a ratio of the density of the object to that of water.	Relative density is usually given as a ratio of the density of the object to that of water.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		13	Volume of Gases, Explore Simulation, header		Explore Simulation	Revisit the Explore Simulation

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		115	Lesson 3.3 TEKS 6.7C Review, question 4, TEKS		TEKS 6.1A, 6.7C	TEKS 6.5A, 6.7C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		116	Show What YOU Know, bullet 3		Conduct your investigation.	Use the provided materials to build a model and test this solution.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		229	Explore Simulation, Investigate the Rock Cycle, TEKS		TEKS 6.1A, 6.1B, 6.1G 6.2A, 6.3A, 6.3B, 6.5B, 6.10C	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.10C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		337	Lesson 9.1 TEKS 6.13A Review Question 5		TEKS 6.1D, 6.13A A They should change the objective lens from 40× to 4× which will make the image bigger. B The scientist should increase the magnification to 1,000× which would keep the image the same size. C They should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000× which would increase the size of the image so it can be viewed more clearly.	TEKS 6.13A A The scientist should change the objective lens from 40× to 4×, which will make the image bigger. B The scientist should increase the magnification to 1,000×, which will keep the image the same size. C The scientist should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000×, which will increase the size of the image so it can be viewed more clearly.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 2		Fertilizers contain nitrogen and phosphorus which produces the food we eat.	Fertilizers, which are needed to produce the food we eat, contain nitrogen and phosphorus.

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		75	Lesson Review, question 6, choice B		Incorrect Mixture 2 and 4 is incorrect because there is no temperature change for Mixture 2.	Incorrect Mixture 2 and 3 is incorrect because there is no temperature change for Mixture 2.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: High Jump, Go Online		Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		259	Lesson Review, question 2		Tilling disturbs the soil, making it more susceptible to erosion. Avoiding tilling keeps the soil secure. DOK 2	Soil-moisture technology can help farmers use the correct amount of water to keep crops healthy. When there are crops in the field, the amount of soil erosion decreases. That is because plant cover lessens the impact of raindrops, which break up and disperse soil particles. Their roots also help hold soil particles together, preventing them from being washed away by water or blown away by wind. DOK 3 Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3B On the state assessment, students may be asked to propose and communicate solutions about resource conservation.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		362	Chapter TEKS Review, Question 6		Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in a variation of temperatures up to 54°C.	Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in temperatures up to 54°C.

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		363	TEKS Review, question 7		New species classification: multicellular eukaryotic autoroph	New species classification: multicellular eukaryote heterotroph DOK 2
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		363	TEKS Review, question 7, sentence starting with "If students..."		If students do not answer question 7 correctly, have them reread Variations and Autotrophs in Lesson 3.	If students did not answer question 7 correctly, have them reread Eurkaryotic Cells, Multicellular Organisms, and Heterotrophs in Lesson 2.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		22	Density Ratios, paragraph 1, sentence 4		An object floats if the ratio is less than one, and sinks if the ratio is greater than one.	An object floats if the ratio is less than one and sinks if the ratio is greater than one.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		35	Revisit the Explore Lab box, Identify Physical Properties of Elements, sentence 1		In the reasoning section of their CER charts, students should include the fact that the physical properties of materials can be grouped into metals, nonmetals, and metalloids.	In the reasoning section of their CER charts, students should include the fact that elements can be grouped into categories based on their properties. These categories include metals, nonmetals, and metalloids.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		115	Lesson 3.3 TEKS 6.7C Review, question 6, TEKS		TEKS 6.2D, 6.7C	TEKS 6.7C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		116	Show What YOU Know, bullet 4, sentence 1		Make a claim about technologies used to help protect drivers in the event that breaks fail.	Make a claim about the effectiveness of your solution.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		239	Lesson 6.3 TEKS 6.10C Review, question 5, TEKS		TEKS 6.3A, 6.10C; Math 6.2E	TEKS 6.2B, 6.10C; Math 6.2E
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		340	Explore Lab, Group Characteristics, TEKS		6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2A, 6.2B, 6.3A, 6.3B, 6.13B	6.1B, 6.1C, 6.1G, 6.2B, 6.3B, 6.5A, 6.13B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 4		Iodine is a used as an antiseptic on cuts, and is helpful for treating infections.	Iodine is used as an antiseptic on cuts and is helpful for treating infections.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		82	Quick Launch, Roll On, paragraph 2		Now check out the video Ramp Up to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		147	Lesson 4.2 TEKS 6.8B Review, question 4		TEKS 6.8B	TEKS 6.5E, 6.8B

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		259	Lesson Review, question 3		Responses may include collecting rainwater to flush toilets, take showers, and wash clothes, taking shorter showers, and always washing a full load of laundry. DOK 3	Answers may include collecting rainwater to flush toilets, take showers, and wash clothes. They can also take shorter showers and always wash a full load of laundry. DOK 3 Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3B On the state assessment, students may be asked to propose and communicate solutions about resource conservation.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		330	TEKS Progressions, paragraph 1		In Grade 5, students analyzed the structures and functions of different species TEKS 6.13A. In this lesson, students expand on this knowledge of the structures and function of organisms to understand the historical development of cell theory and explain the tenants of cell theory.	In Grade 5, students analyzed the structures and functions of different species TEKS 5.13A. In this lesson, students expand on this knowledge of the structures and functions of organisms to understand the historical development of cell theory and explain the tenets of cell theory.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Energy Evaluation, TEKS		TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.8A	TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.5A, 6.8A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		259	Lesson Review, question 4, TEK		Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations.	Identify and apply patterns to understand and connect scientific phenomena or to design solutions.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: First Step to Discovery, TEKS		6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.4A, 6.5D, 6.5F, 6.13A	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.5D, 6.5F, 6.13A

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		22	Density Comparison, paragraph 1, sentence 1		Given that water has a known density, this can be used to measure the density of objects when directly measuring can not be done.	Water has a known density, so it can be used to determine the density of objects that cannot be measured directly.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		13	Volume of Gases, Explore Simulation, above paragraph, missing title		N/A	Compare Volume
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		118	Chapter TEKS Review, question 3, TEKS		TEKS 6.1A, 6.7B	TEKS 6.1G, 6.7B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		243	Chapter TEKS Review, question 5, TEKS		TEKS 6.3A, 6.10C	TEKS 6.10C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		340	Explore Lab, Group Characteristics, sentence 2		Examine some extra terrestrial organisms and find out!	Examine some extraterrestrial organisms and find out!
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		37	Apply It, Explain question sample answer		Society uses the elements for the properties of the element. The shortage could prevent scientific and technologic advancement.	A shortage could prevent production of goods or the advancement of science and technology.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		85	Explore Simulation, TEKS		6.1A, 6.1B, 6.1F, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A	6.1B, 6.1C, 6.1E, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		38	Mining for Elements, paragraph 1, sentence 2		With rich underground deposits of elements such as sulphur, iron, silver, and uranium, it's no surprise mining paid off for them.	With rich underground deposits of elements such as sulfur, iron, silver, and uranium, it's no surprise mining was so successful.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		88	Reducing Friction, Identify question sample answer		The surfaces could be flatter or smoother.	Using a lubricant creates less friction between two objects.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Popping Good Fun, TEKS		TEKS 6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.8A, 6.8B	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.8B
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		259	Lesson Review, question 5, Dual Coded and sentence starting with "On the state assessment..."		Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1A On the state assessment, students may be asked to define problems.	Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3B On the state assessment, students may be asked to communicate solutions about resource management and conservation.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: First Step to Discovery, Saftey Icons		Hand wash icon, Goggles icon, Gloves icon, Scissors icon	Hand wash icon
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		22	Density Comparison, paragraph 1, sentence 3		You can take an object known to float in water, and measure how deep it sinks in the unknown fluid.	You can take an object known to float in water and measure how deep it sinks in the unknown fluid.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		44	TEKS Review, Assess, question 3, Dual Coded and "On the state assessment..." paragraph		Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 6.2B On the state assessment, students may be asked to identify significant descriptive statistical features.	Use mathematical calculations to assess quantitative relationships in data. TEKS 6.2C On the state assessment, students may be asked to use mathematical calculations to assess quantitative relationships.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		119	Chapter TEKS Review, question 5, TEKS		6.7C	6.3A, 6.7C
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		243	Chapter TEKS Review, question 6, TEKS		TEKS 6.3A, 6.10B	TEKS 6.10B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		342	Number of Cells, paragraph 1, sentence 3		Scientists identify organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.	Scientists sort organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		38	Mining for Elements, paragraph 1, sentence 3		These mines produced a lot of ore in their day adding elements to industry to build things that humans use in everyday life.	These mines produced a lot of ore in their day, adding elements to industry to build things that humans use in everyday life.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		94	Lesson 3.1 TEKS 6.7A Review, question 1, TEKS		TEKS 6.1A, 6.7A	TEKS 6.7A
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		183	The Moon's Position at High Tide, paragraph 2, sentence 1		The force of gravity exerted on Earth and its oceans decreases as you move away from the Moon.	The force of gravity on Earth and its oceans decreases as the distance from the Moon increases.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		261	Assess, Managing Natural Resources Globally, Teacher Explanation, last sentence		Managing natural resources globally can also reduce malnutrition and global energy poverty.	Managing natural resources globally can also reduce malnutrition, global energy, and poverty.

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Discovering Differences, introduction paragraph, last sentence		Record your observations.	Record your observations. Be sure to ask your teacher for clarification as needed.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		22	Density Comparison, paragraph 1, sentence 4		If it floats higher the fluid is more dense.	If it floats higher, the fluid is more dense.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		44	TEKS Review, Assess, question 4, choice A		A Correct Metalloids can only conduct electricity at high temperatures. DOK 2	A Correct Metalloids are semiconductors, so they can conduct electricity, but not as well as metals, which are good conductors of electricity. DOK 2
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		84	TEKS Progression, sentence 1, TEKS		TEKS 5.7A	TEKS 5.7B
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		211	Lesson Review, Question 2		Answer should give an example for each sphere: Volcanic eruption puts gasses into the atmosphere, blocks out the sun, ash can get into the lungs of living things, ash can also provide nutrients to small life in the sea, impacts evaporation in an area since it can block sunlight, it can also affect water quality. DOK 3	Answer should give an example for each sphere. Biosphere: volcanic ash can get into the lungs of living things, but can also provide nutrients to small life in the sea; atmosphere: a volcanic eruption releases gases and blocks out the Sun; hydrosphere: a volcanic eruption can impact evaporation since it can block sunlight and it can affect water quality. DOK 3
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		342	Movement, last sentence		A unicellular organism called a paramecium (pa ruh MEE shee um) moves around its watery environment using its cilia.	A unicellular organism called a paramecium (per uh MEE see um) moves around its watery environment using its cilia.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		38	Uranium, paragraph 1, sentence 1		In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County, while exploring for oil.	In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County while exploring for oil.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		94	Lesson 3.1 TEKS 6.7A Review, question 3, TEKS		TEKS 6.2D, 6.7A	TEKS 6.3A, 6.7A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		172	Seasons in the Northern Hemisphere, paragraph 2, sentence 1		The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the east is in January and February.	The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the eastern part is in January or February.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		267	Assess, Apply It, sentence 1		Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition or global energy poverty.	Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition, global energy, or poverty.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		23	Density of Gases, paragraph 1, sentence 3 and 4		As you compress a gas, the density of the gas rises. Likewise, when a gas expands to a larger container, the density of the gas lowers.	As you compress a gas, the density of the gas increases. Likewise, when a gas expands to a larger container, the density of the gas decreases.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		44	TEKS Review, Assess, question 4, choice B		B Incorrect Not all metals are magnetic.	B Incorrect Many rare earth elements are magnetic, but not all metals are magnetic.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		95	Lesson Review, question 4, answer statements		4. A Incorrect This statement is false because the forces would have to be balanced in order for there to be no change in motion. B Incorrect This statement is false because the friction force would have to be greater to slow down the object. C Correct The arrow for the force to the right is longer than the arrow for friction, so the object will accelerate to the right, in the direction of the stronger force. DOK 3 D Incorrect This statement is false because the friction force would have to be greater in order for the object to accelerate to the left.	4. A Incorrect The force of gravity is a noncontact force. B Incorrect The upward force from the table is a support force so it would be classified as a normal force, not an applied force. C Correct The object is at rest on the table because the table exerts a support force upward on the object. A support force exerted on an object that touches another stable object is a normal force. DOK 3 D Incorrect There is no magnetic force on the object.

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Lots of Layers, TEKS		TEKS 6.1B, 6.1C, 6.1G, 6.2A, 6.10B	TEKS 6.1C, 6.1G, 6.2A, 6.10B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		343	Apply It, question		Evaluate Compare the main characteristics that identify unicellular and multicellular organisms.	Evaluate Compare the main characteristics that identify organisms as either unicellular and multicellular.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		38	Silver, paragraph 2, sentence 1		Silver (Ag) is a white lustrous metal with excellent electrical conductivity.	Silver (Ag) is a white, lustrous metal with excellent electrical conductivity.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		99	Explore Lab, Calculate Net Forces, TEKS		6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2C, 6.3A, 6.7B	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A 6.7B
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		174	Everyday Connection head		Everday Connection	Everyday Connection
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		269	Assess, Foldables, Lesson Content, last sentence		On the back of the Foldable, have students summarize a current event that illustrates global energy poverty.	On the back of the Foldable, have students summarize a current event that illustrates air pollution, water pollution, malnutrition, global energy, or poverty.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		23	Density of Water, paragraph 1, sentence 5		If a solid has a density less 1 g/cm^3, it will float.	If a solid has a density less than 1 g/cm^3, it will float.

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		44	TEKS Review, question 4, Dual Coded statement, "On the state assessment..." paragraph, and "If students do not..." paragraph		Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1A On the state assessment, students may be asked to ask questions based on information from text. If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids in Lesson 3.	If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids and the Physical Properties of Metals sections in Lesson 3.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		95	Lesson Review, question 6, answer statements		6. A Incorrect This statement is false because neither the masses nor the distance between the object would change if the objects started to spin. B Correct The gravitational force between two objects depends on their masses and the distance between them. An increase in the mass of either object increases the gravitational force between them. DOK 2 C Incorrect This statement is false because a decrease in mass would decrease the gravitational force between the objects. D Incorrect This statement is false because the gravitational force decreases if the distance between the objects increases.	6. A Incorrect An increase in the distance between two objects causes the force of gravity to decrease. B Incorrect The Moon is moving away from Earth so the distance between them is increasing. C Correct The Moon is moving away from Earth so the distance between them in increasing. An increase in the distance between two objects causes the force of gravity to decrease. DOK 2 D Incorrect The Moon is moving away from Earth so the distance between them is increasing.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		249	Conserving Energy Resources, paragraph 1, sentence 1		Fossil fuels and nuclear energy provide about 88 percent of United States energy.	Fossil fuels and nuclear energy provide about 88 percent of the energy used in the United States.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		347	Making Connections, Compare question, sentence 1		You are a marine cell biologist that has been studying sea slugs.	You are a marine cell biologist who has been studying sea slugs.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		100	STEM Connection, Focus on Math, TEKS		TEKS 6.1A, 6.1B	TEKS Math 6.1A, 6.1B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		249	Explore Simulation, TEKS		TEKS 6.1A, 6.1B, 6.1C, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.11B	TEKS 6.1A, 6.1B, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.11B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		347	Making Connections, Compare question, sentence 5		You also learn that the sea slug of the species Flabellina is not able to use chloroplasts from algae to photosynthesize.	You also learn that the sea slug of the species Flabellina affinis is not able to use chloroplasts from algae to photosynthesize.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		38	Silver, paragraph 2, sentence 3		It is commonly used in electronic devices, circuit boADards, superconductors, and electrical switches.	It is commonly used in electronic devices, circuit boards, superconductors, and electrical switches.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		104	Lesson 3.1 TEKS 6.7A Review, question 4, diagram		Box with two force arrows. The force arrow pointing left is labeled 5.9 N. The force arrow pointing right is labeled 6.2 N.	Force arrow lengths adjusted so the arrow on the right is longer than the arrow on the left.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Shine a Light, TEKS		TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.3C, 6.5A, 6.9A	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A, 6.9A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		273	Lesson Review, question 3, choice A		A In 2005, pH levels were around 5.0, which is normal for clean rain water.	Incorrect A In 2005, pH levels were around 5.0, which is normal for clean rain water.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		27	Making Connections, Design question sample answer, sentence 1		When planing the investigation students should be testing the three bodies of water mentioned in the text, they should start by forming a hypothesis then write the steps they would take to test their hypothesis.	When planning the investigation, students should be testing the three bodies of water mentioned in the text. They should start by forming a hypothesis and then writing the steps they would take to test their hypothesis.

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		45	TEKS Review, Assess, question 5, choice D		D Incorrect To be a liquid, the molecules closer together, but they need to move slower, not faster.	D Incorrect To be a liquid, the molecules need to be closer together, but they need to move slower, not faster.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		27	Take It Further		Explore the highest saltwater lake in the world on the boarder of India and China on the virtual field trip Salty Floats.	Explore the highest saltwater lake in the world on the border of India and China on the virtual field trip Salty Floats.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		45	TEKS Review, Assess, question 5, Dual Coded, TEK		Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		100	STEM Connection, Focus on Math, paragraph 2, sentences 2 and 3		One force is 26 newtons, upward. The other force is 46 newtons directed downward.	One force is 25 N upward. The other force is 45 N directed downward.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		258	Lesson 7.1 TEKS 6.11B Review, question 2, TEKS		TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		350	Quick Launch, Discovering Differences, paragraph 2, sentence 1		Check out the video Find the Differences to observe differences in other animals.	Check out the video Find the Differences to observe differences in other species.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		39	Making Connections, paragraph 1, sentence 1		Elements are everywhere and make up everything in our world from the soil you walk on to manufactured items.	Elements are everywhere and make up everything in our world, from the soil you walk on to manufactured items.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		105	Lesson 3.2 TEKS 6.7B Review, question 5, TEKS		TEKS 6.5D, 6.7B	TEKS 6.2C, 6.5D, 6.7B

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Shine a Light, Introdution paragraph, sentence 2		Follow your teacher’s instructions to explore how sunlight interacts with Earth’s surface to get some ideas.	Complete the Quick Launch activity to get some ideas by modeling the interaction of sunlight with Earth's surface.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		273	Lesson Review, question 3, choice B		In 2006, pH levels were around 5.5, which is normal for clean rain water.	Incorrect In 2006, pH levels were around 5.3, which is normal for clean rain water.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		29	Lesson 1.2 TEKS 6.6D Review, question 5, sentence 2		In a series of experiments to measure the density of this gas, she collected the data shown in the chart.	In a series of experiments to measure the density of this gas, she collected the data shown in Table 1.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		45	TEKS Review, Assess, question 7, choice C		C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than a liquid, so they have the greatest amount of kinetic energy.	C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than those of a liquid, so they have the greatest amount of kinetic energy.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		100	STEM Connection, Focus on Math, paragraph 2, sentence 6		If we let downward be positive, then the 46 N force is in the positive direction and the 25 N force is in the negative direction.	If we let downward be positive, then the 45-N force is in the positive direction and the 25-N force is in the negative direction.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		258	Lesson 7.1 TEKS 6.11B Review, question 3, TEKS		TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..."		Identify Describe three traits that are the same between this cat and her offspring. What traits are different?	Identify Describe two traits that are the same between this cat and her offspring. What traits are different?
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		39	Making Connections, paragraph 1, sentence 2 and 3		Smartphones are abundant in metallic elements. Look at the diagram to see components that make up a smartphone.	Smartphones contain an abundance of metallic elements. Examine the diagram to see components that make up a smartphone.

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McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		105	Lesson 3.2 TEKS 6.7B Review, question 6, diagram		An object with two force arrows. The force pointing to the left is labeled 135 N. The force arrow pointing to the left is unknown. Beneath the object is a force arrow labeled 25 Net.	Remove arrow and "25 Net" beneath object and replace with text: Net force = 25 N to the left
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		1	Quick Launch: Shine a Light,introduction paragraph sentence 3 and 4		Record your observations. Be sure to ask your teacher for clarification as needed.	Record your observations.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		273	Lesson Review, question 3, choice D		Incorrect In 2008, pH levels were around 5.3, which is normal for clean rain water.	Incorrect In 2008, pH levels were around 5.0, which is normal for clean rain water.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		29	Lesson 1.2 TEKS 6.6D Review, question 6, Table 2, Sample 1 Mass		33.8 g	17.8 g
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		45	TEKS Review, Assess question 7, choice D		D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be the least, not the atoms and molecules of the liquid.	D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be lower than the kinetic energy of the atoms and molecules in a liquid.
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		107	Teach section, Essential Question		How do forces, such as gravity, friction, and magnetism, act on objects?	How can you identify force pairs that result from Newton's third law of motion?
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		273	Lesson 7.2 TEKS 6.11A Review, question 4, TEKS		TEKS 6.3A, 6.11A	TEKS 6.3A, 6.3B, 6.11A
McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..." Sample Answer		Similar—they have vertical stripes, white patches or similar ears. Differences—all white vs. all black spots	Similar: vertical stripes and similar ears Different: more gray and black fur vs. more white fur

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McGraw Hill Texas Science Grade 6 Digital Teacher Edition	9781265564179		SEP 19	Scientific Laws and Theories paragraph 4 sentence 2		A scientific law explains why a phenomenon occurs.	A scientific theory explains why a phenomenon occurs.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		39	Making Connections, Apply question, sample answer, sentence 2		For example, neodymium, gadolinium, and praseodymium are used in the magnets in the phone's speaker because these elements are magnetic.	For example, neodymium and praseodymium are rare earth elements used in the magnets in the phone's speaker because these elements are magnetic.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		106	Quick Launch, High Jump, paragraph 2		Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		209	Take It Further, last sentence, under video icon		Check out the widget Clean Air Policy.	Check out the interactive gallery Clean Air Policy.
McGraw Hill Texas Science Grade 6 Write-In Print Student Edition	9780077006747		306	Lesson 8.2 TEKS 6.12A Review, Question 3		TEKS 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	TEKS 6.3B, 6.5B, 6.5G, 6.12A

Publisher: TPS Publishing

Ch. 112 Science, Grade 6

STEAM into Science - Grade 6 Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Learn By Doing STEAM Activity Reader Book - Grade 6 Teacher Edition	9781788058476	View Current Link	91	diagram		n/a	Remove text from graphic

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Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition	9781788058483	View Current Link	104	diagram		n/a	Remove text from graphic
Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition	9781788058483	View Current Link	100	Second paragraph, third line.		We will build be learning	We will be learning
Learn By Doing STEAM Activity Reader Book - Grade 6 Teacher Edition	9781788058476	View Current Link	34	Top diagram		n/a	Reverse arrows
Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition	9781788058483	View Current Link	26	Top diagram		n/a	Reverse arrows

Publisher: Green Ninja

Ch. 112 Science, Grade 6

Green Ninja Middle School Science - Texas: ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.12 Materials section	View Updated Link	1 - Permanent marker 4 1 pair - Scissors Notes: per station 1 set-up NaN - Funnel 4 For each group of 4 students 2 - Cardboard Tubes (30) 1 2 Notes: per station set-up 2 - Marbles (unique color, 0.5 in. diameter) 4 Notes: per station 1 set-up 2 - Rulers Notes: per station 1 set-up 5 - Rubber bands Notes: per station 2 set-up 4 bags - Cotton balls (100 ct.) 3 4 Notes: per station 2 set-up 4 - Yard sticks Notes: per station 2 set-up 4 - Plastic water bottles Notes: per station 3 set-up 8 bottles - White vinegar (16 fl. oz.) 3 4 Notes: 8tbs per station 3 set-up and rotation 2 boxes - Baking soda (16 oz.) 3 4 Notes: 2tbs per station 3 set-up and rotation For each student 32 - Balloons 3 4 Notes: per station 3 set-up 2 rolls - Clear tape (0.75 x 850 in.) 3 4 Notes: small strips	1 - Permanent marker 1 pair - Scissors Notes: per station 1 set-up For the class 6 - Cardboard Tubes (30) 1 2 Notes: per station set-up 6 - Marbles (unique colors and sizes, 0.5 in. diameter bag of 50) 4 Notes: per station 1 set-up 6 - Rulers Notes: per station 1 set-up 16 - Rubber bands Notes: per station 2 set-up 1 bag - Cotton balls (100 ct.) 3 4 Notes: per station 2 set-up 12 - Yard sticks Notes: per station 2 set-up 12 - Plastic water bottles Notes: per station 3 set-up 2 bottles - White vinegar (16 fl. oz.) 3 4 Notes: 8tbs per station 3 set-up and rotation 2 boxes - Baking soda (16 oz.) 3 4 Notes: 2tbs per station 3 set-up and rotation 4 - Funnels 4 4 rolls - Clear tape (0.75 x 850 in.) 3 4 Notes: small strips For each student 1 - Balloon 3 4 Notes: per station 3 set-up

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		In the Teacher Prep Section at the top of the Lesson Page.	View Updated Link	Prepare Ziploc bags of the items to use for the activity in Part 1 of the lesson.	Prepare Ziploc bags of the items to use for the activity in Part 2 of the lesson.
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.9 Materials section	View Updated Link	Materials For each group of 3 students	Materials For each group of 4 students
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.12 Materials Section	View Updated Link	32 - Balloons 3 4	1 - Balloon 3 4
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.8 Materials section	View Updated Link	For each group of 3 students 1 - Pencil Notes: with erasers on the end 1 - Sewing pin 4 1 - Balloon 3 4 1 - Straw (flexible) 3 4	For each group of 4 students 1 - Pencil Notes: with erasers on the end 1 - Sewing pin 4 1 - Balloon 3 4 1 - Straw (flexible) 3 4

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 3.10 Materials section	View Updated Link	For each pair of students 1 pack - Sticky notes (3 x 3 in.) 3 4 1 sheet - Ledger paper (11 x 17 in.)	Materials For the class 8 packs - Sticky notes (3 x 3 in.) 3 4 Notes: Ask each group to take half a pack of sticky notes For each pair of students 1 sheet - Ledger paper (11 x 17 in.)
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.14 Materials section	View Updated Link	2 - Batteries (9 volt) 4	6 - Batteries (9 volt) 4
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.27 Materials section	View Updated Link	3 - Cardboard shoeboxes (15 x 8 x 5 in.) 1 3 pieces - Cotton fabric 1 Alternative: old t-shirts, towel	3 - Cardboard shoeboxes (15 x 8 x 5 in.) 1 3 pieces - Cotton fabric (Assorted sizes and colors) 1 Alternative: old t-shirts, towel

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 1.6 Materials section	View Updated Link	Materials For the teacher 45 - Resealable plastic bags (sandwich size) 3 4	Materials For the class 8 - Resealable plastic bags (sandwich size) 3 4 1 - Marbles (unique colors and sizes, 0.5 in. diameter bag of 50) 4 Notes: Need 32 items 1 - Button (Assorted sizes and colors Bag of 50) 4 Notes: Need 32 items 1 - Washers (Assorted sizes bag of washers) 4 Notes: Need 32 items 1 piece - Cotton fabric (Assorted sizes and colors) Notes: Need 32 pieces 1 - Beads (Assorted colors and sizes bag of 50) 4

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.14 Materials section	View Updated Link	Materials For each group of 3 students 6 sheets - Colored construction paper (9 x 12 in.) 3 4 Notes: 3 x 3 in. squares - 1 each of white, black, red, green, violet, and yellow - Station 1 setup 6 bags - Ice (1 lb) Notes: 6 cubes per group - Station 2 setup 1 - Heat lamp Notes: 1 per Station 2 setup 4 pieces - Wire (12 in.) 4 Notes: per Station 3 setup 2 - Batteries (9 volt) 4 Notes: per Station 3 setup 2 - incandescent light bulbs (75 watts) 4 Notes: per Station 3 setup 1 - Computer (student) Notes: Each station with video queued	Materials For the class 6 sheets - Colored construction paper (9 x 12 in.) 3 4 Notes: 6 sheet, 1 each of white, black, red, green, violet, and yellow, cut into 3x3 squares - Station 1 setup 1 bag - Ice (1 lb) Notes: 6 cubes per group - Station 2 setup 3 - Heat lamps Notes: 1 per Station 2 setup 6 pieces - Wire (12 in.) 4 Notes: per Station 3 setup 6 - Batteries (9 volt) 4 Notes: per Station 3 setup 9 - Computers (student) Notes: Each station with video queued 6 bulbs - Light bulbs - miniature 4 Notes: 2.7V small light bulb

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 1.9 Materials section	View Updated Link	Materials For the teacher 1 - Microwave 2 tablespoons - Brown sugar 1 - Plastic/reusable spoon 4 1 pair - Oven mitts Alternative: towel 1 - Pumice stone 5 1 - Container 5 2 cups - Water 5 1 - Microwave safe container (9 x 7 in.) Notes: glass would be best 1 roll - Wax paper 3 4 For the class 4 - Rock samples (igneous) 4	Materials For the teacher 1 - Microwave 1 - Plastic/reusable spoon 4 1 pair - Oven mitts Alternative: towel 1 - Container 5 2 cups - Water 5 1 - Microwave safe container (9 x 7 in.) Notes: glass would be best 1 - Pumice stone 4 2 tablespoons - Brown sugar 3 4 For the class 4 - Rock samples (igneous) 4 1 roll - Wax paper 4

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.8 Materials section	View Updated Link	For each group of 3 students 1 - Pencil Notes: with erasers on the end 1 - Sewing pin 4 1 - Balloon 3 4 1 - Straw (flexible) 3 4	For each group of 4 students 1 - Pencil Notes: with erasers on the end 1 - Sewing pin 4 1 - Balloon 3 4 1 - Straw (flexible) 3 4

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 1.17 Materials section	View Updated Link	Materials For each group of 4 students 1 cup - Water (cold) 2 - Spoons 1 canister - Salt (26 oz.) 3 4 Notes: Each group needs 2-4 tablespoons 1 ball - Clay (2 in diameter) 3 4	Materials For the class 1 canister - Salt (26 oz.) 3 4 Notes: Each group needs 2-4 tablespoons For each group of 4 students 1 cup - Water (cold) 1 lb. - Clay 3 4 2 - Plastic/reusable spoons 4
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.17 Materials section	View Updated Link	For each group of 3 students	For each group of 4 students

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.12 Materials section	View Updated Link	Materials For the teacher 1 - Permanent marker 4 1 pair - Scissors Notes: per station 1 set-up NaN - Funnel 4 For each group of 4 students 2 - Cardboard Tubes (30) 1 2 Notes: per station set-up 2 - Marbles (unique color, 0.5 in. diameter) 4 Notes: per station 1 set-up 2 - Rulers Notes: per station 1 set-up 5 - Rubber bands Notes: per station 2 set-up 4 bags - Cotton balls (100 ct.) 3 4 Notes: per station 2 set-up 4 - Yard sticks Notes: per station 2 set-up 4 - Plastic water bottles Notes: per station 3 set-up 8 bottles - White vinegar (16 fl. oz.) 3 4 Notes: 8tbs per station 3 set-up and rotation 2 boxes - Baking soda (16 oz.) 3 4 Notes: 2tbs per station 3 set-up and rotation For each student 32 - Balloons 3 4 Notes: per station 3 set-up 2 rolls - Clear tape (0.75 x 850 in.) 3 4 Notes: small strips	Materials For the teacher 1 - Permanent marker 1 pair - Scissors Notes: per station 1 set-up For the class 6 - Cardboard Tubes (30) 1 2 Notes: per station set-up 6 - Marbles (unique colors and sizes, 0.5 in. diameter bag of 50) 4 Notes: per station 1 set-up 6 - Rulers Notes: per station 1 set-up 16 - Rubber bands Notes: per station 2 set-up 1 bag - Cotton balls (100 ct.) 3 4 Notes: per station 2 set-up 12 - Yard sticks Notes: per station 2 set-up 12 - Plastic water bottles Notes: per station 3 set-up 2 bottles - White vinegar (16 fl. oz.) 3 4 Notes: 8tbs per station 3 set-up and rotation 2 boxes - Baking soda (16 oz.) 3 4 Notes: 2tbs per station 3 set-up and rotation 4 - Funnels 4 4 rolls - Clear tape (0.75 x 850 in.) 3 4 Notes: small strips For each student 1 - Balloon 3 4 Notes: per station 3 set-up

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.14 Materials section	View Updated Link	6 sheets - Colored construction paper (9 x 12 in.) 3 4 Notes: 3 x 3 in. squares - 1 each of white, black, red, green, violet, and yellow - Station 1 setup 6 bags - Ice (1 lb) Notes: 6 cubes per group - Station 2 setup 1 - Heat lamp Notes: 1 per Station 2 setup 4 pieces - Wire (12 in.) 4 Notes: per Station 3 setup 2 - Batteries (9 volt) 4 Notes: per Station 3 setup 2 - incandescent light bulbs (75 watts) 4 Notes: per Station 3 setup 1 - Computer (student) Notes: Each station with video queued	6 sheets - Colored construction paper (9 x 12 in.) 3 4 Notes: 6 sheet, 1 each of white, black, red, green, violet, and yellow, cut into 3x3 squares - Station 1 setup 1 bag - Ice (1 lb) Notes: 6 cubes per group - Station 2 setup 3 - Heat lamps Notes: 1 per Station 2 setup 6 pieces - Wire (12 in.) 4 Notes: per Station 3 setup 6 - Batteries (9 volt) 4 Notes: per Station 3 setup 9 - Computers (student) Notes: Each station with video queued 6 bulbs - Light bulbs - miniature 4 Notes: 2.7V small light bulb

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link	1	See "Lesson 3.9 a-mixtures-quick-lab.pdf", materials section, in which the word "dropper" is removed; and step 1 under the illustration of "Mixture 3" the "Procedure" section, in which the words "1 dropper" are removed and replaced with "1/2 spoon".	View Updated Link	"dropper" / "1 dropper"	"1/2 spoon"
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.9 Materials section	View Updated Link	Materials For each group of 3 students	Materials For each group of 4 students

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 3.9 Materials section	View Updated Link	Materials For each group of 4 students 5 - Clear plastic cups (7 oz.) 3 4 5 - Plastic/reusable spoons 4 5 - Wooden beverage stirrers 3 4 1 bag - Granulated sugar Notes: 1 tablespoon 1 canister - Salt (26 oz.) 3 4 Notes: 1 tablespoon 1 bottle - Cooking oil (12 oz.) 3 4 Notes: 2 tablespoons 1 bag - Sand (dark colored, 1 lb.) 4 Notes: 2 tablespoons 1 cup - Water 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit	Materials For the class 1 canister - Salt (26 oz.) 3 4 Notes: 1 tablespoon per group 1 bottle - Cooking oil (12 oz.) 3 4 Notes: 2 tablespoons per group 1 bag - Sand (dark colored, 1 lb.) 4 Notes: 2 tablespoons per group 1 bag - Granulated sugar 4 Notes: 1 tablespoon per group 1 box - Corn starch (16 oz.) 3 4 Notes: 1 tablespoon per group For each group of 4 students 5 - Clear plastic cups (7 oz.) 3 4 5 - Plastic/reusable spoons 4 5 - Wooden beverage stirrers 3 4 1 cup - Water 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 3.9 Materials section	View Updated Link	Materials For each group of 4 students 5 - Clear plastic cups (7 oz.) 3 4 5 - Plastic/reusable spoons 4 5 - Wooden beverage stirrers 3 4 1 bag - Granulated sugar Notes: 1 tablespoon 1 canister - Salt (26 oz.) 3 4 Notes: 1 tablespoon 1 bottle - Cooking oil (12 oz.) 3 4 Notes: 2 tablespoons 1 bag - Sand (dark colored, 1 lb.) 4 Notes: 2 tablespoons 1 cup - Water	Materials For the class 1 canister - Salt (26 oz.) 3 4 Notes: 1 tablespoon per group 1 bottle - Cooking oil (12 oz.) 3 4 Notes: 2 tablespoons per group 1 bag - Sand (dark colored, 1 lb.) 4 Notes: 2 tablespoons per group 1 bag - Granulated sugar 4 Notes: 1 tablespoon per group For each group of 4 students 5 - Clear plastic cups (7 oz.) 3 4 5 - Plastic/reusable spoons 4 5 - Wooden beverage stirrers 3 4 1 cup - Water

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 3.12, Lesson Plan part 1	View Updated Link	Ask students to connect how the lessons and activities on mixtures connect to the unit challenge of reducing pollution and waste. Students should identify that when pollution enters Earth's water, it mixes with water. Clean water is essential for all organisms, so having pollution mixed with water has negative impacts. We can remove some of this pollution through filtration, but it is best not to have the pollution mix with water in the first place.	Ask students how the lessons and activities on mixtures connect to the unit challenge of reducing pollution and waste. Students should identify that when pollution enters Earth's water, it mixes with water. Clean water is essential for all organisms, so having pollution mixed with water has negative impacts. We can remove some of this pollution through filtration, but it is best to not have the pollution mix with water in the first place.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 1.10 Materials section	View Updated Link	Materials For the class 4 bottles - Glue (4 fl. oz.) 2 3 4 2 - Sand (1 cup) 3 4 Notes: distribute about one tablespoon per group 1 roll - Wax paper 3 4 1 roll - Paper towel 2 4 - Rock samples (sedimentary) 4 For each group of 3 students 1 - Resealable plastic bag (sandwich size) 3 4 1 - Craft stick 3 4 1 - Magnifying glass 4 1 - Plastic/reusable spoon 4	Materials For the class 4 bottles - Glue (4 fl. oz.) 2 3 4 2 - Sand (1 cup) 3 4 Notes: distribute about one tablespoon per group 1 roll - Paper towel 2 4 - Rock samples (sedimentary) 4 1 roll - Wax paper 4 For each group of 3 students 1 - Resealable plastic bag (sandwich size) 3 4 1 - Magnifying glass 4 1 - Plastic/reusable spoon 4

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 3.12, Files section, Mix Different Substances phenomenon. The word phenomena is updated to no longer be italicized.	View Updated Link	Mix Different Substances phenomenon	Mix Different Substances phenomenon
Online Teacher Portal	9781948845663	View Current Link		Lesson 3.16 Materials section	View Updated Link	Materials For the teacher 1 sheet - Newspaper (29.5 x 23.5 in.) For each pair of students 1 - Microscope 4 - Microscope slides 4 - Microscope slide slip covers 1 box - Flat toothpicks (200 ct.) 3 4 1 - Dropper 1 cup - Water 1 bottle - Methylene blue stain (15 mL) 3 4 1 bottle - Iodine solution (4 oz.) 3 4 Notes: can be used instead of methylene blue and is available at drug and grocery stores 1 sprig - Elodea Notes: one leaf per student pair For each student 1 - Science notebook	Materials For the teacher 1 sheet - Newspaper (29.5 x 23.5 in.) For the class 1 box - Flat toothpicks (200 ct.) 3 4 1 bottle - Methylene blue stain (15 mL) 5 1 bottle - Iodine solution (4 oz.) 3 4 Notes: can be used instead of methylene blue and is available at drug and grocery stores For each pair of students 1 - Microscope 4 - Microscope slides 4 - Microscope slide slip covers 1 - Dropper 1 cup - Water 1 sprig - Elodea Notes: one leaf per student pair For each student 1 - Science notebook

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 1.6, Teacher Prep section	View Updated Link	Prepare Ziploc bags of the items to use for the activity in Part 1 of the lesson.	Prepare Ziploc bags of the items to use for the activity in Part 2 of the lesson.
Online Teacher Portal	9781948845663	View Current Link		Lesson 4.17 Materials section	View Updated Link	Materials For the class 1 roll - Masking tape (0.75 in x 60 yds) 3 4 For each group of 3 students 1 - Pencil 1 1 - Paperclip (plain) 4 3 - Magnets (round, 3/4 in. x 1/4 in.) 4 6 - Textbooks Alternative: other stacking materials 1 - Wooden ruler (12 in.) 1 piece - String (12 in.) 3 4	Materials For the class 1 roll - Masking tape (0.75 in x 60 yds) 3 4 For each group of 4 students 1 - Pencil 1 1 - Paperclip (plain) 4 3 - Magnets (round, 3/4 in. x 1/4 in.) 4 6 - Textbooks Alternative: other stacking materials 1 - Wooden ruler (12 in.) 1 piece - String (12 in.) 3 4

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 1.21, Files section (Change: the lesson files titles and links from the activity plan below are added to the Files section at the top of the lesson page).	View Updated Link	NA	Smartphone Peer Review Template Lesson 1.21 a-smartphone-peer-review.pdf Smartphone Peer Review Key Lesson 1.21 b-smartphone-peer-key.pdf
Online Teacher Portal	9781948845663	View Current Link		Lesson 3.12, Lesson Plan part 2. Peer Review of Mock-Ups	View Updated Link	Pass out several copies of the peer review template Lesson 1.21 a-smartphone-peer-review.pdf . Show students an example such as Lesson 1.21 b-smartphone-peer-key.pdf and invite them to share appropriate responses, modeling the most constructive responses.	Pass out several copies of the Smartphone Peer Review template Lesson 1.21 a-smartphone-peer-review.pdf . Show students an example such as the Smartphone Peer Review key Lesson 1.21 b-smartphone-peer-key.pdf and invite them to share appropriate responses, modeling the most constructive responses.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		1.11 Materials section	View Updated Link	Materials For the class 1 - Hair dryer 1 roll - Paper towel 2 1 roll - Masking tape (0.75 in x 60 yds) 3 4 16 cans - Playdough (3 oz.) 3 4 Notes: minimally 3 or more colors 3 - Permanent markers 4 4 - Rock samples (metamorphic) 4 For each pair of students 1 - Resealable plastic bag (sandwich size) 3 4 1 piece - Dried raisin 3 4 1 piece - Dried pasta (with ridges) 3 4 Notes: rigatoni or penne 1 - Magnifying glass 4 1 - Reusable water bottle Alternative: glass jars or other cylindrical drink beverages	Materials For the class 1 - Hair dryer 1 roll - Paper towel 2 1 roll - Masking tape (0.75 in x 60 yds) 3 4 16 cans - Playdough (3 oz.) 3 4 Notes: minimally 3 or more colors 4 - Rock samples (metamorphic) 4 For each pair of students 1 - Resealable plastic bag (sandwich size) 3 4 1 piece - Dried raisin 3 4 1 piece - Dried pasta (with ridges) 3 4 Notes: rigatoni or penne 1 - Magnifying glass 4 1 - Reusable water bottle Alternative: glass jars or other cylindrical drink beverages

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Teacher Portal	9781948845663	View Current Link		Lesson 1.4 Materials section	View Updated Link	Materials For the class 1 - World map (24 x 36 in.) 3 4 Notes: best if laminated For each pair of students 1 - Computer (student) 10 sheets - Page marker sticky notes (1.75 x 0.5 in., unique color) 3 4 Alternative: cut up 3 x 3 sticky notes into strips Notes: distribute or decorate a unique color/shape to each pair if colors are limited. Sticky notes with a pointy end work best.	Materials For the class 1 - World map (24 x 36 in.) 3 4 Notes: best if laminated 2 sheets - Page marker sticky notes (1.75 x 0.5 in., unique color) 3 4 Alternative: cut up 3 x 3 sticky notes into strips Notes: distribute or decorate a unique color/shape to each pair if colors are limited. Sticky notes with a pointy end work best. For each pair of students 1 - Computer (student)

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Publisher: Carolina Biological Supply Company

Ch. 112 Science, Grade 7

Science Bits, Grade 7 program: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Bits Grade 7	9781435029972	View Current Link	slide 3	Title of video for Elements - click on Elements button		Elementos	Elements
Science Bits Grade 7	9781435029972	View Current Link	slide 3	Title of video for Compounds - click on Compounds button		Compuestos	Compounds
Science Bits Grade 7	9781435029972	View Current Link	slide 2	3rd paragraph		To do so, you will elaborate a campaign…	To do so, you will design a campaign …

Ch. 112 Science, Grade 7

Science Bits, Grade 7 program: ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Bits Grade 7	9781435029972	View Current Link	slide 2	3rd paragraph		To do so, you will elaborate a campaign…	To do so, you will design a campaign …
Science Bits Grade 7	9781435029972	View Current Link	slide 3	Title of video for Elements - click on Elements button		Elementos	Elements
Science Bits Grade 7	9781435029972	View Current Link	slide 3	Title of video for Compounds - click on Compounds button		Compuestos	Compounds

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Publisher: Discovery Education Inc

Ch. 112 Science, Grade 7

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition	9781616292508		75	Analyze, second bulleted question		Why is a force not needed to keep an object in motion?	When is a force not needed to keep an object in motion?
Science Techbook for Texas by Discovery Education: Grade 7	9781616291495		https://app.discoveryeducation.com/learn/assessment/5dc5d658-70d1-428b-8fc7-df983dd27571/preview	Unit 4 > Concept 4 > Artificial and Natural Selection Concept Summative Assessment > Item 6		The watermelon available in stores is the result of many generations of artificial selection. Older generations had a lot of rind and seeds. Which are examples of changes in the occurrence of traits in watermelons through this process? A. Sweet fruit and thin rind increased in occurrence. B. More seeds and smaller size increased in occurrence. C. More watermelons and fewer weeds increased in occurrence. D. Long shape and dark green color increased in occurrence.	Instead of natural selection, artificial selection over many generations has produced the majority of the watermelon that is currently sold in supermarkets. Which example describes why this statement must be true? A. The fruit is full of flavor and the rind is thin. B. They are very small and they have a lot of seeds. C. The fruit is quite bitter and the rind is thick. D. They are much larger and have very little flavor.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 7	9781616291495		https://app.discoveryeducation.com/learn/assessment/b443f3ea-64d2-49a7-b82d-eb5705c619c3/preview	Unit 1 > Concept 3 > Dissolving Matter Concept Summative Assessment > Item 14		A. Thirty seconds passed, which resulted in the sugar dissolving. B. The solution was stirred, which caused the sugar to dissolve. C. The sugar combined with the water, causing a new solution to form. D. The temperature of the solution was lowered, causing the sugar to freeze.	A. The solvent and solute separated, causing a color change. B. The solution was stirred, which caused the sugar to dissolve. C. The temperature was raised, so the water evaporated. D. The temperature was lowered, and the sugar froze.
Science Techbook for Texas by Discovery Education: Grade 7	9781616291495		https://app.discoveryeducation.com/learn/assessment/0be6c2b3-e87d-4385-9dc8-faccfaf875c2/preview	Unit 2 > Concept 3 > Thermal Energy Concept Summative Assessment > Item 9		Which statements are examples of thermal energy transferred into or out of a system using convection? Select two. A. Thermal energy from the ocean warms an iceberg, causing it to melt. B. Thermal energy from a stove is transferred to a pan in order to cook food. C. Thermal energy from a campfire is transferred to the people sitting around it at night. D. Thermal energy from a burner is transferred to the air inside a balloon, causing it to rise. E. Thermal energy is transferred when a human leaves a warm house and steps into a cold atmosphere.	Which statements are examples of thermal energy transferred into or out of a system using convection? Select two. A. Thermal energy from the ocean warms an iceberg, causing it to melt. B. Thermal energy from a stove is transferred to a pan in order to cook food. C. Thermal energy from a campfire is transferred to the people sitting around it at night. D. Thermal energy from a burner is transferred to the air inside a balloon, causing it to rise. E. Thermal energy from a hot metal rod is transferred to a bucket of ice, causing it to melt.

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Science Techbook for Texas by Discovery Education: Grade 7	9781616291495		https://app.discoveryeducation.com/learn/assessment/ebf189d2-cdc7-4193-84de-1aa78205e014/preview	Unit 3 > Concept 4 > Solar System Properties Concept Summative Assessment > Item 1		Where are most meteors found? Select two correct answers. A. in the atmosphere surrounding Venus B. in the atmosphere surrounding Mercury C. in the atmosphere surrounding Mars D. in the thermosphere E. in the mesosphere Correct answer: C, D	Where are most meteors found? A. in the atmosphere surrounding Venus B. in the atmosphere surrounding Mercury C. in the thermosphere D. in the mesosphere Correct answer: D

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Science Techbook for Texas by Discovery Education: Grade 7	9781616291495		https://app.discoveryeducation.com/learn/assessment/ebf189d2-cdc7-4193-84de-1aa78205e014/preview	Unit 3 > Concept 4 > Solar System Properties Concept Summative Assessment > Item 29		The table below compares the orbit of Halley's Comet with the orbits of Mercury and Neptune. Use this information to estimate the path of the orbit of Halley's Comet. [table] A. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun, and the elliptical orbit of Halley's Comet.] B. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun.] C. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun.] D. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun.]	Scientists noticed a celestial body taking orbit around the sun. Its path is shown in the image below. [Image] Based on its orbital path, which celestial body is indicated by the green line? A. planet B. comet C. asteroid D. meteoroid Correct answer: B

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Publisher: Green Ninja

Ch. 112 Science, Grade 7

Green Ninja Middle School Science - Texas: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845670	View Current Link		Lesson 4.5 Materials section	View Updated Link	1 box - Colored markers (10 ct.) 2	1 box - Colored markers (10 ct.) 2 1 pair - Scissors
Online Lesson Plans	9781948845670	View Current Link		Lesson 4.7 Materials section	View Updated Link	Materials For the class 1 sheet - Colored construction paper (9 x 12 in.) 3 4	Materials For each group of 4 students 1 pair - Scissors
Online Lesson Plans	9781948845670	View Current Link		Lesson 4.16 Materials section	View Updated Link	1 - Wooden ruler (12 in.)	1 - Wooden ruler (12 in.) 1 - Smartphone Notes: Record a video on your phone. Ideally, use the slow-motion feature.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845670	View Current Link		Lesson 2.16 Materials section	View Updated Link	1 - Aluminum baking pan (8 x 8 in.) 1 4 Notes: should come with lids to help catch water running 1 - Aluminum baking pan (9 x 13 in.) 1 5 Alternative: shallow, plastic waterproof container Notes: to help catch running water 1 block - Modeling clay (1 lb) 4 1 pair - Scissors 1 - Textbook 5 Notes: to provide an incline 1 roll - Clear tape (0.75 x 850 in.) 3 4 1 box - Colored markers (10 ct.) 2 1 - Clear plastic cup (7 oz.) 4 Alternative: reusable water bottles Notes: filled with water	1 - Aluminum baking pan (8 x 8 in) 1 3 4 Notes: should come with lids to help catch water running 1 - Aluminum baking pan (9 x 13 in.) 1 5 Alternative: shallow, plastic waterproof container Notes: to help catch running water 1 block - Modeling clay (1 lb) 4 1 pair - Scissors 1 - Textbook 5 Notes: to provide an incline 1 roll - Clear tape (0.75 x 850 in.) 3 4 1 box - Colored markers (10 ct.) 2

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845670	View Current Link		Lesson 1.11 Materials section	View Updated Link	1 - Clear plastic cup (6 oz.) 4	1 - Clear plastic cup (6 oz.) 4 Notes: after activity, have students rinse the mixture and leave cups to dry for the next use

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845670	View Current Link		Lesson 1.23 Materials section	View Updated Link	Materials For the class 24 - sugar cubes 3 4 For each pair of students 1 - Clear plastic cup (7 oz.) 3 4 Alternative: beakers 1 - Wooden stick 4 Notes: for stirring 1 cup - Water (warm) 1 - Spoon Alternative: mortar and pestle Notes: for crushing sugar cubes	Materials For each pair of students 1 - Clear plastic cup (7 oz.) 3 4 Alternative: beakers Notes: Reuse cups from previous lesson 1 - Wooden stick 4 Notes: for stirring 1 cup - Water (warm) 1 - Spoon Alternative: mortar and pestle Notes: for crushing sugar cubes 4 - sugar cubes 2 3 4 Notes: one cube per test

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845670	View Current Link		Lesson 1.22 Materials section	View Updated Link	1 - sugar cube 3 4 For each pair of students 1 - Clear plastic cup (7 oz.) 3 4 1 bottle - Food coloring (blue, 0.75 oz.) 3 4	1 - sugar cube 2 3 4 For the class 4 bottles - Food coloring (blue, 0.75 oz.) 3 4 For each pair of students 2 - Clear plastic cups (7 oz.) 3 4 Notes: after activity, have students rinse the mixture and leave cups to dry for use in the next lesson
Online Lesson Plans	9781948845670	View Current Link		Lesson 3.9 Materials section	View Updated Link	3 - Flat toothpicks 3 4 1 - Straw 3 4	3 - Flat toothpicks 3 4 2 - Straws 3 4
Online Lesson Plans	9781948845670	View Current Link		Lesson 2.4 Materials section	View Updated Link	10 - PocketLab Weather devices 4	10 - PocketLab Weather devices 4 10 - PocketLab Voyager devices 4 Alternative: PocketLab Weather devices

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Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 7

HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 254	Column 1, Asteroids, Comets, and Meteors, DESCRIBE answer text		"Asteroids - irregularly shaped solids of rock. From asteroid belt between Mars and Jupiter. Elliptical orbit around the sun. Comets - made of ice and dust. Originate from the Kuiper belt or the Oort cloud. Travel in elliptical orbits around the sun. Meteors - pieces of asteroid or meteor that broke off. Found throughout the solar system. Travel in an elliptical orbit around the sun."	"Asteroids are irregularly shaped objects of solid rock. They are located in the asteroid belt between Mars and Jupiter. Asteroids travel in elliptical orbits around the sun. Comets are made of ice and dust. They originate from the Kuiper Belt or the Oort cloud. Comets travel in elliptical orbits around the sun. Meteors are pieces of asteroid or comet that broke off. They are found throughout the solar system and travel in elliptical orbits around the sun as meteoroids until they enter Earth's atmosphere."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 398	Column 1, second Describe, Answer text		"Sample answers: Fishing is their main source of income. Any restrictions must still allow for cost of living."	"1) Add habitat for corals. This would also increase the habitat for fish and could lead to larger fish populations to be fished. 2) Limit the number of commercial fishing licenses. This would mean fewer fishers could catch more fish each, making it more likely people fishing could meet their cost of living."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 600	Column 2, Support for Student Answers, EXPLAIN, third option text		"Two different types of organisms cannot have the same"	"Two different types of organisms within the same kingdom cannot have the same"
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.14.A, Evaluate, Screen 3	Drop Down Interactivity, Question 2, Sentence 3		"Two different kinds of organisms cannot have the same two-part name."	"Two different kinds of organisms in the same kingdom cannot have the same two-part name."

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HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS 7.9.C, Engage, Screen 5	Step 3 question text		"Use the class ...covered by water. To do this, divide the number of times a thumb landed on water by the total number of observations."	"Use the class ...covered by water. To do this, divide the number of times a thumb landed on water by the total number of observations, then multiply your result by 100."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 399	Column 2, Dead Zones, Answer text		"Research may include overfishing; shark overfishing; shark finning; importance of sharks, or other relative topics."	"[bullet] Nutrient pollution negatively affects the Gulf of Mexico by providing food for algae that triggers an algal bloom. Algal blooms cause a dead zone where oxygen levels are too low for marine life to survive. [bullet] Fish are negatively affected by a dead zone because there is not enough oxygen for them to live. They either die or leave the area. [bullet] Other organisms that depend on the fish for food, like migratory birds or humans, are negatively affected when fish populations decrease because of the dead zone.
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 15	Column 2, Support for Student Answers, Compare and Contrast table answer		"Is represented by a chemical symbol?" | "Yes" "Is represented by a chemical formula?" | "No"	"Is represented by a chemical symbol?" | "No" "Is represented by a chemical formula?" | "Yes"

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HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 399	Column 2, Overfishing, Answer text		"Research may include mangrove destruction, shrimp farms, mangrove loss, importance of mangroves, or other relevant topics."	"[bullet] Sharks are often caught accidentally when other species of fish are targeted. Sharks are also caught for their meat and fins. [bullet] Shark populations are decreasing in areas in which the sharks are overfished. [bullet] Decreasing shark populations can lead to increases in prey fish populations. This can unbalance the entire ecosystem. [bullet] The loss of sharks would mean the loss of shark fishing and shark ecotourism for people. It would also lead to disruptions in ecosystems that once had sharks as predators."
HMH Into Science Texas Student Activity Guide Print Consumable Grade 7	9780358861706	View Current Link	p. 413	Practice Questions, Question 2		"Two different kinds of organisms cannot have the same two-part name."	"Two different kinds of organisms in the same kingdom cannot have the same two-part name."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 293	Column 2, Quick Lab Facilitation, Step 3		"If necessary ... their results. (Water % = (Water Hits / Total Hits)"	"If necessary ... their results. (Water % = (Water Hits / Total Hits) × 100"
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.11.B, Exploration 2, Screen 5	Apply interactivity, Answer option E		E as a correct answer. "E. A community group plants mangrove trees to restore a mangrove forest."	N/A
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 36	Column 1, Background Information, Sentence 2		"Three things are needed for iron to become iron oxide: iron, water, and oxygen."	"Rust most readily forms when three things are present: iron, water, and oxygen."

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HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 399	Column 2, Mangrove Destruction, Answer text		"Research may include mangrove destruction, shrimp farms, mangrove loss, importance of mangroves, or other relevant topics."	"[bullet] More shrimp farms are being developed to meet the increasing demand for shrimp at a cheaper price. [bullet] Mangrove forests occur in shallow, coastal areas that are prime locations for setting up a shrimp farm. [bullet] Some mangrove forests are being destroyed to make room for shrimp farms and other developments. Other mangrove forests are being protected because of their value. [bullet] The loss of mangroves removes the habitat of the organisms that lived there. This causes populations to decline. [bullet] Humans and other organisms will be able to catch less food from mangrove forests that are converted to shrimp farms.
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 617	Column 1, Support for Student Answers, Step 4, sample answer		"I think that animal, plant, and fungi are more related to one another than to the bacterial cell because these groups all have cells with a nucleus and are multicellular."	"I think that frogs, onions, and shelf-fungi are more related to each other than to bacteria because frogs, onions, and shelf-fungi are multicellular. There are many bacterial cells, but they are all individual, unicellular organisms."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 294	Column 1, Support for Student Answers, Step 3, question text		"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations."	"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations, then multiply your result by 100."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 438	Column 2, Sense-making		"A hands-on demonstration of how organisms get energy will give students greater understanding of the processes that affect plant growth."	"A hands-on lab investigating the factors that affect the rate of plant decomposition will give students greater understanding of the processes that cycle matter."

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HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 40	Column 2, Check Your Learning, Support for Student Answers, EXPLAIN answer, Sentence 1		"A physical change may change the size or shape, but not the properties, of the substance."	"A physical change may change the size or shape, but not the identity, of the substance."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 402	Column 2, Discuss, Answer text, sentences 1 and 3.		"Both scientists have native perspectives of how communities interact with ocean ecosystems. Scientific progress ... ecosystems. In some cases, it is not just a technological advancement but also a culture's traditions which must be respected as studies are conducted."	"Both scientists have traditional perspectives of how communities interact with ocean ecosystems. Scientific progress ... ecosystems."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 621	Column 2, Support for Student Answers, Describe, sample answer, Bacteria		"no cell nucleus; cell wall present; unicellular; both autotrophic and heterotrophic; can move, asexual reproduction"	"no cell nucleus; cell wall usually present; unicellular; both autotrophic and heterotrophic; asexual reproduction"
HMH Into Science Texas Student Activity Guide Print Consumable Grade 7	9780358861706	View Current Link	p. 202	Step 3 question text		"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations."	"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations, then multiply your result by 100."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 505	Column 1, Support for Student Answers, STEP 3, answer		"Students' data will vary."	"Students may experience a resting pulse rate of 60–115 beats per minute, and an after-exercise pulse rate over 100 beats per minute. Students may experience a breathing rate of 12–18 breaths per minute, and an after-exercise breathing rate over 20 breaths per minute."

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HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 57	Column 2, Preview Lesson Vocabulary, Image hotspots and text following		"B concentration ... C aqueous solution ... D solvent ..."	"B Dilution the process of reducing the concentration of a solute in solution, usually by adding more solvent C concentration ... D aqueous solution ... E solvent ...
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.11.B, Engage, Screen 10	Image caption		"A sieve reveals how much microplastic is in this ocean water."	"A sieve reveals how much plastic is in this sand from an ocean beach."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 623	Column 2, Support for Student Answers, Step 2, sample answer		"Microorganisms are more plentiful when surrounded by trees because there is more access to decomposers."	"Microorganisms are more plentiful when surrounded by trees because there is more material to decompose."
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.10.A, Elaborate, Screen 5	Stability and Change, paragraph 4, last sentence		"But, over time this area is slowly changing as the two plates move apart at a rate of about 3 millimeters per year."	"But, over time this area is slowly changing as the two plates move apart at a rate of about 2–3 centimeters per year."

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HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.13.A Part II, Engage, Screen 3	STEP 1, Sentence 2		"This is the equivalent of 3.75 liters or 3750 milliliters."	"This is the equivalent of 4.92 liters or 4,920 milliliters."
HMH Into Science Texas Student Activity Guide Print Consumable Grade 7	9780358861706	View Current Link	p. 339	STEP 1, Sentence 2		"This is the equivalent of 3.75 liters or 3750 milliliters."	"This is the equivalent of 4.92 liters or 4,920 milliliters."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 72	Column 2, Teacher Background, Sentence 3		"In addition to being an excellent solvent, water has high viscosity and surface tension."	"In addition to being an excellent solvent, water has high surface tension."
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.11.B, Evaluate, Screen 1	Summarize interactivity, Question text, sentence 2		"Humans influence the ocean system in negative and [positive/neutral] ways."	"Humans influence the ocean system in [negative/positive/negative and positive] ways."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 629	Column 1, Step 2, sample answer		"Students should describe characteristics of a decomposer."	"Fungi and other decomposers break down organic matter from dead organisms. Plants and other producers use water and carbon dioxide to make sugar and oxygen through photosynthesis. Animals and other consumers eat plants, use the matter and energy to live and grow, and eventually die. All of these organisms cycle matter in an ecosystem."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 366	Column 1, Background Information, last sentence		"The river has not flowed into the sea since 1998."	"Now, the river only reaches the sea with human intervention, such as releasing water from dams or canals."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 367	Column 1, Review Prerequisite Vocabulary, 2nd and 3rd definitions		"resource management: the protection and wise use of resources and the natural world conservation: sustainable use of natural resources by people"	"resource management: sustainable use of natural resources by people conservation: the protection and wise use of resources and the natural world"

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HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 596	Column 2, Support for Student Answers, Observe, sample answer		"Both live on land, in what seems to be wooded areas."	"Both live on land and search for insects."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 109	Column 2, Do the Math, Art for Evaluate		Number line art with B at 5 and C at –3	Number line art with B at 4 and C at –4
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 629	Column 1, Step 3, sample answer		"Student illustrations should feature one of the types of decomposers from the lesson and include where it might live in the ecosystem."	"Student illustrations should show matter cycling between producers, consumers, and decomposers from different kingdoms. An example could show carbon from the atmosphere going into plants, which are eaten by animals, which are decomposed by fungi."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 372	Column 2, first Analyze, Sample answer, sentence 1		"This steady trend of increasing water use from 1940 to 2020 means less water is available in the Colorado River and the rivers and streams that feed into it."	"This steady trend of increasing water use from 1940 to 2016 means less water is available in the Colorado River and the rivers and streams that feed into it."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 599	Column 2, Gather Data, sample answer, Sentence 4		"The specific name would not tell me if they are part of the same group. Specific names cannot be the same for different animals."	"The specific name would not tell me if they are part of the same group because specific names can be the same for different animals."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 109	Column 2, Do the Math, Compare answer, last option		"affected by path of travel" [answer] "velocity"	"affected by path of travel between fixed start and end points" [answer] "speed"
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 632	Column 2, Question 4, answer		"Fungi: only decomposers • Plantae: only producers • Animalia: only consumers"	"Fungi: mostly decomposers • Plantae: mostly producers • Animalia: mostly consumers"

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HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 374	Column 2, Analyze, Answer text, sentences 3 and 4		"Farmer uses new technology to target irrigation to specific plants. less pollution Community restores a wetland next to agricultural fields. water is saved"	"Farmer uses new technology to target irrigation to specific plants. water is saved Community restores a wetland next to agricultural fields. less pollution"
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 600	Column 2, Support for Student Answers, Describe, sample answer		"Scientific names help avoid confusion because all species, even closely related ones, have a unique name, so everyone is clear about what type of organism is being discussed."	"Scientific names help avoid confusion because species, even closely related ones, have a unique name, so everyone is clear about what type of organism is being discussed."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 111	Column 2, Check Your Learning, Distinguish, first option		"describes how far something is from a reference"	"describes how far something moves along a path"
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.14.B, Evaluate, Screen 4	Drag and Drop Interactivity, Question 4, correct feedback		"Protists can be producers, consumers, or decomposers. Fungi can only be a decomposer. Plants are only producers. Animals are only consumers."	"In general, fungi are decomposers, plants are producers, and animals are consumers. Protists can be producers, consumers, or decomposers."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 376	Column 2, Solutions for Surface Water and Groundwater Problems, Step 2, end of Answer text		N/A	"Technology: rebates on water fixtures that use less water, educate people on options available, grants to develop more effective water technology Partnerships: work within and between groups to make progress in the other three categories"
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 604	Column 1, Support for Student Answers, Explain, sample answer		"No, the only type of organism that has trait D is the one above that trait on the branching diagram—the chimpanzee."	"No, the only type of organism on the branching diagram that has trait D is the one above that trait—the chimpanzee."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.7.A-B, Exploration 3, Screen 3	Drag and Drop Interactivity, Compare last option and answer, bottom half of page		"affected by path of travel" [answer] "velocity"	"affected by path of travel between fixed start and end points" [answer] "speed"
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 617	Column 1, Support for Student Answers, Step 3, sample answer		"Students should create groups based on some or all of the following characteristics: unicellular vs. multicellular, with and without a nucleus, with and without a cell wall, ability to move around. These groups might be bacteria; plant and fungi; animal"	"Students should create groups based on some or all of the following characteristics: unicellular vs. multicellular, with and without a nucleus, with and without a cell wall, ability to move around, or how they get their energy. These groups might be bacteria; onion and shelf-fungi; frog."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 383	Column 1, Support Your Claim, Answer text		"Humans use water from the Colorado R. to generate energy, to get water to populated areas, and for agriculture."	"The population using Colorado River water is increasing and this results in an increasing amount of water use. Many dams, canals, and other structures have been built on the river by humans. These structures take water away from the river. Some agricultural land areas using Colorado River water are increasing and taking more water from the river."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 608	Column 2, Support for Student Answers, Develop a Claim, sample answer		"Sample answer: Claim: Armadillos and pangolins may look similar, but they are not closely related."	"Scientists use genetics and physical traits to classify armadillos and pangolins. Based on scientific classification, armadillos and pangolins are not closely related."
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.7.A-B, Exploration 3, Screen 6	Drag and Drop Interactivity, Distinguish, first option		"describes how far something is from a reference"	"describes how far something moves along a path"

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student Activity Guide Print Consumable Grade 7	9780358861706	View Current Link	p. 428	Practice Questions, Question 5 CHANGE TO Question 4, answer options		"only decomposers only producers only consumers"	"mostly decomposers mostly producers mostly consumers"
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 124	Column 1, Background Information, Sentence 1		"Stock car racing originally used automobiles that were not altered but now cars are specifically built for stock car racing."	"Stock car racing originally used commercial automobiles that were altered for improved performance, but now cars are specifically designed and built for stock car racing."
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.14.B, Evaluate, Screen 4	Drag and Drop Interactivity, Question 4, answer options		"only decomposers only producers only consumers contains some producers, consumers, and decomposers"	"mostly decomposers mostly producers mostly consumers contains some producers, consumers, and decomposers"
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 386	Column 2, Address the Misconception, sentence 2		"Oceans have already absorbed a lot of carbon dioxide and heat from the atmosphere, so they will keep warming for a long time even if we stop burning fossil fuels."	"Oceans have already absorbed a lot of carbon dioxide and heat from the atmosphere, so they will take time to return to previous conditions even if we stop burning fossil fuels."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 609	Column 1, Practice Questions, Support for Student Answers, Question 2, Sentence 4		"Two different kinds of organisms cannot have the same two-part name."	"Two different kinds of organisms in the same kingdom cannot have the same two-part name."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 127	Column 1, Speed and Distance-Time Graphs, Equations		Image of slope intercept equation	image of average speed formula

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HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 387	Column 1, Prerequisite Vocabulary, bullet 3 definition		"renewable resource: a natural resource that is continually renewed"	"renewable resource: a natural resource that can be replaced at the same rate at which the resource is consumed"
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.14.A, Exploration 2, Screen 2	Paragraph 2, Sentence 1		"Each species has its own scientific name."	"Each species within a kingdom has its own scientific name."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 181	Column 1, Gather Data, answer		"A darker pan will trap more thermal energy faster and..."	"A darker pan will transfer thermal energy faster and..."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 397	Column 2, Apply, Answer text option E		E is a correct answer.	N/A
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 600	Column 2, Support for Student Answers, Explain, bullet 3		"Two different types of organisms cannot have the same two-part name."	"Two different types of organisms in the same kingdom cannot have the same two-part name."
HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.9.A, Exploration 4, Screen 1	Meteoroids heading, image caption		"Meteoroid found on Earth’s surface"	"This meteorite was found on Earth's surface."
HMH Into Science Texas Teacher Guide Grade 7	9780358841609	View Current Link	p. 398	Column 1, first Describe, Answer text		"Sample answers: Set fishing limits for fishers and penalties for overfishing."	"1) Set fishing limits for fishers and penalties for overfishing. This would work because it would increase the number of fish left in the environment. This would allow the fish to produce more offspring, which would lead to an increase in the fish populations. 2) Add habitat for corals. This would also increase the habitat for the fish."

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HMH Into Science Texas Student License Digital Grade 7	9780358860679	View Current Link	TEKS Lesson 7.14.A, Exploration 2, Screen 7	Short Text Interactivity, EXPLAIN		"Do both lemurs and humans have the trait listed at point D?"	"Do both lemurs and chimpanzees have the trait listed at point D?"

Publisher: Kiddom

Ch. 112 Science, Grade 7

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

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

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Publisher: Savvas Learning

Ch. 112 Science, Grade 7

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 7 Student Activity Companion	9781418398637	View Current Link	350	Second sentence under image		busses	buses
Grade 7 Digital Components	9781428553897		Worksheet (Student version, p. 1)	Second sentence under image	View Updated Link	busses	buses
Grade 7 Digital Components	9781428553897		Worksheet (Teacher version, p. 1)	Second sentence under image	View Updated Link	busses	buses
Grade 7 Student Activity Companion	9781418398637	View Current Link	63	Question 4 on page 119		SEP Engage in Argumnet	SEP Engage in Argument

Publisher: McGraw Hill

Ch. 112 Science, Grade 7

McGraw Hill Texas Science, Grade 7: ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		111	STEM Connection, Focus on Math, paragraph 3, sentence 2		First insert the Celsius temperature, and then either multiply by 5/9 or multiply by 5 and then divide by 9.	First insert the Celsius temperature, and then either multiply by 9/5 or multiply by 9 and then divide by 5.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		227	Quick Launch, World of Water box		TEKS 7.1B, 7.1C, 7.1G, 7.3A, 7.3C Prep: 10 min | Class: 15 min Purpose: To demonstrate the distribution of all water on Earth and illustrate the imbalance between the amount of usable fresh water and the rest of Earth's water. Summary: Students use water and food coloring to model the distribution of water on Earth.	TEKS 7.1C, 7.1D, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5E, 7.11A Prep: 10 min | Class: 15 min Purpose: To demonstrate the distribution of all water on Earth and illustrate the imbalance between the amount of usable freshwater and the rest of Earth's water. Summary: Water and food coloring are used in a teacher demonstration to model the distribution of water on Earth.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		45	Teach Bar		15 min	35 min

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		139	Quick Launch, Going Around and Around box		TEKS 7.1D, 7.1G, 7.3A, 7.9B Prep: 5 min | Class: 20 min Purpose: To learn how forces can make objects move in circular paths. Summary: Students use a model to demonstrate that forces act on objects in the solar system, causing them to move in nearly circular paths.	TEKS 7.1A, 7.1B, 7.1C, 7.1G, 7.2A, 7.2D, 7.3A, 7.3B, 7.5G, 7.9A, 7.9B, 7.9C Prep: 5 min | Class: 20 min Purpose: To explore how forces cause objects to move in circular paths. Summary: Students observe the motion of a ball and relate their observations to the forces that act on objects in the solar system.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		298	Chapter TEKS Review, question 3, TEKS		TEKS 7.1G, 7.5E, 7.12A, 7.12B	TEKS 7.1G, 7.5E, 7.12A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		101	Lesson 2.4 TEKS 7.7D Review, question 5, answer choices A, B, and C		A The object remains still where it is. B The object speeds up to the right. C The object speeds up to the left.	A The object remains at rest. B The object speeds up to the left. C The object speeds up to the right.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Putting the Pieces Together, introductory paragraph, last sentence		Cut out and arrange the continents to form one supercontinent.	Cut out and arrange the continents to form one supercontinent. Record your observations.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		344	Lesson 8.3 TEKS 7.13D Review Question 3, TEKS		TEKS 7.13D	TEKS 7.5G, 7.13D
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		388	Show What YOU Know, paragraph 1, sentence 1		Access the Engineering Challenge Design a Body Part.	Access the Engineering Challenge Design a Body System.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		4	Lesson Language Objectives, paragraph 3		ELPS 2C While learning about elements and compounds, students learn new expressions heard during classroom instruction. ELPS 2I and 3F While learning about elements and compounds, students demonstrate listening comprehension by collaborating with peers and students and asking for information.	ELPS 2C While learning about elements and compounds, students learn new expressions heard during classroom instruction.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch, Quick Color, introduction paragraph sentence 1 and 2		Water is part of our daily lives, we drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes and water vapor is in the air we breathe.	Water is part of our daily lives. We drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes, and water vapor is in the air we breathe.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		258	Show What YOU Know, paragraph 1, sentence 1		Access the Engineering Challenge Save the Oceans.	Access the Engineering Challenge Save the Water.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Making Changes, Go Online		Now check out the video Constantly Changing to observe a real-life example of the phenomenon you modeled in the activity.	Now check out the video Constantly Changing to observe another real-life example of this phenomenon.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		219	Lesson 5.2 TEKS 7.10B Review, question 5, TEKS		TEKS 7.5A, 7.5B, 7.10B	TEKS 7.5B, 7.10B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		292	Texas Spotlight title		Restoring Lacava Bay	Restoring Lavaca Bay
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		97	Inertia, paragraph 3, sentence 3		More massive objects have more intertia.	More massive objects have more inertia.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		7	Compounds, paragraph 1, sentence 6		Pure water (H2O) is a compound because every sample of pure water contains atoms of hydrogen and oxygen in the same combination—two hydrogen atoms to every oxygen atom.	Pure water (H2O) is a compound because every sample of pure water contains atoms of hydrogen and oxygen in the same combination—two hydrogen atoms to one oxygen atom.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		386	Lesson 9.2 TEKS 7.13A Review, question 1, TEKS		7.2B, 7.5D, 7.5F, 7.13A	7.5F, 7.13A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		407	Take It Further, paragraph 1, sentence 1		Observe red pandas in their natural habitat by accessing the virtual field trip Red Pandas.	Observe red pandas in their natural habitat by accessing the virtual field trip Pandas and Their Habitats.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		111	Temperature, paragraph 1, sentence 4		The faster the particles move, the greater the kind energy, and the higher the temperature.	The faster the particles move, the greater the kinetic energy and the higher the temperature.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		229	Under Surface Water, Evaluate question, sample answer		It could pick up oil and gas that leak from cars or pick up litter.	It could pick up oil and gas that leak from cars or move litter into waterways.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		45	Quick Launch, Stirring Up Solutions		TEKS 7.1B, 7.1D, 7.3A, 7.5B, 7.6E Prep: 5 min | Class: 15 min Purpose: To encourage students to think of ways the rate of dissolution can be increased. Summary: Students investigate how to dissolve sodium bicarbonate (baking soda) in water.	TEKS 7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.3A, 7.3B, 7.5B, 7.6E Prep: 5 min | Class: 15 min Purpose: To investigate factors that affect the rate of dissolution. Summary: Students try to dissolve baking soda in water.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		143	Explore Simulation, Describe Gravity and Orbits box		TEKS 7.1A, 7.1G, 7.3A, 7.9B Prep: 5 min | Class: 40 min Purpose: Students will explore how gravity affects the shape of an orbit. Summary: Students will use a computer simulation to explore how the force of gravity relates to orbit shape. They will increase and decrease the force of gravity to observe its effect on the shape of Earth's orbit. They will also explore what happens if no gravity acts between two objects.	TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5C, 7.9B Prep: 10 min | Class: 45 min Purpose: To explore how gravity affects the shape of an orbit. Summary: Students use a simulation to see how gravity affects the shape of an orbit.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		299	Chapter TEKS Review, question 6, TEKS		TEKS 7.3A, 7.3B, 7.5E, 7.12A	TEKS 7.5E, 7.12A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		104	Chapter TEKS Review, question 3, sentence 1		3. The map shows the path taken by a student as they walk from their home to school, to a soccer field, to an ice cream shop, and then finally home.	3. The map shows the path taken by a student as they walk from their home to school, to a soccer field, and then to an ice cream shop.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Moving Plates, TEKS		7.1B, 7.1C, 7.1G, 7.3A, 7.5B, 7.10A	7.1C, 7.1G, 7.3A, 7.5B, 7.10B
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		349	Chapter TEKS Review, Question 6,TEKS		TEKS 7.5F, 7.5G, 7.13B	TEKS 7.5G, 7.13B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch, Model Lung Function, introduction paragraph, sentence 3.		Record your observations about how the lung works.	Record your observations about how the lungs work.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		5	Page Keeley Science Probe, paragraph 1		Preview the Agreement Lines video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Argument Lines video to use this teaching strategy with the Page Keeley Science Probe.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		141	Orbital Eccentricity, Read the Table question, last sentence		Use these values to determine the relative shapes of their orbits.	Using Table 1, what are the relative shapes of the planets' orbits?

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		259	TEKS Review, Targeted TEKS table, SEP and Theme column		1 - 7.2C 2 - 7.2B 3 - 4 - 7.2B 5 - 7.3A 6 - 7 - 7.5B 8 -	1 - 7.2C 2 - 7.2B 3 - 4 - 7.2B 5 - 7.3A 6 - 7 - 7.2D 8 - 7.5D
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Concentrating Solutions, TEKS		7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.5A, 7.5B, 7.6D	7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.5A, 7.6D
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		222	Chapter TEKS Review, question 4, TEKS		TEKS 7.5A, 7.10B	TEKS 7.5B, 7.10B

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		292	Plan section, paragraph 1, sentence 1		In this section, students learn about the bioaccumulation of mercury in Lacava Bay and how microplastics move through the water cycle to the Gulf of Mexico.	In this section, students learn about the bioaccumulation of mercury in Lavaca Bay and how microplastics move through the water cycle to the Gulf of Mexico.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		98	Designing Safety, Plan, bullet 1		In this section, students examine multiple methods of engineering that go into traffic safety.	In this section, students examine several ways that engineers use their expertise to make driving safer.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		10	Identification Using the Periodic Table, paragraph 2, sentence 2		Each block includes basic properties of each element such as atomic number, atomic mass, element name, and chemical symbol.	Each block includes basic properties of an element, such as atomic number, atomic mass, element name, and chemical symbol.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		364	Second Line of Defense: Immune Response, Title		Second Line of Defense: Immune Response	Second Line of Defense: The Immune Response
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		411	Quick Launch, Kingdoms of the World, TEKS		7.1G, 7.2B, 7.3B, 7.5A, 7.14B	7.1B, 7.1C, 7.3A, 7.3B, 7.5A, 7.14B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		367	Making Connections, paragraph 3		Describe Students should use their knowledge of the link between mother and fetus to consider how the mother's diet could affect a fetus in utero.	Research Students may need help with thinking of biology-related careers. As a class, brainstorm some possible careers for students to research. After they have constructed their responses, have them discuss their researched career with a partner.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		411	Quick Launch, Kingdoms of the World, Summary		Students identify organisms in an ecosystem and what kingdom they belong.	Students identify organisms in an ecosystem and infer to which kingdom they belong.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		37	Dilution, Table 2, Column 2 header		Volume of Solutions (mL)	Volume of Solution (mL)
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		112	Notebooking, sentence 1		Have students access the video Moving Along.	Have students access the video Moving Around.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		230	Surface Water, continued, paragraph 2, sentence 4		That means it is about 1.7 times bigger than the contiguous United States.	It is roughly the size of the United States and Mexico combined.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		45	Fizzy Water, paragraph 1, sentence 2		This probe works well with the Sticky Bars strategy.	This probe works well with the Sticky Bar Graphs strategy.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		151	Quick Launch, Larger Than Life box		TEKS 7.1D, 7.1G, 7.3A, 7.9A Prep: 5 min | Class: 20 min Purpose: To model the relative sizes of the Moon and inner planets in the solar system. Summary: Students use modeling clay to create models of the Moon and the inner planets. They are then given a table listing the diameters of these objects and check their thoughts about the relative sizes of these celestial objects.	TEKS 7.1B, 7.1C, 7.1D, 7.1G, 7.2A, 7.2C, 7.3A, 7.9A Prep: 5 min | Class: 20 min Purpose: To model the relative sizes of the Moon and inner planets in the solar system based on prior knowledge. Summary: Students use modeling clay to make models of the Moon and the inner planets. Students then compare the actual diameters of these celestial objects to their previous thoughts about the relative sizes of these objects.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		262D	Stem Connection, last sentence		Students learn that insect farming can be less resource-intensive than animal farming and analyze which insect at different trophic levels in a food web can feed the most people.	Students learn that insect farming can be less resource-intensive than animal farming and analyze which insect at each trophic level in a food web can feed the most people.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		104	Chapter TEKS Review, question 3, image of map		Image shows a map of Home, School, Soccer field, and Ice cream shop with three solid line arrows and one dashed line arrow.	Image was revised as follows. The dashed line arrow from Home to Ice cream shop was deleted. Symbols were added to the map to show the exact location of Home, School, Soccer field, and Ice cream shop.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Moving Plates, Go Online		Go Online: Check out this animation Plate Boundaries to see this phenomenon modeled.	Go Online: Check out the video Plate Boundaries to see this phenomenon modeled.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		304	TEKS Progressions, sentence 1		In Grade 6, students learned that organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function TEKS 6.13A	In Grade 6, students described the hierarchical organization of organism, population, and community within an ecosystem TEKS 6.12C.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		319	Conversation Starters, Fun Fact		2. Have students compare the demonstration to the process of asexual reproduction. Fun Fact Yeast and Bread When yeast cells are mixed with flour, sugar, and water, they begin to reproduce. Yeast obtain energy by fermenting sugar, a process which produces carbon dioxide and alcohol. The carbon dioxide gas causes the bread dough to rise. The alcohol evaporates during baking.	2. Have students compare the demonstration to the process of asexual reproduction.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		392	Check Out the Video statement		Check out the video Diverse Ecosystems to observe this science concept in action!	Check out the video Diverse Species to observe this science concept in action!

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		104	Chapter TEKS Review, question 4		50 km/hr DOK 2 Dual Coded use mathematical calculations to assess quantitative relationships in data TEKS 7.2C	50 km/h DOK 2 Feedback The average speed of an object is calculated by dividing the total distance traveled by an object by the total time it took to travel that distance. Dual Coded Use mathematical calculations to assess quantitative relationships in data. TEKS 7.2C
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		246	Carbon Storage, paragraph 1, sentence 1		The ocean plays a large part in regulating Earth’s climate by absorbing and storing carbon.	The ocean regulates Earth's climate by absorbing and storing carbon. When there is less carbon in the atmosphere, Earth tends to be cooler.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		5	Quick Launch		What to Make TEKS 7.1B, 7.3A, 7.5A, 7.5D, 7.6A Prep: 5 min | Class: 20 min Purpose: To get students thinking about the differences between elements and compounds. Summary: Students compare and contrast the build they make using the materials.	What To Make TEKS 7.1A, 7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5D, 7.6A Prep: 5 min | Class: 20 min Purpose: To distinguish between elements and compounds. Summary: Students build an object using common materials and relate this object and its components to elements and compounds.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		142	Effects of Gravity paragraph		Effects of Gravity The strength of the force of gravity depends on mass and distance. Gravity always pulls objects toward each other. Objects with more mass have a greater gravitational attraction than objects with less mass. For example, the Sun alone has a greater gravitational attraction than Earth alone. As distance between objects increases, gravitational attraction decreases	Effects of Gravity The strength of the force of gravity depends on mass and distance. More massive objects exert a greater gravitational attraction than less massive objects. For example, the Sun exerts a greater force of gravity on an object than Earth has on the same object at the same distance. As distance between objects increases, the force of gravity decreases.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		259	TEKS Review, Question 1, Choice A		A Correct 100 – 12.5/25 years = 3.75 mm/year, so this choice is the closest to the answer.	A Correct 100 – 12.5/25 years = 3.5 mm/year, so this choice is the closest to the answer.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Concentrating Solutions, safety icons		Wash hands with soap and water icon, proper eye protection icon	Wash hands with soap and water icon
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		184D	Lesson 5.2 TEKS 7.10B, Plate Tectonics and Geologic Events, Essential Question		Essential Question: How does plate tectonics shape Earth’s surface?	Essential Question: How does the movement of tectonic plates shape Earth's surface?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		292	Teach section, Mercury Bioaccumulation, paragraph 1, sentence 4		Mercury pollution can devastate an ecosystem, as seen at Lacava Bay.	Mercury pollution can devastate an ecosystem, as seen at Lavaca Bay.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		98	Science Background, paragraph 1, sentences 2 and 3		One design addresses the danger that drivers encounter when a vehicle strikes the end of guardrail. The ends of the gaurdrails are altered so they absorb the car's kinetic energy and reduce the most dangerous forms of damage to the vehicle.	One design addresses the danger that drivers encounter when a vehicle strikes the end of a guardrail. The ends of the guardrails are altered so they absorb the car's kinetic energy and reduce the most dangerous forms of damage to the vehicle.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		10	Identification Using the Periodic Table, 2nd Read the Diagram with image of Helium square, sentence 2		Discuss with a partner why they might be in a certain order.	Discuss with a partner why elements might be in a certain order on the periodic table.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		11	Under Chemical Symbols, Infer question, Chemical Formula Image		Image of the chemical formula of carbon dioxide with text stating that a carbon dioxide molecule is made up of carbon (C) and oxygen (O) atoms. Call out boxes provide information about the symbols and subscripts.	Call out boxes are removed.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		371	Quick Launch, Model a Robotic Hand		TEKS 7.1A, 7.1B, 7.1C, 7.1D, 7.1G, 7.2A, 7.3A, 7.3B, 7.13A Prep: 30 min | Class: 15 min Purpose: To model the function of a robotic hand which demonstrates the interaction between the muscular and skeletal system. Summary: Students observe a demonstration of how a robotic hand works. Students will observe the interaction between the muscles, bones, and skin to understand the function of the muscular and skeletal system.	TEKS 7.1A, 7.1C, 7.1E, 7.1G, 7.2A, 7.2B, 7.3A, 7.3B, 7.5C, 7.5D, 7.5F, 7.5G, 7.13A Prep: 30 min | Class: 20 min Purpose: To model the function of a robotic hand, which demonstrates the interaction between the muscular and skeletal system. Summary: Students observe a demonstration of how a robotic hand works using a model constructed by the teacher. Students understand how the system changes when different parts of the models change.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		411	Assess, Kingdoms, paragraph 1, sentence 1 and 2		This probe uncovers students' initial ideas about characteristics of the six kingdoms. The probe reveals which kingdoms students think include multicellular organisms.	Use this probe to assess students' prior knowledge of the lesson content and to identify possible misconceptions. This probe works well with the Think-Pair-Share strategy.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		37	Dilution, paragraph 4, sentence 2		However, these terms don't state the exact amount or quanity of solute dissolved.	However, these terms don't state the exact amount or quantity of solute dissolved.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		120	Lesson Launguage Objectives, ELPS 2C		ELPS 2C Students learn basic vocabulary heard during classroom discussions and interactions about thermal energy in systems.	N/A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		232	Stream Modification, Explain Question, Sample Answer		Dams are a barrier to migratory fish, preventing them from being able to reach downstream.	Dams are a barrier preventing fish from being able to reach upstream or downstream.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		45	Digital Spotlight, Page Keeley Video, paragraph 1		Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		163	Take it Further, paragraph 1 and 2		Help students discover more about what it's like to live in space by watching the virtual field trip A Day in Space.	Help students discover more about what it's like to live in space by watching the virtual field trip A Day in Space. Write About It Have students work with a partner to discuss what they observed in the virtual field trip. Have them write their reflections in their Science Notebooks. Allow volunteers to share their reflections with the whole class."
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		262D	Lesson 7.2, Matter Cycles in Ecosystems, paragraph 1, sentence 5		At the end of the lesson, students apply what they have learned in a STEM Connection: Restoring Lacava Bay.	At the end of the lesson, students apply what they have learned in a STEM Connection: Restoring Lavaca Bay.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		69	How Do They Work, header		How Do They Work	How They Work

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		226	Quick Launch, World of Water, paragraph 2		Now check out the animation Where is Our Water to see this phenomenon happening in the real world.	Now check out the animation Where Is Our Water to see this phenomenon happening in the real world.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		304	Explore Lab, Model Organism Organization, TEKS		7.1B, 7.1C, 7.1D, 7.1G, 7.2A, 7.3A, 7.3B, 7.3C, 7.13B	7.1B, 7.1C, 7.1E, 7.1G, 7.2A, 7.3A, 7.3B, 7.3C, 7.5D, 7.13B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		327	Conversation Starters, Fun Fact, Deep Blue Sea, paragraph 1, sentence 1 - 3		Deep Blue Sea Did you know that 95 percent of the organisms on Earth live in oceans? Oceans are so large, and very little of oceans have been explored. Scientists estimate that 91 percent of species that exist in oceans have yet to be discovered!	Deep Blue Sea Did you know that 95 percent of the organisms on Earth live in the ocean? The ocean is so large, and the National Oceanic and Atmospheric Administration estimates that more than 80 percent of the ocean remains unexplored. Scientists estimate that 91 percent of species that exist in the ocean have yet to be discovered!
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		407	Take It Further, paragraph 2		Visit them in their natural habitat on the virtual field trip Red Pandas.	Visit them in their natural habitat on the virtual field trip Pandas and Their Habitats.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		104	Chapter TEKS Review, question 5, answer explanation C		C Correct If the student pushed with the same amount of force, but in the opposite direction, the forces would be balanced, so box moves at a constant velocity. DOK 3	C Correct If the student pushed with the same amount of force, but in the opposite direction, the forces would be balanced. The box moves at a constant speed. DOK 3
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		250	Global Climate Change, paragraph 1, after sentence 4		The amount of carbon dioxide (CO_2) in Earth's atmosphere has also increased. Some of the increase in the amount of CO_2 is due to human activities, such as the burning of fossil fuels.	The amount of carbon dioxide (CO_2) in Earth's atmosphere has also increased. Increased CO_2 in the atmosphere causes Earth to become warmer. Some of the increased CO_2 is due to human activities, such as the burning of fossil fuels.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		5	Digital Spotlight, Page Keeley Video, paragraph 1		Learn more about how to use the Agreement Lines strategy.	Learn more about how to use the Argument Lines strategy.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		144	Revolution and Rotation, paragraph 1, sentence 3		It takes Earth 365.24 days to complete its period of revolution.	It takes Earth 365.24 days to complete one revolution.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		259	TEKS Review, Question 1, Choice D		D Incorrect 100 – 12.5/25 = 3.75 mm/year. This answer choice is too high.	D Incorrect 100 – 12.5/25 = 3.5 mm/year. This answer choice is too high.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Stirring Up Solutions, TEKS		7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.3A, 7.3B, 7.5B, 7.6E	7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.3A, 7.3B, 7.5B, 7.6E
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		198	Revisit the Explore Lab box		Seafloor Spreading In the reasoning section of the CER charts, students should include the fact that If the magma flowing up and out as lava onto the ocean floor is flowing at a set rate, it would be expected that the ocean crust that forms would be consistent in width no matter the polarity. So, a change in the width would mean that the speed of spreading had changed. This is the scientific concept that supports their claim. TEKS 7.10A	Investigate Seafloor Spreading In the reasoning section of the CER charts, students should include the fact that If the magma flowing up and out as lava onto the ocean floor is flowing at a set rate, it would be expected that the ocean crust that forms would be consistent in width no matter the polarity. So, a change in the width would mean that the speed of spreading had changed. This is the scientific concept that supports their claim.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		293	Restoration Efforts, paragraph 1, sentences 2 and 3		This is what happened in Lacava Bay. In 1994, the Environmental Protection Agency (EPA) declared Lacava Bay a Superfund site.	This is what happened in Lavaca Bay. In 1994, the Environmental Protection Agency (EPA) declared Lavaca Bay a Superfund site.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		101	Lesson Review, question 4		4. A Incorrect A force is not required for an object to remain in motion. B Incorrect Gravity is a force, so it is not required for an object to remain in motion. C Correct Inertia is the tendency of an object to remain at rest or in constant motion. DOK 1 D Incorrect Velocity is the speed of an object in a certain direction, so it does not cause an object to remain in motion.	4. A Incorrect When the net force is greater than zero, the forces on the object are unbalanced. An object remains at rest when the forces are balanced. B Incorrect When the net force is greater than zero, the forces on the object are unbalanced. An object moves at a constant speed when the forces are balanced. C Incorrect When the net force is greater than zero, the forces on the object are unbalanced. An object moves at a constant speed when the forces are balanced. D Correct When the net force is greater than zero, the forces on the object are unbalanced. An unbalanced force causes objects to change their speed. DOK 2
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		12	STEM Connection, Focus on Math, TEKS		Math 7.1A, 7.2, 7.3	7.2C, 7.6A, 7.6B; Math 7.1A, 7.3D, 7.3E
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		372	Structure and Movement, Plan section, Explore Simulation		Explore Simulation Preview the lab Identify Muscle Tissues, in which students use a simulation to identify three types of muscle tissues in the human body.	Explore Lab Preview the lab Model Muscle Function, in which students test and compare the function of voluntary and involuntary in the human body.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		412	TEKS Progression		In Grade 3, students explored the external structures of animals TEKS 3.13A. In Grade 4, students explored the structures of plants, such as waxy leaves and deep roots TEKS 3.13A. In Grade 5, students analyzed the structures of different species TEKS 5.13A.	In Grade 6, students identified and compared the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic TEKS 6.13B.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		37	Explore Lab: Investigate Concentration and Dilution box		TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2B, 7.2D, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5C, 7.6D	TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.5C, 7.6D
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		124	Convection, paragraph 1, sentence 3		(hand motions for solid, liquid and gas can be done in a variety of ways, holding you and in a ball then moving them around to match the particles in that state is one way.)	For example, close your hand to make a ball. Tell students that a closed hand represents a particle. Then use your closed hand to show the movement of particles in solids, liquids, and gases. Students should do each hand motion after you have demonstrated it. This can be done with two hands as well.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		235	Explore Lab, Analyze the Impact of Pollution in an Aquifer box		TEKS 7.1B, 7.1C, 7.1D, 7.1G, 7.3A, 7.3B, 7.3C, 7.11A Prep: 20 min | Class: 40 min Purpose: To observe how polluted water moves through an aquifer. Summary: Students observe how water dyed with food coloring flows through aquarium gravel to understand how polluted water moves through an aquifer.	TEKS 7.1B, 7.1C, 7.1D, 7.1G, 7.3A, 7.3B, 7.3C, 7.5B, 7.5C, 7.5D, 7.5G, 7.11A Prep: 20 min | Class: 40 min Purpose: To observe how polluted water moves through an aquifer. Summary: Students construct an aquifer out of gravel and pump the water out of the gravel aquifer to view how salt water moves through the aquifer.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		45	Identifying Misconceptions, paragraph 1, sentence 1		Students who select Ravi generalize what they know about dissolving solids apply it to dissolving gases.	Students who select Ravi generalize what they know about dissolving solids and apply it to dissolving gases.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		181	Chapter TEKS Review, Targeted TEKS table, SEP and Theme column		1 - 7.1A, 7.2B 2 - 7.1E 3 - 7.2B 4 - 5 - 7.3A 6 - 7 - 7.2A, 7.3A 8 - 7.1E, 7.2B	1 - 7.2B 2 - 7.2B 3 - 4 - 5 - 7.3A 6 - 7 - 7.3A 8 - 7.2B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		262D	Lesson 7.2, Matter Cycles in Ecosystems, Texas Spotlight, paragraph 1, sentence 1		In the 1960s, Lacava Bay was polluted with mercury, causing bioaccumulation in fish.	In the 1960s, Lavaca Bay was polluted with mercury, causing bioaccumulation in fish.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		69	Making Connections, Calculate, paragraph 1, sentence 2		The distance is the same, but the time has increased to 0.34 h.	The distance is the same, but the time has increased to 0.50 h.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		229	Surface Water, paragraph 2, sentence 1		When rain falls on a pointed roof, it runs down the roof in opposite directions on either side.	When rain falls on a pointed roof, it runs down the roof in opposite directions on either side due to gravity.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		304	Explore Lab, Model Organism Organization, Purpose		Purpose: To model the levels of organization in a multicellular organism.	Purpose: To model the levels of organization in a plants and animals.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		329	Lesson Review, Assess, question 3, answer choice B		B Incorrect The dogs reproduce sexually so they have more genetic variation than yeast cells that reproduce asexually.	B Incorrect The dogs reproduce sexually so they have more genetic variation than hydra that reproduce asexually.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		408	Lesson 10.1 TEKS 7.14A Review, question 1		Recall the ocean ecosystem from the beginning of the chapter. Describe the taxonomic system that would be used to classify these organisms.	Recall the ocean ecosystem from the beginning of the chapter. What trait similarities and differences are considered when these organisms are classified into different groups? Describe the taxonomic system that would be used to classify these organisms.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Traveling Around, TEKS		7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2C, 7.3A, 7.3B, 7.5C, 7.7B	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2C, 7.3A, 7.3B, 7.7B
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		250	Under Global Climate Change, graph		graph of Atmospheric Carbon Dioxide Concentrations, label on the line: Current level	graph of Atmospheric Carbon Dioxide Concentrations, label on the line: 2021 level
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		12	STEM Connection, Focus on Math, TEKS		Math 7.1A, 7.2, 7.3	7.2C, 7.6A, 7.6B; Math 7.1A, 7.3D, 7.3E
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		145	History Connection, paragraph 1, sentence 2		This could not be explained by the law of universal gravitation of the Sun and known planets at that time.	This could not be explained by the gravitational attraction of the Sun and known planets at that time.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: World of Water, Safety Symbols		Goggles icon, apron icon, handwashing icon	handwashing icon
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		69	Making Connections, paragraph, 1 sentence 2		The maglev train in Shanghai connects the Shanghai Pudong Airport with the Longyan Road station in the center of the city.	The maglev train in Shanghai connects the Shanghai Pudong Airport with the Longyang Road station in the center of the city.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		204A	Lesson 5.2 TEKS 7.10B, Plate Tectonics and Geologic Events, Lesson Overview, Essential Question		Essential Question: How does plate tectonics shape Earth’s surface?	Essential Question: How does the movement of tectonic plates shape Earth's surface?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		293	Restoration Efforts, paragraph 2, sentence 1		ASK: Why is it important that the EPA can afford clean up a Superfund site?	ASK: Why is it important to clean up Superfund sites?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		101	Lesson Review, question 5, answer explanation A, B, and C		5. A Incorrect The object cannot remain still if a net force is acting on it. B Incorrect The net force is to the right, so the object cannot accelerate to the left. C Correct The object will accelerate to the right because a net force directed to the right is acting on it. DOK 2	5. A Incorrect The object cannot remain at rest if a net force is acting on it. B Incorrect The net force is to the right, so the object cannot speed up to the left. C Correct The object will speed up to the right because a net force directed to the right is acting on it. DOK 2
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		108	Quick Launch, Quick Color, paragraph 1, sentence 1 and 2		Water is part of our daily lives, we drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes and water vapor is in the air we breathe.	Water is part of our daily lives. We drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes, and water vapor is in the air we breathe.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		251	Explore Simulation, Describe and Explain Surface Temperature Rise, TEKS		7.11B	7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5G, 7.11B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		18	Lesson Language Objectives, second paragraph		ELPS 3H Students explain the difference between physical property and physical change while learning about physical changes.	ELPS 3H Students narrate, describe, and explain with increasing specificity and detail the difference between physical and chemical change as more English is acquired.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		149	Lesson 4.1, TEKS 7.9B Review, question 5, TEKS		7.2B, 7.9B	7.9B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: World of Water, paragraph 2		Go Online: Now check out the animation Where is Our Water to see this phenomenon happening in the real world.	Go Online: Now check out the animation Where Is Our Water to see this phenomenon happening in the real world.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		69	Making Connections, Calculate question		What is the average speed of the maglev train during the 30 km journey between Pudong airport and Longyan Road station?	What is the average speed of the maglev train during the 30 km journey between Pudong Airport and Longyang Road station?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		204A	Lesson 5.2 TEKS 7.10B, Plate Tectonics and Geologic Events, Lesson Overview, TEKS Progression		N/A	HS Earth Systems E.8E explain how plate tectonics accounts for geologic processes, including sea floor spreading and subduction, and features, including ocean ridges, rift valleys, earthquakes, volcanoes, mountain ranges, hot spots, and hydrothermal vents

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		293	Making Connections, paragraph 1, sentence 2		Make a connection between the cycling of mercury in the Lacava Bay ecosystem and the cycling of microplastics in waterways.	Make a connection between the cycling of mercury in the Lavaca Bay ecosystem and the cycling of microplastics in waterways.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		104	Chapter TEKS Review, question 3, answer explanation A		A Correct The student's distance was 800 m, which is greater than their displacement, which was 300 m. Because they traveled for the same amount of time, the average speed would be greater than the average velocity.	A Correct The student's distance was 700 m, which is greater than their displacement, which was 300 m. Because they traveled for the same amount of time, the average speed would be greater than the average velocity. DOK 3
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		18	Quick Launch: Making Changes, paragraph 2		Now check out the video Constantly Changing to observe a real-life example of the phenomenon you modeled in the activity.	Now check out the video Constantly Changing to observe another real-life example of this phenomenon.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		375	Explore Simulation		Explore Simulation Identify Muscle Tissues TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2B, 7.5A, 7.5C, 7.5D, 7.5F, 7.13A Prep: 5 min | Class: 45 min Purpose: To identify the structure and function of different types of muscle tissue. Summary: Students use a virtual simulation to observe the three main types of muscle tissue under a microscope.	Explore Lab Model Muscle Function TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.2C, 7.3A, 7.5D, 7.13A Prep: 5 min | Class: 45 min Purpose: To compare the function of involuntary and voluntary muscle types to better understand the function of the muscular system. Summary: Students complete three trials of a ball squeeze test. They measure the number of times they can squeeze the ball with the same hand in one minute, then during a second minute.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		415	Archaea, Plan Section, Explore Simulation		Explore Simulation - Preview the activity in which students design an Archaea for an extreme environment.	Visual Literacy - Preview the activity in which students use a table to identify the characteristics of archaea organisms.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		37	Explore Lab: Investigate Concentration and Dilution box, paragraph 1		How can we give a physical description of a solution's solvents and solutes in terms of concentration and dilution without knowing the exact quantities? Let's find out using a computer simulation!	Aqueous solutions can be described in terms of solvents, solutes, and concentration. Their concentrations can also be changed. How? Let's find out!
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		125	STEM Connection, Focus on Technology, paragraph 3, sentence 3		The fan helps move the food all around the food quickly.	The fan helps move the air all around the food quickly.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		236	STEM Connection, Focus on Math, paragraph 5, sentence 3		The aquifer water level decreased from about -2 m to about -13 m.	The aquifer water level decreased from about −4 m to about −13 m.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		46	The Rate of Dissolution, title		The Rate of Dissolution	The Rate of Dissolution in Aqueous Solutions
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		181	Chapter TEKS Review, Question 2, Dual Coded statement, "On the state assessment..." paragraph		Dual Coded collect quantitative data using the International System of Units (SI) and qualitative data as evidence TEKS 7.1E On the state assessment, students may be asked to analyze quantitative data using SI units.	Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 7.2B On the state assessment, students may be asked to analyze data to identify statistical features, patterns, sources of error limitations.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		262D	Lesson 7.2, Matter Cycles in Ecosystems, Texas Spotlight, paragraph 1, sentence 3		Students compare the ecological impact of mercury at Lacava Bay to the accumulation of microplastics in waterways in the United States.	Students compare the ecological impact of mercury at Lavaca Bay to the accumulation of microplastics in waterways in the United States.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		74	Describing Motion, TEKS Progressions, paragraph 1, sentence 1		In Lesson 1, students calculated average speed using distance and time measurements from investigations TEKS 7.1A.	In Lesson 1, students calculated average speed using distance and time measurements from investigations TEKS 7.7A.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		245	Weather and Climate Regulation, paragraph 1, after sentence 4		A gyre is a large circular system of ocean currents. Warm and cold currents affect weather and climate in different ways.	A gyre is a large circular system of ocean currents. Gyres occur at the water's surface. Warm and cold currents affect weather and climate in different ways.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		319	Asexual Reproduction in Animals, paragraph 3		ASK: How do the yeast in the photos reproduce?	ASK: How do the hydra in the photos reproduce?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		346	Chapter Wrap-Up, Assess section, First question mark, Revisit the Big Idea		Revisit this chapter's Big Idea with students: Why do these birds and their baby have different traits?	Revisit this chapter's Big Idea with students: The organization of ecological systems helps them function to support the health of organisms, and traits are inherited.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		409	Lesson 10.1 TEKS 7.14A Review, question 4, TEKS		7.1E, 7.1G, 7.2B, 7.14A	7.1G, 7.2B, 7.14A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		111	STEM Connection, Focus on Math, TEKS		7.1A, 7.3	7.2C, 7.8C

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		252	Coral Bleaching, paragraph 1, sentence 2		A temperature increase as small as 1°C can cause corals to die.	A temperature increase as small as 1°C can cause corals to expel their algae. Algae gives corals their color and provides nutrients.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		24	Explore Simulation, Investigate Physical and Chemical Changes		TEKS 7.1A, 7.1B, 7.1G, 7.3A, 7.3B, 7.3C Prep: 10 min | Class: 30 min Purpose: To show students that the identity of a substance remains the same in a physical change but changes in a chemical change. Summary: Students investigate chemical and physical changes by making macroscopic and microscopic observations of different changes.	TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.6C Prep: 5 min | Class: 45 min Purpose: To distinguish between physical and chemical changes in matter. Summary: Students observe the physical properties and molecular structure of different substances before and after they change shape, are heated, and are combined with other substances.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		149	Lesson 4.1, TEKS 7.9B Review, question 6, TEKS		7.1A, 7.9B	7.9B
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		277	Revist the Explore Lab, sentence 1		Think about the results you observed and the claim you made in the lab Investigating Energy Flow in Ecosystems.	Think about the results you observed and the claim you made in the lab Investigate Energy Flow in Ecosystems.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		69	Making Connections, 2nd Calculate question, sentence 1		If you were to travel by car from Shanghai Pudong Airport to Longyan Road station, it could take you 0.30 hours.	If you were to travel by car from Shanghai Pudong Airport to Longyang Road station, it could take you 0.50 h.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		205	Quick Launch, Moving Plates, box		TEKS 7.1B, 7.1C, 7.1D, 7.5B, 7.5G, 7.10B Prep: : 5 min | Class: 10 min Purpose: Students model interactions among tectonic plates. Summary: Students use flat rectangles of modeling clay to demonstrate and observe what happens when tectonic plates interact with each other.	TEKS 7.1C, 7.1G, 7.3A, 7.5B, 7.10B Prep: 10 min | Class: 15 min Purpose: To model plate motion along plate boundaries and observe the effects. Summary: Students use modeling clay to model plate interactions and observe what happens at the plate boundaries.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		293	Making Connections, after paragraph 3		N/A	Consider This! Encourage students to think about the many ways they use plastic on a daily basis. Have students work individually to generate ideas. Then, have them share their ideas with a partner.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		104	Chapter TEKS Review, question 3, answer explanation D		D Incorrect The student's displacement was 300 m, while the distance was 800 m, so they are not equal.	D Incorrect The student's displacement was 300 m, while the distance was 700 m, so they are not equal.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		33	Fish Kill, Responses to post, Surya, sentence 1		The photo says the fish died from lack of dissolved oxygen.	The photo description says the fish died from lack of dissolved oxygen.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		375	Revisit the Explore Simulation, header and title		Revisit the Explore Simulation Identify Muscle Tissues	Revisit the Explore Lab Model Muscle Function

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		415	Visual Literacy, Read the Table, ASK question, answer		The different types of characteristics that might be found in different organisms.	The different types of characteristics that might be found in different archaea.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		40	Searching for a Source, paragraph 1, sentence 4		In soe cases, if a source cannot be identified, the plume is then identified as the sorce of the contaninants.	In some cases, if a source cannot be identified, the plume is then identified as the source of the contaminants.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		126	Visual Literacy, paragraph 3, sentence 1		ASK: How does thermal energy transfer explain the small amount of yellow on the person's hand?	ASK: How does thermal energy transfer explain the small amount of green on the person's hand?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		239	Instructional Options, Conversation Starters, Multiple Perspectives, A Link to a Native American Name, paragraph 1 sentence 3-4		The name Ogallala, however, was derived from the Oglala Sioux Native Americans. The original spelling was Ogala and it was pronounced Oklada.	The name Ogallala, however, was derived from the Oglala Lakota, who are part of the Sioux Nation. The original spelling was Oglala and it was pronounced Oklada.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		46	TEKS Progressions		In Grade 6 students compare the density of substances relative to various fluids. TEKS 6.6D. In the previous lesson, students learned how to describe aqueous solutions in terms of solute and solvent, concentration, and dilution TEKS 7.6D. In this lesson, students explore the factors that affect the dissolution of a solute in water.	In Grade 5, students compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions TEKS 5.6C. Then in Grade 6, students investigate the physical properties of matter to distinguish between pure substances, homogeneous mixtures (solutions), and heterogeneous mixtures TEKS 6.6B. In this lesson, students explore the factors that affect the dissolution of a solute in water.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Must Meet Requirements, Go Online		Go Online: Now check out the video Can't Take the Heat to see the phenomenon you modeled in the activity happening in real life.	Go Online: Now check out the video Can't Take the Heat to see an example of the phenomenon you modeled in the activity.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		278	Stem Connection, Focus on Math, Edible Insects, checkmark 1		Read the Science Background to have more information and context around edible insects and energy pyramids.	Read the Science Background for more information and context about edible insects and energy pyramids.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		89	Making Connections, Interpret question, sample answer, sentences 3 and 4		The amount of free throws attempted versus the amount of free throws made is close for player 5. Player 6 attempted more free throws than successful free throws	The amount of free throws attempted versus the amount of free throws made is close for Player 5. Player 6 attempted 30 free throws but only made 5 of them.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		245	Under Weather and Climate Regulation, Read the Map question		Circle the regions where warm, humid summer evenings occur.	Ocean currents affect weather and climate all over Earth. Circle all regions where warm, humid summer evenings most likely occur.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		319	Differentiation Options, Reinforce, Use to Intervene		Budding Babies Have students work in pairs to draw a cartoon of two yeast cells that are both starting to form a bud. They should include caption bubbles in their cartoon that contain a conversation between the yeast cells that is scientifically accurate. (Asexual Reproduction in Animals)	Budding Babies Have students work in pairs to draw a cartoon of two hydra that are both starting to form a bud. They should include caption bubbles in their cartoon that contain a conversation between the hydra that is scientifically accurate. (Asexual Reproduction in Animals)
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		346	Chapter Wrap-Up, Assess section, Second question mark, paragraph 1, last sentence		N/A	Due to natural selection, these variations become traits.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		409	Lesson 10.1 TEKS 7.14A Review, question 5, TEKS		7.2A, 7.14A	7.2B, 7.14A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		346	Show What YOU Know, paragraph 1, sentence 2		Students synthesize their understandings from the chapter by planning and conducting an investigation into the organization, reproduction, and selective pressures of a plant and animal common to their Texas region.	Students synthesize their understandings from the chapter by planning and conducting an investigation into the organization, reproduction, and change in traits over time of a plant and animal common to their Texas region.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		415	Under Characteristics of Archaea, Read the Table, question		Check the correct characteristics that are present in an Archaea organisms.	Check the correct characteristics that are present in organisms classified as archaea.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		111	STEM Connection, Focus on Math, equations		°C = (°F – 32) 5/9 To convert from Celsius to Fahrenheit, use the equation: °F = (°C × 5/9) + 32 To convert from Fahrenheit to Celsius, use the equation:	°F = (°C × 9/5) + 32 To convert from Celsius to Fahrenheit, use the equation: °C = (°F – 32) 5/9 To convert from Fahrenheit to Celsius, use the equation:
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		252	Coral Bleaching, paragraph 1, sentence 6 and 7		Corals do not die when they bleach, but they are put under more stress and become more susceptible to death as they lose the algae that live on them. Coral reefs provide habitats for fish and many other organisms.	Corals do not die when they bleach, but they become stressed and more susceptible to death as they lose their algae.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		27	Notebooking, paragraph 1, sentence 1		Have students access the video Difference Ways to Change.	Have students access the video Different Ways to Change.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		165	Lesson 4.2, TEKS 7.9A Review, question 6		Describe Which statement correctly describes why most asteroids irregularly shaped instead of being spherical? TEKS 7.5B, 7.9A	Describe Which statement correctly describes why most asteroids are irregularly shaped instead of being spherical? TEKS 7.5B, 7.9A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		281	Lesson 7.1 TEKS 7.12A, B Review, question 6, TEKS		TEKS 7.3A, 7.5D, 7.5E, 7.1G, 7.12A	TEKS 7.1G, 7.5E, 7.12A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		74	Distance and Displacement, paragraph 2, last sentence		For example, if you walk along a meterstick from 20 cm and walked to 100 cm, your displacement would also be 80 cm.	For example, if you walk along a meterstick from 20 cm to 100 cm, your displacement would be 80 cm.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		205	Essential Question		How does plate tectonic activity shape Earth’s surface?	How does the movement of tectonic plates shape Earth's surface?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		293	Differentiation Options, Reinforce, Use to Intervene, Reinforce, sentence 1		Discuss the Lacava Bay restoration efforts with students and answer any questions they may have.	Discuss the Lavaca Bay restoration efforts with students and answer any questions they may have.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		375	Revisit the Explore Simulation, paragraph 1, sentence 1		In the reasoning section of their CER charts, students should include the fact that smooth muscle moves materials inside the body.	In the reasoning section of their CER charts, students should include the fact that cardiac muscles continue functioning to support the body's function.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		420	History Connection		Scottish bacteriologist Alexander Fleming’s accidental discovery involved the Penicillium notatum green mold, a type of fungus. Although he tried for a decade, Fleming was unable to translate his discovery into a medicine suitable for human use. Ultimately, Australian pathologist Howard Florey and British biochemist Ernst Boris Chain were credited with translating Fleming’s discovery into a therapeutic compound.	Scottish bacteriologist Alexander Fleming’s accidental discovery in 1928 involved the Penicillium notatum green mold, a type of fungus. Although he tried for a decade, Fleming was unable to translate his discovery into a medicine suitable for human use. Ultimately, in the late 1930s, Australian pathologist Howard Florey and British biochemist Ernst Boris Chain were credited with translating Fleming’s discovery into a therapeutic compound known as penicillin, one of the first and most widely used antibiotics.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		40	Searching for a Source, paragraph 1, sentence 6		Once officially identified, facilities will try many ways to claim that the contaminates are not theirs to avoid clean up costs.	Once officially identified, facilities will try many ways to claim that the contaminants are not theirs to avoid clean-up costs.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		129	Making Connections, below paragraph 3		N/A	Consider This! Have students list out other jobs that might use a thermogram. Have them provide reasoning for each choice, then students should share with the people around them.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		239	Instructional Options, Conversation Starters, Multiple Perspectives, A Link to a Native American Name, paragraph 2 sentence 1		Many Native American tribes, including the Oglala Sioux, believe that water is sacred.	Many Native American groups, including the Oglala Lakota, believe that water is sacred.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		46	Explore Lab: Investigate and Model Dissolution, TEKS		7.6D, 7.6E	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.2C, 7.2D, 7.3A, 7.3B, 7.5A, 7.6E
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		195	Magnetic Reversals, paragraph 1, sentence 4		When a magnetic reversal occurs, Earth’s magnetic field reverses direction.	A magnetic reversal is the process by which Earth's magnetic field reverses direction.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		278	Stem Connection, Focus on Math, Edible Insects, checkmark 2		Preview the virtual field trip Dining on Bugs before sharing with the class.	Preview the virtual field trip Culinary Insects before sharing with the class.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		91	Lesson Review, question 2, sentence 2		Therefore, Rider 1 covered the same distance as Rider 2 in less time and arrived first. DOK 3	Therefore, Rider 1 traveled a greater distance in the same amount of time. DOK 3
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		SEP 7	Physical Science, paragraph 1, sentence 7		Analytical chemistry focuses on the identification and measurement of materials in a mixture.	Analytical chemists focus on the identification and measurement of materials in a mixture.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		SEP 7	Under Physical Science, Read the Graph, Graph		Title: Analysis of an Unknown Substance	Title: Analysis of an Unknown Mixture Font size increased
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		349	Chapter Wrap-Up, TEKS Review, question 6, Table 1, Speed of Reproduction Row		Speed of Reproduction, faster, slower	Change to Population over Time, low, high

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		427	Lesson 10.2 TEKS 7.14B Review, question 3, TEKS		7.3A, 7.5D, 7.14B	7.5D, 7.14B
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		127	Earth Science Connection, paragraph 1		Thermal energy from the Sun can only travel to Earth by radiation. This is because space is a vacuum—an area that contains little or no matter. However, radiation also transfers thermal energy through solids, liquids, and gases. Since there is little matter in space, thermal energy cannot transfer by conduction, which requires objects to be in contact.	Radiation transfers thermal energy through solids, liquids, and gases. All of these states of matter have atoms that are in constant contact with each other. However, thermal energy from the Sun can only travel to Earth by radiation. This is because space is a vacuum. It is an area that contains little or no matter. Since there is little matter in space, thermal energy cannot transfer by conduction.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		257	Lesson 6.2 TEKS 7.11B Review, question 4		4. Recall Which is NOT a direct consequence of rising ocean temperature?	4. Recall Which is NOT a direct consequence of rising ocean temperatures?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		31	Lesson Review, question 3, answer choice D		Incorrect Dirt does not change into a new substance as it crumbles. Therefore, this is a physical change.	Incorrect Breaking an object into smaller pieces is a physical change.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		178	Lesson 4.3 TEKS 7.9C Review, question 2, TEKS		7.9C	7.5G, 7.9C
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		284	Explore Lab, Investigate Matter Cycles, TEKS		7.12B	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5E, 7.12B
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		74	Distance and Displacement, paragraph 3, last sentence		However, if you turn around and walked back, your distance traveled would be 160 cm and your displacement would be 0 cm.	However, if you turn around and walk back, your distance traveled will be 160 cm, and your displacement will be 0 cm.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		206	Explore Simulation, Investigate Impacts of Plate Boundaries, box		Impacts of Plate Boundaries TEKS 7.2B, 7.3A, 7.5A, 7.5B, 7.10A Purpose: To investigate how plate motion causes volcanoes, ocean basin formation, mountain building, and earthquakes. Summary: Students simulate plate motion and observe the effects of plate motion on the landscape.	Investigate Impacts of Plate Boundaries TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.10B Prep: : 5 min | Class: 45 min Purpose: To investigate how plate motion causes volcanoes, ocean basin formation, mountain building, and earthquakes. Summary: Students use a computer simulation to investigate how plate motion and plate type cause different features to form.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		293	Differentiation Options, Reinforce, Use to Intervene, Reinforce, after last sentence		(Restoring Lacava Bay)	(Restoring Lavaca Bay)
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		377	Control and Coordination, Plan section, Explain It Video		Preview the video Hormonal Humans for an explanation of how the endocrine and nervous systems work together to control the body.	Preview the video Working Together for an explanation of how the endocrine and nervous systems work together to control the body.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		41	Making Connections, Design question, sentence 2		How would you determine if their is contaminants in the water source and if so how much?	How would you determine if there are contaminants in the water source and if so how much?

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		129	Making connections, Take It Further		Learn more about the what it is like to be an energy auditor by watching the Virtual Career Fair Energy Auditor. Students see the types of inspections and analyses performed by energy auditors and the skills they need.	Learn more about the what it is like to be an energy auditor by watching the Virtual Career Fair Assess the Energy. Students will see the types of inspections and analyses performed by energy auditors and the skills they need.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		239	Instructional Options, Conversation Starters, Multiple Perspectives, A Link to a Native American Name, paragraph 2 sentence		Knowing that water is vital for life, Native American cultures have always valued protecting their water resources.	Knowing that water is vital for life, many Native American cultures value protecting their water resources.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		46	Explore Lab: Investigate and Model Dissolution, Summary		Students model factors that affect the rate of dissolution.	Students measure the time it takes to dissolve sugar cubes in water under different conditions.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		202	Lesson 5.1 TEKS 7.10A Review, question 2, TEKS		TEKS 7.4A, 7.10A	TEKS 7.1H, 7.4A, 7.10A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		278	Stem Connection, Focus on Math, Edible Insects, Science Background, paragraph 1, sentence 1		In 2013, the United Nations Food and Agriculture Organization released a report that said insect farming and consumption could help alleviate world hunger and reduce pollution.	In 2013, the United Nations (UN) Food and Agriculture Organization released a report that said insect farming and consumption could help alleviate world hunger and reduce pollution.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		91	Lesson Review, question 4, answer B explanation		B Correct The horizontal segment indicates that the elevator stayed still between 1 and 2 seconds. DOK 2	B Correct The horizontal segment indicates that the elevator stayed still between 1 and 2 minutes. DOK 2
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		SEP 45	Chapter TEKS Review, Question 5, TEKS		7.3A, 7.4A, 7.5A	7.4A, 7.5A

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Parts of A Whole, introduction paragraph, sentence 2 and 3		Check out the video Pointillism to observe an example of an art style called pointillism. This is a style of painting, or drawing, in which many dots are grouped together to form an image.	Go Online: Check out the video Get to the Point to observe an example of an art style called pointillism. This is a style of painting, or drawing, in which many tiny dots are grouped together to form an image.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		430	Chapter TEKS Review, question 3, TEKS		TEKS 7.2C, 7.6B	TEKS 7.3A, 7.14A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		129	Take It Further, sentence 2		Check out the virtual career fair Energy Auditor!	Check out the virtual career fair Assess the Energy!
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		257	Lesson 6.2 TEKS 7.11B Review, Question 4, Answer choice B		B glacier melting	B sea ice melting
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		32	Quick Launch, first paragraph		Preview the Quick Launch activity in which students watch a teacher prepare a solution of a purple colored compound in water and then use the solution to perform a series of dilutions.	Preview the Quick Launch activity in which students watch a teacher prepare a solution in water and then use the solution to perform a series of dilutions.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		179	Lesson 4.3 TEKS 7.9C Review, question 4, TEKS		7.2B, 7.3A, 7.9C	7.3A, 7.9C
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		289	Under Nitrogen Cycle, Read the Diagram image, answer arrows		Diagram of the nitrogen cycle. Answer includes an arrow connecting lightning in the atmosphere to nitrogen-fixing bacteria on plant roots, an arrow connecting the nitrogen-fixing bacteria on plant roots to plants taking in nitrogen from the soil, and an arrow connecting decaying organic matter and waste in the soil to bacteria in soil convert nitrogen into nitrogen gas.	Update answer arrows to include an arrow connecting the atmosphere to nitrogen compounds in the soil, an arrow connecting nitrogen-fixing bacteria on plant roots to nitrogen compounds in the soil, an arrow connecting nitrogen compounds in the soil to animals eat plants, an arrow connecting the animals and plants to decaying organic matter and animal waste return nitrogen compounds to the soil, and an arrow connecting decaying organic matter and animal waste in the soil to bacteria in soil convert nitrogen compouns into nitrogen gas.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		80	TEKS 7.7B Review, Question 2, TEKS		TEKS 7.1E, 7.7B	TEKS 7.7B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		217	Making Connections, Take It Further, paragraph 2		N/A	Write About It Have students work with a partner to discuss what they observed in the video. Have them write their reflections in their Science Notebooks.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		293	Differentiation Options, Extend, Use to Accelerate		Work with a partner to research how much progress the restoration efforts in Lacava Bay have made. If time permits, have students share the results of their research with the class. (Restoring Lacava Bay)	Work with a partner to research how much progress the restoration efforts in Lavaca Bay have made. If time permits, have students share the results of their research with the class. (Restoring Lavaca Bay)
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		379	Explore Lab, Model the Nervous System, TEKS		7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2C, 7.3A, 7.3B, 7.13A	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2C, 7.3A, 7.3B, 7.3C, 7.13A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		41	Take It Further, paragraph 1, sentence 2		Try out the activity From the Source to follow the path of a plume from a contamination source to open water.	Try out the interactive gallery From the Source to follow the path of a plume from a contamination source to open water.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		129	Making connections, Take It Further, Consider This!		Consider This! What other jobs might use thermograms? Then have them write their thoughts in their Science Notebooks.	Write About It Have students work with a partner to discuss what jobs they observed in the virtual career fair. Have them choose their favorite and then write their reflections in their Science Notebooks. Allow volunteers to share their reflections with the whole class.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		243	Quick Launch, Moving Waters box		TEKS 7.1B, 7.1D, 7.1G, 7.3B, 7.11B Prep: 10 min | Class: 10 min Purpose: To observe the relationship between ocean currents and temperature and how that impacts weather and climate regulation. Summary: Students observe a teacher demonstration of convection behavior using cold and warm water.	TEKS 7.1C, 7.1D, 7.2A, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5G, 7.11B Prep: 10 min | Class: 10 min Purpose: To observe the relationship between ocean currents and temperature and how that relationship impacts weather and climate regulation. Summary: Students observe a teacher demonstration of convection behavior using cold and warm water.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		48	Under Solutions and Surface Area, Infer question with images of cubes, sample answer		The separate pieces can dissolve on their own unlike the big cube which has to go piece by piece.	The separate pieces can dissolve on their own unlike the big cube which has to dissolve piece by piece.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		202	Lesson 5.1 TEKS 7.10A Review, question 3		Predict Pangaea broke up about 200 million years ago. What do you think the arrangement of the continents might be like in 250 millions years? TEKS 7.3C, 7.10A,	Predict Pangaea broke up about 200 million years ago. What do you think the arrangement of the continents might be like in 250 million years? TEKS 7.10A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		279	Making Connections, Apply paragraph, sentence 2		Remind students to label each level with producer, primary consumer, and tertiary consumer and to note the trophic level number for each level.	Remind students to label each level with producer, primary consumer, secondary consumer, and tertiary consumer and to note the trophic level number for each level.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		94	Forces and Motion, Plan section, TEKS Progressions, sentence 3		In this lesson, students extend these concepts by analyzing the effect of balanced and unbalanced forces on the station of motion of an object using Newton's First Law of Motion TEKS 7.7D.	In this lesson, students extend these concepts by analyzing the effect of balanced and unbalanced forces on the state of motion of an object using Newton's first law of motion.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		46	Explore Lab, Investigate and Model Dissolution, TEKS		7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.6E	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.2C, 7.2D, 7.3A, 7.3B, 7.5A, 7.6E
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		131	Lesson Review, question 4, after Dual Coded		N/A	On the state assessment, students may be asked to use cause-and-effect relationships to explain phenomenon.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		244	Earth's Ocean Systems, Plan section, TEKS Progressions, paragraph 1, sentence 1		In Grade 4, students learned about Earth’s renewable and nonrenewable resources and the advantages and disadvantages of using them TEKS 4.11A.	In Grade 5, students explained how the Sun and the ocean interact in the water cycle and affect weather TEKS 5.10A.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		48	Under Solutions and Surface Area, Read the Diagram, image		Image shows a solute in the shape of a cube and in a pile of powder.	Circle placed around the pile of solute to indicate answer.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		203	Lesson 5.1 TEKS 7.10A Review, question 6. TEKS		TEKS 7.2B, 7.3A, 7.10A	TEKS 7.3A, 7.10A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		279	Making Connections, Take It Further, Identifying Misconceptions, sentence 1		Some students may consider eating insects but insects are a part of people’s diets in many countries.	Some students may consider eating insects unpleasant or unsafe, but insects are a part of people’s diets in many countries.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		94	Teach, paragraph 2, Ask question, answer		The forces include the applied force from the pushing, gravity from the floor, and friciton from the object sliding on the floor.	The forces include the applied force from the pushing, gravity pulling the box down toward the floor, and friction from the object sliding on the floor.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		SEP 13	Extend, Inquiry Application, sentence 1		Provide students with a scenario, such as the lights not turning in the classroom.	Provide students with a scenario, such as the lights not turning on in the classroom.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		361	Explore Simulation, Model the Heart's Function, TEKS		7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2B, 7.3A, 7.5A, 7.5D, 7.5F, 7.13A	7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5A, 7.5D, 7.5F, 7.13A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		394	Quick Launch, check mark 4		check Short on time? The activity and video both demonstrate how organisms' similarities and differences can be used to organize them into different groups. If time is limited, choose the one that works best for your students.	N/A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		131	Lesson 3.2, TEKS 7.8A Review, Question 3		3. Explain What type of transfer of energy takes place in a microwave oven? TEKS 7.5A, 7.8A	3. Identify What type of transfer of energy takes place in a microwave oven? TEKS 7.8A

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		258	Show What YOU Know, bullets 1 and 2		In the Engineering Challenge Save the Oceans, choose a scenario about a human activity that has affected ocean systems. Plan an investigation to determine how ocean systems have been affected by the change.	In the Engineering Challenge Save the Water, choose a scenario about a human activity that has affected water systems. Plan an investigation to determine how water systems have been affected by the change.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		33	Quick Launch, Concentrating on Solutions		TEKS 7.1D, 7.1E, 7.2B, 7.6D Prep: 5 min | Class: 15 min Purpose: To introduce the concepts of solute and solvent in order to understand aqueous solutions.	TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.5A, 7.6D Prep: 5 min | Class: 15 min Purpose: To observe how the amount of a solvent affects the concentration of an aqueous solution.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		179	Lesson 4.3 TEKS 7.9C Review, question 5, TEKS		7.9C	7.5B, 7.9C
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		291	Revist the Explore Lab, sentences 2 and 3		Reread the paragraphs about the Carbon Cycle and Nitrogen Cycle again and think about how this relates to the lab. Then return to your claim in your CER organizer.	Reread the paragraphs about the carbon and nitrogen cycles again and think about how this relates to the lab. Then return to your claim in your CER organizer. CER Add reasoning for your evidence.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		81	Lesson 2.2 TEKS 7.7B Review, question 5		Explain Race cars travel around a racetrack at a constant speed of 45 m/s the one shown in the diagram.	Explain Race cars travel around the racetrack shown in the diagram at a constant speed of 45 m/s.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		220	Chapter Wrap-Up, Assess, Science Mindset		TK	Remind students that the questions that they recorded in their Science Notebooks show that they are taking ownership of their learning. Encourage them to reflect on the growth that they have made and to voice any concerns that they may have if they still do not fully understand any concept covered in the chapter.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		322	Explore Simulation, Compare Offspring, TEKS		7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5G, 7.13C	7.1B, 7.1C, 7.1E, 7.2B, 7.3A, 7.3B, 7.3C, 7.5G, 7.13C
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		379	Explore Lab, Model the Nervous System, Objective		Objective: To model the functions of the nervous system and the interaction with other body systems to understand how the body controls coordination.	Purpose: To model the functions of the nervous system and its interaction with other body systems to understand how the body controls coordination.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		46	Solutions and Temperature, paragraph 1, sentence 3		The reason the instructions say to use hot water first and then use cold water is that the hot water helps the powder mix dissolve first before adding more water to lower the concentration of the gelatin.	The reason the instructions say to use hot water first before using cold water is that hot water helps the powder mix dissolve first. Cold water is added later to lower the concentration of the gelatin.

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McGraw Hill Texas Science Grade 7 Print Teacher Edition	9781265566210		131	Lesson Review, question 3, answer choices and Dual Coded		A Incorrect The microwave is not transferring thermal energy directly via touch. B Incorrect The microwave is not cooking only fluids. C Correct The radiation heats up the water in the food and cooks the food. DOK 1 D Incorrect This is not a form of thermal energy transfer but a state in which thermal energy can be found. Dual Coded Identify and apply patterns to understand and connect scientific phenomena or to design solutions. TEKS 7.5A	A Incorrect The microwave is not transferring thermal energy directly via touch. B Incorrect Convection is the transfer of thermal energy by movement from one part of a material to another and does not use electromagnetic waves like radiation. C Correct A microwave oven transfers thermal energy using microwaves, which are a form of electromagnetic wave. DOK 2 D Incorrect This is not a form of thermal energy transfer.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		247	Visual Literacy, Ask, paragraph 3, sentence 2		Plants use the carbon dioxide for photosynthesis, and shelled organisms and coral use the carbon dioxide to help make their shells and skeletons.	Plants and phytoplankton use the carbon dioxide for photosynthesis, and shelled organisms use the carbon dioxide to make their shells.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		53	Take It Further, after paragraph 1		N/A	Write About It Have students work with a partner to discuss what jobs they observed in the virtual career fair. Have them choose their favorite and then write their reflections in their Science Notebooks. Allow volunteers to share their reflections with the whole class.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		204	Quick Launch, Moving Plates, paragraph 2		Check out this animation Plate Boundaries to see this phenomenon modeled.	Check out the video Plate Boundaries to see this phenomenon modeled.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		283	Quick Launch, Carbon on the Move, TEKS		TEKS 7.1A, 7.1C, 7.1G, 7.3A, 7.3B, 7.12B	TEKS 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.5D, 7.5E, 7.12B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		95	Explore Simulation, Analyze Effects of Forces on Motion, TEKS		TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.7D	TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.2C, 7.3A, 7.3B, 7.5A, 7.5B, 7.5G, 7.7D
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		SEP 13	Conversation starters, Multiple Perspectives, Elk in Native American Culture, paragraph 1, sentences 2 and 3		They are identified as symbols of strength, endurance, bravery, gentleness, and patience by different Native American tribes. Many tribes considered the elk as a protector, and many individuals considered it a totem animal.	They are identified as symbols of strength, endurance, bravery, gentleness, and patience by different Native American groups. Many groups considered the elk as a protector, and many individuals considered it a totem animal.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		366	Health and Bacteria, paragraph 5, sentence 2		Most recently, doctors have looked at how a mother's diet can effect the gut microbiome of the baby to avoid NEC in newborns.	Most recently, doctors have looked at how a mother's diet can affect the gut microbiome of the baby to avoid NEC in newborns.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		396	TEKS Progression		In Grade 3, students explored the external structures of animals TEKS 3.13A. In Grade 4, students explored the structures of plants, such as waxy leaves and deep roots TEKS 3.13A. In Grade 5, students analyzed the structures of different species TEKS 5.13A.	In Grade 6, students identified and compared the basic characteristics of organisms, including prokaryotic, eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic TEKS 6.13B.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		132	Show What YOU Know, bullet 1		In the Science Challenge Solar Cooker, read the instructions and select which method of heat transfer you can use to bring water up to the defined temperature.	In the Engineering Challenge Solar Cooker, read the instructions and select which method of heat transfer you can use to heat water up to the defined temperature.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		260	Chapter TEKS Review Question 4		The following data were taken from an experiment to study how rising ocean surface temperature due to human activities affects dissolved oxygen concentration in water. Use the following table to answer question 4. 4. Which of the following correctly describes and explains the water temperature affect the dissolved oxygen concentration?	The following data were taken from an experiment to study how rising ocean surface temperatures due to human activities affect dissolved oxygen concentration in water. Use the following table to answer question 4. 4. Which of the following statements correctly describes and explains how the water temperature affects the dissolved oxygen concentration?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		41	Making Connections, Design question, sample answer		Investigation plans will vary. Plans should include a hypothesis, including what method they would use to help them determine if there is contaminants in the water; a control variable like clean water; and a step by step procedure of what they would do.	Investigation plans will vary. Plans should include a hypothesis, including what method they would use to help them determine if there are contaminants in the water; a control, such as clean water; and a step-by-step procedure of what they would do.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		179	Lesson 4.3 TEKS 7.9C Review, question 6, TEKS		7.1A, 7.9C	7.5G, 7.9C
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		292	Texas Spotlight, title		Restoring Lacava Bay	Restoring Lavaca Bay
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		85	Interpret a Distance-Time Graph, paragraph 3, sentence 2		Recall that average speed is the total distance traveled divided by time.	Recall that average speed is the total distance traveled divided by the total time traveled.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		221	TEKS Review, question 1, answer explanation A		1. A Correct The older plate is denser because it is also cooler, the denser plate will subduct, subduction forms oceanic trenches. DOK 3	1. A Correct The older plate is denser because it is also cooler, so it will subduct and form an oceanic trench. DOK 3
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		329	Lesson 8.2 TEKS 7.13C Review Question 3, Choice B		B This dog family will show less genetic variation than a population of yeast cells that reproduce asexually.	B This dog family will show less genetic variation than a population of coral that reproduce asexually.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		379	Digital Spotlight, Anytime Lab Video		Use the Model Your Senses Anytime Lab video for a step-by-step guide through the lab.	Use the Model the Nervous System Anytime Lab video for a step-by-step guide through the lab.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		381	Apply It, Explain question, sample answer		Answers should include a description of how the body systems in the chapter so far work together to respond. Students should identify that the senses receive the input, sending a message to the brain. Then the hormone cortisol is released by the endocrine system which changes heart rate, which is regulated by the nervous system. The nervous system will send a message to the muscular system to jump.	The nervous system receives stimuli, processes it, and sends signals to the body to respond. The endocrine system regulates biological processes using hormones. The senses receive input and send a message to the brain. The hormone cortisol is released by the endocrine system, which changes heart rate. Heart rate is regulated by the nervous system, so the nervous system will send a message to the muscular system to jump.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		47	Earth Science, paragraph 1, sentence 3		Gas solutes dissolve better in cold temperatures than in warm or hot tempatures.	Gas solutes dissolve better in cold temperatures than in warm or hot temperatures.
McGraw Hill Texas Science Grade 7 Print Teacher Edition	9781265566210		131	Lesson Review, question 6, answer choice A		A Correct Thermal energy moves from the warmer food to the cooler air surrounding it by conduction. DOK 2	A Incorrect Thermal energy moves from the warmer food to the cooler air surrounding it by convection.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		251	Explore Simulation box, Describe and Explain Surface Temperature Rise		TEKS 7.11B Prep: 5 min Class: 40 min Purpose: Students describe and visualize the global impact of higher temperatures in the ocean Summary: Students use a computer model to investigate how changing certain factors such as surface water temperature and sea level are related to coral bleaching.	TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5G, 7.11B7.11B Prep: 5 min Class: 45 min Purpose: To investigate the effects of ocean surface temperature rise on ocean systems. Summary: Students use a simulation to observe the change in seawater level, dissolved oxygen level, and coral bleaching percentage when the ocean surface temperature rises 1°C, 2°C, and 3°C.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: What To Make, TEKS		7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.3A, 7.3B, 7.5A, 7.5D, 7.6A	7.1A, 7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5D, 7.6A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		206	Explore Simulation, Investigate Impacts of Plate Boundaries, TEKS		7.1A, 7.1G, 7.3A, 7.3B, 7.3C, 7.5B, 7.10A	7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.10B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		284	TEKS Progressions, paragraph 1, sentence 1		In Grade 5, students observed how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem TEKS 5.12A.	In Grade 5, students predicted how changes in an ecosystem affect the cycling of matter and flow of energy in a food web TEKS 5.12B.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		95	Visual Literacy, paragraph 2, sentence 2		The net force is 0.8 N.	The net force is 0.6 N.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		SEP 19	Scientific Laws and Theories, paragraph 3, sentence 2		No because scientific laws describe how things work, while a hypothesis and theory explain how things work.	No because a scientific law is a rule that describes a pattern in nature, while a hypothesis or a theory explain an observation.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		369	Lesson 9.1 TEKS 7.13A Review, question 4, TEKS		7.1G, 7.2B, 7.3A, 7.13A	7.2B, 7.13A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		403	Explore Simulation, Describe a Phylogeny, TEKS		7.1A, 7.1B, 7.1D, 7.1E, 7.1F, 7.5A, 7.14A	7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5A, 7.14A
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		132	Show What YOU Know, bullet 2		Plan an investigation to determine which design works best in the given conditions.	Design a solution that works best in the given conditions.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		260	Chapter TEKS Review, Question 5		Excess nutrients from fertilizers or sewage can enter a pond and result in an increase in the population of algae. When the algae die, bacteria break down the algae and use oxygen as they decay. This can cause the dissolved oxygen concentration in the pond to decrease.	Excess nutrients from fertilizers or sewage can enter a pond and result in an increase in the population of algae. When the algae die, bacteria use oxygen to break down the algae . This can cause the dissolved oxygen concentration in the pond to decrease. What might happen as a result of low dissolved oxygen concentrations in a pond?

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		41	Making Connections, paragraphs 2, 3, and 4		Identify Students should note that groundwater definitely carries contaminants from the source, as shown by the two diagrams on page 40. However, the text states that contaminants can at times also flow in the opposite direction. Predict Students should recognize that the concentration of contaminants is usually greatest near their source. Explain Student responses should suggest that the mapping of a plume is necessary to plan a remediation of a contaminated site. Ask them to consider why it is so difficult to clean up groundwater once it is contaminated.	Design Students' plans should include movement of water and the concentration of the water. Consider This! Have students list key information scientist would need to build a map of contaminated water movement. They have them make connections with different types of scientist they know about.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		181	Chapter TEKS Review, introductory paragraph, sentence 3		Use the data in Table 1 to answer questions 1–3.	Use the data in Table 1 to answer questions 1–2.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		292	Mercury Bioaccumulation, paragraph 2, sentence 3		These health concerns are why the Lacava Bay fishery closed.	These health concerns are why the Lavaca Bay fishery closed.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		88	Sports Data Science, paragraph 1		Data science has answers that helps compare statistics to answer these questions and more. Individual players can use data science to personalize the statistics about areas that need improvement, or even nutritional effects on their abilities. Data can be kept on every aspect of a sport; it can help coaches know what works well for their team and players know where to improve. Data can even help fans have a more enjoyable experience at the game.	Data can be kept on every aspect of a sport. It can help coaches know what works well for their team, and it can help players learn where they can improve. Players can also use the data to study nutrional effects on their performance and abilities. Data can even help fans have a more enjoyable experience at the game.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		221	TEKS Review, question 1, Dual Coded statement, "On the state assessment..." statement		N/A	Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 7.5B Analyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems. TEKS 7.5E On the state assessment, students may be asked to identify cause-and-effect relationships and explain how matter cycles through systems.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		329	Lesson 8.2 TEKS 7.13C Review Question 4, TEKS		7.3B, 7.5G, 7.13C	7.5G, 7.13C
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		381	Notebooking, paragraph 1, sentence 1		Have students access the video Hormonal Humans.	Have students access the video Working Together.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		50	Solutions and Agitation, paragraph 3, sentence 3 and 4		Some people spread the chlorine out while walking around the pool while others may pour the chlorine in one location. The pool blowers will then move the water and chlorine stirring up the solution until all the chlorine is dissolved.	Once chlorine powder is dispersed into a pool, the blowers stir up the water and chlorine solution.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		135	Chapter Wrap-Up, question 8, answer choice A		D Correct Thermal energy flows from the warmer object to the cooler object until they are in thermal equilibrium, and then the energy flows back and forth between them, but the net change is zero. DOK 2	D Incorrect While thermal energy does flow back and forth between objects, this only occurs after thermal equilibrium has been reached.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		251	Visual Literacy, Read the Graph, paragraph 4, sentence 3		If students are 12 years old, then by the time they are 50 years old, sea level might have risen 17 cm.	If students are 12 years old, then by the time they are 50 years old, sea level might have risen 12.92 cm.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: What To Make, introduction paragraph, sentence 1		If you were given a toothpick, a paperclip, a rubber band and a popsicle stick, what could you make?	If you were given a toothpick, a paper clip, a rubber band, and a wooden craft stick, what could you make?
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		206	Divergent Plate Boundaries, paragraph 2, sentences 3 and 4		The Mid-Atlantic Ridge is a divergent boundary that cuts down the middle of the Atlantic Ocean. Divergent boundaries within a continent pull continents apart and form continental rift valleys.	The Mid-Atlantic Ridge is a divergent plate boundary that cuts down the middle of the Atlantic Ocean. Divergent plate boundaries within a continent pull continents apart and form continental rift valleys.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		285	Explore Lab, Investigate Matter Cycles, TEKS		7.1.B, 7.1C, 7.1D, 7.1F, 7.1G, 7.2.B, 7.3A, 7.5E, 7.12B	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5E, 7.12B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		97	Revisit the Explore Simulation, Simulation title		Analyzing Forces in Motion	Analyze the Effects of Forces on Motion
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		4	Quick Launch, What To Make, paragraph 1, sentence 1		If you were given a toothpick, a paperclip, a rubber band and a popsicle stick, what could you make?	If you were given a toothpick, a paper clip, a rubber band, and a wooden craft stick, what could you make?
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		383	Development, sentence 5		During birth, hormones are released that cause the uterus to contract, pushing the fetus through the vagina and out of the body.	During birth, hormones are released that cause the uterus to contract, pushing the fetus through the vagina and out of the woman's body.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		403	EB/EL Tip, Provide Specialized Instruction		Provide students a three-column graphic organizer so they can write notes or draw images about the three classification tools that can be used to identify organisms (dichotomous keys, phylogenetic keys, cladograms).	Provide students a three-column graphic organizer so they can write notes or draw images about the three classification tools that can be used to identify organisms (dichotomous trees, phylogenetic trees, cladograms).
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		132	Show What YOU Know, bullet 3		Conduct your investigation.	Construct and test your device.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		261	Chapter TEKS Review, Question 6, TEKS		7.1A, 7.11A	7.11A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		41	Take It Further, paragraph 1		Have students see the path of a contamination plume by accessing the activity From the Source.	Have students see the path of a contamination plume by accessing the interactive gallery From the Source.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		181	Chapter TEKS Review, question 1		1. Which planet has an the most highly elliptical orbit?	1. Which planet has the most highly elliptical orbit?
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		295	Lesson 7.2 TEKS 7.12B Review, question 4		Based on the graph and your knowledge of ecosystems, which most likely describes the cycling of matter in this ecosystem in August. TEKS 7.3A, 7.2B, 7.5E, 7.12B, Math 7.4A, 7.6C, 7.6H	Based on the graph and your knowledge of ecosystems, which most likely describes the cycling of matter in this ecosystem in August? TEKS 7.2B, 7.12B; Math 7.4A, 7.6C, 7.6H
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		92	Quick Launch, Move Along, paragraph 2,		Now check out the video Motion Changes to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Motion Changes to observe another example of how forces relate to motion.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		221	TEKS Review, question 2, Dual Coded statement, "On the state assessment..." statement		Dual Coded The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. TEKS 7.2 On the state assessment, students may be asked to explain the relationship between plate tectonic activity and the formation of volcanoes from hot spots.	Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 7.2B On the state assessment, students may be asked to analyze data. Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 7.3A Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3B" On the state assessment, students may be asked to individually develop and communicate explanations consistent with scientific theories.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		330	Quick Launch, Bug Spttong, paragraph 1, last sentence		Record your observations and ideas from the activity.	Record your observations and ideas from the activity. Be sure to ask your teacher for clarification as needed.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		381	Digital Spotlight, Explain It Video		Students observe how the endocrine system functions with other body systems in Hormonal Humans.	Students observe how the endocrine system functions with other body systems in Working Together.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		53	Making Connections, paragraph 1, last sentence		These methods are: reciprocating cylinder, flow-through cell, paddle over disc, rotating cylinder and reciprocating disc, all of which are referred to as USP then depending on which method, 3-7.	These methods are: reciprocating cylinder, flow-through cell, paddle over disc, rotating cylinder, and reciprocating disc.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		135	TEKS Review, question 8, after Dual Coded		N/A	On the state assessment, students may be asked to examine the parts of a system.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		257	Lesson Review, Assess section, question 4, answer choice B		B Incorrect This is a result of rising surface air temperatures.	B Incorrect This is a result of rising ocean water temperatures.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Making Changes, TEKS		7.1B, 7.1C, 7.1E, 7.3A, 7.3B, 7.5B, 7.6C	7.1B, 7.1C, 7.1E, 7.3A, 7.3B, 7.5B, 7.5E, 7.6C
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		214	Transform Plate Boundaries, paragraph 1, sentence 2		A transform plate boundary forms where two plates slide past each other.	A transform plate boundary is a location where two plates slide past each other.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		286	Earth Science Connection, header		Weathering and Erosion	N/A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		97	Inertia, paragraph 1, sentence 2		Explain to students that Newton’s first law is sometimes referred to as the law of inerita.	Explain to students that Newton’s first law is sometimes referred to as the law of inertia.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		7	Diatomic Elements, paragraph 1, sentence 5		Elements that are traditionally found in pairs are called diatomic element.	Elements that are traditionally found in pairs are called diatomic elements.

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		383	Apply It question, table		Reproductive Parts—Function Zygote—A combination of the egg and sperm that make the first human cell Estrogen—A hormone that aids in egg maturation Embryo—This attaches to the uterus for human growth Sperm—The male gamete	Structure—Function Egg—female reproductive cell Uterus—where the baby grows Ovary—where eggs grow and mature Sperm—male reproductive cell
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		406	21st Century Taxonomy, Plan section, second paragraph		Preview the virtual field trip Red Pandas before sharing with the class.	Preview the virtual field trip Pandas and Their Habitats before sharing with the class.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		132	Show What YOU Know, bullet 4		CER Make a claim about how thermal energy moved in your device. Provide evidence and reasoning to support the claim.	CER Make a claim about the effectiveness of your device. Include an explanation of the device transferred thermal energy from the Sun to the water. Provide evidence and reasoning to support the claim.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		224C	Chapter Overview question		How does human activity impact the water at the mouth of the Irrawaddy River?	How does human activity impact the water at the mouth of this river?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		41	Take It Further, paragraph 2, title		Consider This!	Write About It
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		183	Chapter TEKS Review, question 7, TEKS		7.2A, 7.3A, 7.9A	7.3A, 7.9A

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McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		296	Show What YOU Know, bullet 3		Design a solution to the problem.	Design a solution to the problem. Make a model of your solution. Evaluate your model and solution.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		96	Unbalanced forces, paragraph 1, sentence 1		Newton's first law of motion only applies to balanced forces acting on an object.	Newton's first law of motion only describes what happens when balanced forces act on an object.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		221	TEKS Review question 3, Answer choices C and D		C incorrect Volcanic islands can be explained by the motion of plates but was not used as evidence for continental drift. D incorrect Flooding around the world was not used as evidence for continental drift.	C Incorrect Volcanic islands can be explained by the motion of plates but was not used as evidence for continental drift. D Incorrect Flooding around the world was not used as evidence for continental drift.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		333	Explore Lab, Investigate Variations of Traits, TEKS		7.1A, 7.1B, 7.3A, 7.3B, 7.5B, 7.5G, 7.13D	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2A, 7.2B, 7.2C, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5F, 7.5G, 7.13D
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		383	STEM Connection, Focus on Math, TEKS		7.2C, 7.5C, 7.5F, 7.13A, Math 7.3	7.2C, 7.5C, 7.5F, 7.13A; Math 7.3A, 7.3B
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		54	Lesson 1.4 TEKS Review 7.6E Review, question 2, TEKS		7.1A, 7.6E	7.2D, 7.6E
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch, Quick Color, TEKS		7.1B, 7.1C, 7.1D, 7.1E, 7.3A. 7.5B, 7.8B, 7.8C	7.1B, 7.1C, 7.1D, 7.1E, 7.3A, 7.B, 7.5B, 7.8B, 7.8C
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		257	Lesson Review, Assess section, question 4, Dual Coded Statement, "On the state assessment..." statement		N/A	Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 7.5B On the state assessment, students may be asked to identify cause-and-effect relationships to explain scientific phenomena.

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Making Changes, safety icons		Wash hands with soap and water icon, proper eye protection icon	Wash hands with soap and water icon
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		218	Lesson 5.2 TEKS 7.10B Review, question 1, TEKS		TEKS 7.5A, 7.5B, 7.10B	TEKS 7.5B, 7.10B
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		286	Earth Science Connection, paragraph 2, sentence 2		In one type of chemical weathering, rain and water forms a chemical reaction with minerals in rocks.	In one type of chemical weathering, water forms a chemical reaction with minerals in rocks.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		97	Inertia, paragraph 2, sentence 2		The bowling ball has more intertia.	The bowling ball has more inertia.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		7	Diatomic Elements, Identify question		What pneumonic device or phrase can you create to remember the diatomic elements?	What mnemonic device or phrase can you create to remember the diatomic elements?
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		383	Apply It question, Identify question		Use the table to match the parts and functions of the reproductive system.	Use the table to match the structures and functions of the reproductive system.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		407	Digital Spotlight, Virtual Field Trip		Students extend their knowledge and understanding of red pandas and their habitat with the virtual field trip Red Pandas.	Students extend their knowledge and understanding of red pandas and their habitat with the virtual field trip Pandas and Their Habitats.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		134	Chapter TEKS Review, question 5		What pattern does thermal energy follow when transfered?	What pattern does thermal energy follow when transferred?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		225	Chapter Launch question		How does human activity impact the water at the mouth of the Irrawaddy River?	How does human activity impact the water at the mouth of this river?

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McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		45	Page Keeley Science Probe, paragraph 1		Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		183	Chapter TEKS Review, question 8, TEKS		7.1E, 7.2B, 7.9A, 7.9C	7.2B, 7.9A, 7.9C
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		296	Show What YOU Know, bullet 4		Create a model of your solution. Evaluate your model and solution. Then explain it to someone.	CER Make a claim about your solution. Provide evidence and reasoning to support the claim.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		96	Unbalanced forces, paragraph 1, sentence 5		Object's that speed up, slow down, or move in a circle all experience unbalanced forces.	Objects that speed up, slow down, or move in a circle all experience unbalanced forces.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		221	TEKS Review, question 3, after choice D		N/A	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS7.3A Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3B" On the state assessment, students may be asked to individually develop and communicate explanations consistent with scientific theories.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		343	Making Connections, paragraphs 1 last sentence and paragraph 2, sentence 1		For example, the wild mustard seed has been used to create five common foods. Predict Examine the different plants that have been selected for from the wild mustard plant.	For example, the wild mustard plant has been used to produce five common foods. Predict Examine the different plants that have been produced from the wild mustard plant.

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Publisher: Carolina Biological Supply Company

Ch. 112 Science, Grade 8

Science Bits, Grade 8 program: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Bits Grade 8	9781435029989	View Current Link	slide 2	The first true/false question		The world's ?? temperature…	The world's temperature…
Science Bits Grade 8	9781435029989	View Current Link	slide 5	question e		Could the loss of such a large area of ?? forest affect…	Could the loss of such a large area of forest affect…
Science Bits Grade 8	9781435029989	View Current Link	slide 3	The first answer choice		It must occupy an area of ?? at least…	It must occupy an area of at least…

Ch. 112 Science, Grade 8

Science Bits, Grade 8 program: ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Bits Grade 8	9781435029989	View Current Link	slide 2	The first true/false question		The world's ?? temperature…	The world's temperature…
Science Bits Grade 8	9781435029989	View Current Link	slide 5	question e		Could the loss of such a large area of ?? forest affect…	Could the loss of such a large area of forest affect…
Science Bits Grade 8	9781435029989	View Current Link	slide 3	The first answer choice		It must occupy an area of ?? at least…	It must occupy an area of at least…

Proclamation 2024: Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Publisher: Discovery Education Inc

Ch. 112 Science, Grade 8

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/assessment/19abd809-78c7-4b81-821e-c1ec0104fefd/preview	Unit 4 > Concept 2 > Genes and Variation Concept Summative Assessment > Item 2		Part B Which statement supports the answer to Part A? A. Inherited genes are what determines ear shape in dogs. B. Inherited proteins are what determines ear shape in dogs. C. Nonhereditary genes interact with the environment to control ear shape in dogs. D. Nonhereditary proteins interact with the environment to control ear shape in dogs.	Part B Which statement supports the answer to Part A? A. Many dogs have the trait, so it must have contributed to their survival. B. The gene is shared amongst several dog species that have the same trait. C. The gene must be dominant since records show that most dogs share them. D. Floppy ears cover the dog's ear canal to lessen the effect of loud noises.
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 4 > Concept 3 > Ecosystem Changes Concept Summative Assessment > Item 1		C. Energy transfer to higher trophic levels would decrease because herbivores would eat more grass. D. Energy transfer to higher trophic levels would decrease because grasses would not grow as tall or thick.	C. Energy transfer to higher trophic levels would decrease because herbivores would no longer eat the grasses. D. Energy transfer to higher trophic levels would decrease because herbivores would eat more grass.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 3 > Concept 1 > Energy in the Atmosphere Concept Summative Assessment > Item 9		How do ocean currents and air masses interact to produce typhoons? A. Water condenses in the ocean and the cool, dense air sinks. B. Water evaporates from the ocean and the warm, humid air rises. C. Water condenses in the ocean and the cool water produces low pressure. D. Water evaporates from the ocean and the warm water produces high pressure.	remove item from assessment
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 3 > Concept 1 > Energy in the Atmosphere Concept Summative Assessment > Item 10		Categorize the conditions required for the formation of typhoons and hurricanes by dragging the tiles into the appropriate columns of the table. Tiles may be used more than once or not at all. WORD BANK: light winds, strong winds, warm ocean currents, cold ocean currents, dry air mass, moist air mass, Atlantic and Northeast Pacific Oceans, Northwest Pacific Ocean	remove item from assessment

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Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 3 > Concept 1 > Energy in the Atmosphere Concept Summative Assessment > Item 11		How do ocean currents and air masses interact to produce hurricanes? A. Water evaporates from cold ocean currents, leading to humid air masses that fall, generating wind by convection. B. Water evaporates from cold ocean currents, leading to humid air masses that rise, generating wind by convection. C. Water evaporates from warm ocean currents, leading to humid air masses that fall, generating wind by convection. D. Water evaporates from warm ocean currents, leading to humid air masses that rise, generating wind by convection.	remove item from assessment
Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition	9781616292591		126	Predict		A water molecule is made of one oxygen and two hydrogen molecules.	A water molecule is made of one oxygen and two hydrogen atoms.
Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition	9781616292591		126	Item: Initial Prediction		Student sketches may show two water molecules yielding two hydrogen molecules and two oxygen molecules.	Student sketches may show two water molecules yielding two hydrogen molecules and one oxygen molecule.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/player/78655149-1116-4b3b-9f5c-fa784fc29623	Unit 3 > Concept 2 > Lesson 5: Ocean Currents and Cyclones > Lesson Planning > Gather Information > Ocean Currents		unequal heating at Earth’s equator	uneven heating of Earth's surface
Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition	9781616292614		71	Gather Information > Ocean Currents		unequal heating at Earth’s equator	uneven heating of Earth's surface
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/player/78655149-1116-4b3b-9f5c-fa784fc29623	Unit 3 > Concept 2 > Lesson 5: Ocean Currents and Cyclones > Lesson Planning > Analyze		unequal heating at Earth’s equator	uneven heating of Earth's surface
Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition	9781616292614		72	Analyze		unequal heating at Earth’s equator	uneven heating of Earth's surface
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/player/78655149-1116-4b3b-9f5c-fa784fc29623	Unit 3 > Concept 2 > Lesson 5: Ocean Currents and Cyclones > Gather Information		unequal heating at Earth’s equator	uneven heating of Earth's surface
Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition	9781616292621		77	Gather Information		unequal heating at Earth’s equator	uneven heating of Earth's surface

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/assessment//preview	Unit 2 > Concept 2 > Classifying Matter Concept Summative Assessment > Item 4		A student in science class is creating a key to classify different types of matter. Follow the statements, and use the tiles to complete the key. 1. The sample is a pure substance made of one type of atom. element 2. It is a pure substance with more than one type of atom. compound 3. It is NOT a pure substance, and it is uniform in composition and properties. heterogenous mixture 4. It is NOT a pure substance, and it is NOT uniform in composition and properties. homogeneous mixture	A student in science class is creating a key to classify different types of matter. Read each statement and use the tiles to complete the key. 1. The sample is a pure substance made of one type of atom. element 2. It is a pure substance with more than one type of atom. compound 3. It is NOT a pure substance, and it is uniform in composition and properties. homogeneous mixture 4. It is NOT a pure substance, and it is NOT uniform in composition and properties. heterogenous mixture

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 8	9781616291501		https://app.discoveryeducation.com/learn/assessment/19abd809-78c7-4b81-821e-c1ec0104fefd/preview	Unit 4 > Concept 2 > Genes and Variation Concept Summative Assessment > Item 1		This question has two parts. First answer Part A. Then, answer Part B. Part A Researchers studying dogs found that a region of DNA on chromosome 10 is shared between several species of dogs with floppy ears. What is likely true about this region of DNA? A. It is an inherited protein that codes for ear shape. B. It is an inherited gene that codes for ear shape. C. It is a nonhereditary protein that codes for ear shape. D. It is a nonhereditary gene that codes for ear shape.	This question has two parts. First, answer Part A. Then answer Part B. Part A Researchers studying dogs found that a region of DNA on chromosome 10 is shared between several species of dogs with floppy ears. What is likely true about this region of DNA? A. Natural selection favored this trait in most dogs. B. It is an inherited gene that codes for ear shape. C. The region houses all dominant genes found in dogs. D. It is the region that controls hearing sensitivity.

Publisher: Green Ninja

Ch. 112 Science, Grade 8

Green Ninja Middle School Science - Texas: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845687	View Current Link		Lesson 4.19 Materials section	View Updated Link	For the teacher 6 - Balloons 3 4 1 1 - Black Bean 1 1 - White Bean	For the teacher 6 - Balloons 3 4 1 bean - Black Bean 1 bean - White Bean

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
						2 bottles - Dish/hand soap (16 oz.) Notes: tbs 4 bottles - Food coloring (0.75 oz.) 3 4 Notes: drops 1 1 - Lemon 1 1 - Knife For each group of 4 students	1 bottle - Dish/hand soap (16 oz.) Notes: tbs 1 1 - Tray (12 x 16 x 1 null) 1 - Lemon 1 - Knife For each group of 4 students 1 bottle - Food coloring (0.75 oz.) 3 4 Notes: 3 drops per station 1
Online Lesson Plans	9781948845687	View Current Link		Lesson 4.24 Materials section	View Updated Link	1 bottle - Glue (4 oz.) 2 Notes: 1/4 C per station 1 1 - Plastic water bottle Notes: for stations 2 & 3 1 - Paper bowl 3 4 Notes: for stations 2 & 3 1 cup - Hydrogen peroxide 3 4	1 bottle - Glue (4 oz.) 2 Notes: 1/4 C per station 1 1 - Plastic water bottle Notes: for stations 2 & 3 1 - Paper bowl 3 4 Notes: for stations 2 & 3 1 cup - Hydrogen peroxide 3 4

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845687	View Current Link		Lesson 1.6 Materials section	View Updated Link	6 - Textbooks 1 - Ruler	6 - Textbooks Alternative: Any materials that can be used to prop up the ramp 1 - Ruler
Online Lesson Plans	9781948845687	View Current Link		Lesson 2.12 Materials section	View Updated Link	2 - Packets of salt (0.75 g) 3 4 1 1 - Red Litmus Paper 2 4 1 1 - Blue Litmus Paper 4 1 1 - Laundry Detergent 1 1 - Lemon Juice 1 1 - Ginger Ale 1 - Clear plastic cup (5 oz.) 3 4 2 — items that will run out eventually 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit	2 - Salt packets 3 4 1 packet - Red Litmus Paper 2 4 1 packet - Blue Litmus Paper 2 4 1 cup - Laundry Detergent 1 cup - Lemon Juice 1 cup - Ginger Ale 1 - Clear plastic cup (5 oz.) 3 4 2 — items that will run out eventually 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845687	View Current Link		Lesson 1.13 Materials section	View Updated Link	3 - Foam tubes (6 ft. long, 1/2 in. pipe insulation; cut in half lengthwise. One cut tube is sufficient for two groups) 2 3 4 1 roll - Masking tape (0.75 in x 60 yds) 3 4 For each group of 4 students 1 - Marble (small, 0.5 in. diameter) 4 Alternative: Different-sized marbles may also be used. 1 - Paper cup (6 oz.) 3 4 1 - Ruler 1 box - Colored pencils (12 ct.) 2 2 — items that will run out eventually 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit	4 - Foam tubes (6 ft. long, 1/2 in. pipe insulation; cut in half lengthwise. One cut tube is sufficient for two groups) 2 4 1 roll - Masking tape (0.75 in x 60 yds) 3 4 For each group of 4 students 1 - Marble (small, 0.5 in. diameter) 4 Alternative: Different-sized marbles may also be used. 1 - Paper cup (6 oz.) 3 4 1 - Ruler 1 box - Colored pencils (12 ct.) 2 2 — items that will run out eventually 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Online Lesson Plans	9781948845687	View Current Link		Lesson 2.6 Materials section	View Updated Link	1 piece - Pony bead (type 3) 4 Notes: at least 6 colors For each student	24 pieces - Pony beads (type 3) 4 Notes: at least 6 colors For each student

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
						Materials For the class 1 pack - Index cards (3 x 5 in.) 3 4 1 roll - Masking tape (0.75 in x 60 yds) 3 4 1 - Digital scale 4 12 pieces - Assorted weights 1 Notes: weights ranging from 50-500g 10 - PocketLab Voyager devices 5 10 - Computers (student) 5 Alternative: smartphones or tablets Notes: To connect PocketLab device (bluetooth connection needed) For each group of 3 students	Materials For the teacher 2 - Paperclips (plain) 3 4 1 piece - String (6 ft.) 3 4 1 - Wooden block (2 x 2 x 3 in.) 4 For the class 1 pack - Index cards (3 x 5 in.) 3 4 1 roll - Masking tape (0.75 in x 60 yds) 3 4 1 - Digital scale 4 12 pieces - Assorted weights 1 Notes: weights ranging from 50-500g 10 - PocketLab Voyager devices 5 10 - Computers (student) 5 Alternative: smartphones or tablets Notes: To connect PocketLab device (bluetooth connection
Digital Lesson Plans	9781948845687	View Current Link		Lesson 1.10 Materials section	View Updated Link		

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Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 8

HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS lesson 8.9.B, Exploration 1, Screen 8	DESCRIBE interactivity, sentence 4		"... This method allowed astronomers to create a map of globular clusters showing that they were distributed in a [disk | spherical region]. ..."	"... This method allowed astronomers to create a map of globular clusters showing that they were distributed in a disk. ..."
HMH Into Science Texas Student Activity Guide Print Consumable Grade 8	9780358861713	View Current Link	p. 64	Exploration 5 Lab Title		"Neutralizing Solutions"	"Neutralization Reactions"
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 516	Column 2, Quick Lab Facilitation, Stage 1, sentence 2		"As the rock breaks apart over time, it releases nutrients producing extremely fertile soil."	"As the rock breaks apart over time, it releases nutrients and minerals and mixes with organic matter to form soil."
HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS lesson 8.9.B, Exploration 4, Screen 8	EVALUATE interactivity, feedback for an incorrect answer		"Divide 300,000 by 150,000,000 to find seconds, then divide by 60 to convert to minutes."	"Divide 150,000,000 by 300,000 to find seconds, then divide by 60 to convert to minutes.
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 62	Column 2, Teacher Background, Paragraph 2, Sentence 6		"pH values from 0 to 7 show that the solutions are acidic."	"pH values less than 7 show that the solutions are acidic."
HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS Lesson 8.12.B, Exploration 4, Screen 4	Describe, correct feedback		"It takes a long time for primary succession to occur, because lichens and mosses must break down cement and asphalt to form soil,..."	"It takes a long time for primary succession to occur, because lichens and mosses must be established first,..."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 135	Column 2, Art showing Half-Atwood machine		Arrows on force diagram show wrong relative lengths	Art with correct lengths of arrows on force diagram

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HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS Lesson 8.12.B, Engage, Screen 3	Paragraph 1, sentence 4		"First, physical and chemical changes release nutrients and slowly turn rock into soil."	"First, physical and chemical changes slowly break down rock. Organic matter combines with the rock and mineral fragments. This forms soil over thousands of years."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 295	Column 1, Differentiation: Extra Support		"For students who struggled to answer the EVALUATE question, help them find the answer by dividing 300,000 by 150,000,000 to find seconds, and then dividing by 60 to convert to minutes."	"For students who struggled to answer the EVALUATE question, help them find the answer by dividing 150,000,000 by 300,000 to find seconds, and then dividing by 60 to convert to minutes."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 67	Column 1, Differentiation: Extra Support, first paragraph, Sentences 1–2		"Explain to students that some acids, such as citric acid, and bases, such as sodium hydroxide (lye), are not liquids. These acids and bases must be in solution to check with litmus paper."	"Explain to students that, when we speak about acids and bases, we are talking about substances that are in solution with water."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 136	Column 2, Photo of lab setup		Photo with incorrect lab apparatus with protractor	Photo of lab setup without protractor accelerometer device
HMH Into Science Texas Student Activity Guide Print Consumable Grade 8	9780358861713	View Current Link	p. 337	Paragraph 1, sentence 4		"First, physical and chemical changes release nutrients and slowly turn rock into soil."	"First, physical and chemical changes slowly break down rock. Organic matter combines with the rock and mineral fragments. This forms soil over thousands of years."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 290	Column 1, CATEGORIZE, answers		N/A	Add labels to corresponding images. Top left: "spiral"; Top right: "irregular"; Bottom left: "elliptical"; Bottom right: "spiral"
HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Chemical Reactions (TEKS 8.6.B & 8.6.E) Quiz p. 1	Chemical Reactions (TEKS 8.6.B & 8.6.E) Quiz p. 1		"After some time, rust (Fe3O2) forms on the nail."	"After some time, rust (Fe2O3) forms on the nail."
HMH Into Science Texas Student Activity Guide Print Consumable Grade 8	9780358861713	View Current Link	p. 94	Photo of lab setup		Photo with incorrect lab apparatus with protractor	Photo of lab setup without protractor accelerometer device

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 540	Column 1, Addressing Misconceptions, sentence 3		"...; it is measured as the number of species within a given area."	"...; it is measured as the number and variety of organisms within a given area."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 406	Column 2, between Support for Student Answers and STEP 3		N/A	"STEP 2: Label one beaker Beaker 1 and the other Beaker 2. Take the mass of each beaker and record your data. [answer] Beaker masses should be measured in grams. A 500 mL beaker has a mass of approximately 150 g. "
HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Chemical Reactions (TEKS 8.6.B_E) Quiz A p. 4	Item 9, prompt		"The periodic table is arranged in a pattern related to an element's mass number. An atom of beryllium has 4 protons, 4 electrons, and 5 neutrons. What is the mass number of this atom?"	"An atom of beryllium has 4 protons, 4 electrons, and 5 neutrons. What is the mass number of this atom?"
HMH Into Science Texas Student Activity Guide Print Consumable Grade 8	9780358861713	View Current Link	p. 97	Photo of lab setup		Photo with incorrect lab apparatus with protractor	Photo of lab setup without protractor accelerometer device
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 548	Column 2, Stability, sentence 2		"...primary consumers (rabbits, gophers, armadillos, lizards),..."	"...primary and secondary consumers (rabbits, gophers, armadillos, lizards),..."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 406	Column 2, STEP 4, answer		"The vinegar should have a mass of approximately 10 g."	"The vinegar should have a mass of approximately 50 g."
HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Assessment Guide Answer Key, TEKS 8.7 tab	TEST, Force and Motion in Systems (TEKS 8.7) Question 2		[Answer is missing; Correct is D]	Add "D" to column J of Answer Key: Move cells to right, cols NOPQR.
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 160	Column 2, Differentiation: Extra Support, Sentence 1		"...calculate the unbalanced force."	"...calculate the forces acting on the system."

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HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 559	Column 2, Design, question text, sentence 1		"Identify positive or negative impacts on biodiversity by dragging a plus (+) or a minus (–) sign into the “Impact” column next to each activity."	"Identify positive or negative impacts on biodiversity by labeling each Action with a plus (+) or minus (-) in the Impact column."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 413	Column 2, Support for Student Answers, RESEARCH, answer		"Students might mention using less energy in the home and finding ways to use non-carbon-producing energy sources."	"Students could list natural or artificial methods to capture carbon. Sample answer: A carbon sink is one form of carbon capture technology. For example, a forest captures carbon through the natural process of photosynthesis, during which trees use sunlight to make food from carbon dioxide and water."
HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Assessment Guide Answer Key, TEKS 8.12 tab	Row 4 in TEKS 8.12 tab		[Row 4 entry for TEKS 8.7.A Quiz currently in the tab for TEKS 8.12]	[Move Row 4 content from TEKS 8.12 tab to the TEKS 8.7 tab, after current row 3]
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 177	Column 1, Support for Student Answers, MODEL, Sample answer, add to end		"... against the seat."	"... against the seat. Force from the restraint in this scenario depends on the type of restraint."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 561	Column 2, Analyze, question and option text		"When human activities threaten ecosystem services, why is monitoring needed to design successful solutions? Select all that apply. A. to determine the severity of the problem C. to correctly identify causes of declines in ecosystem services D. to prioritize criteria for conservation efforts"	"How does biodiversity support sustainability? D. Greater biodiversity provides more opportunities for human needs to be met indefinitely."

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HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 413	Column 2, Support for Student Answers, EVALUATE, answer		"Remind students that the removed carbon does not disappear, but it is stored in another form and place. Students should recognize that most methods require implementation"	"Student evidence should be gathered during the course of their research. Sample answer: During my research, I learned that forests absorbed twice as much carbon as they produced between 2001 and 2019, according to an article in the science journal Nature. This provides evidence that forests are effective at storing carbon."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 413	Column 2, Support for Student Answers, MAKE INFORMED DECISIONS, answer		"Sample answer: In general, methods successful in an urban environment need to be efficient in removing carbon products from manufacturing and vehicles. In rural areas, methods need to be efficient in removing products produced by decomposition."	"Student decisions will be based on the types of carbon storage technology researched. Sample answer: My partner researched an artificial method of carbon capture technology, similar to the artificial trees. It was just as effective as the forest carbon sink at capturing carbon. Since it takes up less space we believe this technology is better suited for a city environment. Our sources are credible because they are peer-reviewed scientific journals."
HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Properties of Waves (TEKS 8.8.A) Quiz A, p. 2	Item 5, prompt		"Compare the models of Wave A and Wave B after 1 second."	"Compare the models of one second of each Wave A and Wave B."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 552	Column 2, Step 6, Sample answer, sentences 1-2		"The class species richness may be higher than the species richness of individual groups. This is because each group might not have gotten all 6 species in their sample."	"Students should take the number of each species (the species abundance) and divide by the total number of bumblebees in the sample. This gives a measure of relative abundance, or the percentage of the overall bumblebee population that each species accounts for."

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HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Properties and Systems of Matter (TEKS 8.6) Test A, p. 3	Item 12, Answer Choices		"A. The mass of the reactants is equal to the mass of the products. B. The mass of molecules in the product differs from the mass of chlorine. C. The number of chlorine molecules is equal to that of sodium molecules. D. The amount of salt molecules is equal to the amount of sodium molecules." "A. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass. B. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation. C. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation. D. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation."	"A. The mass of salt molecules is equal to the mass of chlorine molecules. B. The mass of molecules in the product differs from the mass of chlorine. C. The number of reactant molecules equals the number of product molecules. D. The number of chlorine and sodium atoms on both sides of the reaction are equal." "A. This is incorrect because the salt molecules include sodium atoms, which means they have more mass than the chlorine atoms alone. B. This is incorrect because even though it is a true statement, it does not support conservation of mass in the reaction. C. This is incorrect because there is one molecule on the reactant side but two molecules on the product side. D. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 416	Column 1, MEASURE, answer		"Results should be the number of breaths taken divided by the number of minutes breaths were counted. Results can be averaged from among all students tested in the class."	"Results ... class. Young adults take an average of 12 to 16 breaths per minute while at rest."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 193	Column 1, Properties of Waves Can Be Modeled, Graph image		Line graph of transverse wave with trough and crest arrows.	Line graph of transverse wave with trough and crest arrows and amplitude and wavelength labeled.
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 552	Column 2, Step 7, Sample answer, sentences 1-2		"Sample answer: My sample had lower species richness than the class data, but it had higher relative abundance for two species of bumblebees. The differences are because the small scoop representing the sample area surveyed may not match the characteristics of the larger ecosystem."	"The class species richness may be higher than the species richness of individual groups. This is because each group might not have gotten all six species in their sample."

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HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Assessment Guide Answer Key, TEKS 8.6 tab	Test, Properties and Systems of Matter (TEKS 8.6) Test A, Question 12, Rationale for Answer Choice A column, Rationale for Answer Choice B column, Rationale for Answer Choice C column, Rationale for Answer Choice D column		"A. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass. B. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation. C. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation. D. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation."	"A. This is incorrect because the salt molecules include sodium atoms, which means they have more mass than the chlorine atoms alone. B. This is incorrect because even though it is a true statement, it does not support conservation of mass in the reaction. C. This is incorrect because there is one molecule on the reactant side but two molecules on the product side. D. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 416	Column 1, first CALCULATE, answer		"results. In the Average number of breaths column, answers should be, top to bottom, the calculated number of breaths (N), N × 60, and N × 60 × 24. In each row of the Average amount of carbon dioxide released (grams) column, answers should equal the product of the first column and 0.04 grams of carbon dioxide per breath. If the average number of breaths per minute is 13, a person would release: 13 breath/minute × 0.04 g CO2/breath = 0.52 g CO2 per minute or 31.2 g CO2 per hour."	"Sample answers: Average number of breaths: 1 minute – 13, 1 hour (60 minutes) – 13 × 60 = 780, 1 day (24 hours) – 780 × 24 = 18,720 Average amount of carbon dioxide released (grams): 1 minute – 13 × 0.04 g = 0.52 g, 1 hour (60 minutes) – 0.52 g × 60 = 31.2 g, 1 day (24 hours) = 31.2 g × 24 = 768.8 g. "
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 215	Column 1, Lesson vocabulary, bullet 1		"amplitude: the vertical distance of a wave from its baseline to its crest or trough"	N/A

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HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 552	Column 2, Step 9, Sample answer, sentences 3-4		"Sample answer: A single scoop may have only four species, while the class total had six species. Calculations of abundance are more accurate with larger samples of data."	"My sample had lower species richness than the class data, but it had higher relative abundance for two species of bumblebees. The differences are because the small scoop representing the sample area surveyed may not match the characteristics of the larger ecosystem."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 7	Column 2, Elicit Prior Knowledge, Support for Student Answers, Tell, Sample answer		"Borax: borax in laundry detergent or in boric acid for eye wash or insecticide"	"Boron: borax in laundry detergent or in boric acid for eye wash or insecticide"
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 416	Column 1, ESTIMATE, answer		"Answers will vary."	"Sample answer: I ride in an average car for about 60 minutes each day."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 232	Column 2, 1st DESCRIBE, answer Sentence 3		"Furthermore, microwaves create less of a mess as only certain heat-resistant materials can be used to cook on a stove or oven."	N/A
HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS Lesson 8.12.C, Exploration 4, Screen 3	Design, question text, sentence 1		"Identify positive or negative impacts on biodiversity by dragging a plus (+) or a minus (–) sign into the “Impact” column next to each activity."	"Identify positive or negative impacts on biodiversity by labeling each Action with a plus (+) or minus (-) in the Impact column."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 9	Column 2, Support for Student Answers, DESCRIBE, answer		"Students may say that desalination needs not only to remove salt, but also make water safe to drink. Also, since the need for fresh water is great, desalination must be able to occur on a large scale."	"A desalination system addresses a need for providing safe drinking water to those who may have limited fresh water resources."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 16	Column 1, Check Your Learning, Support for Students Answers, EXPLAIN, answer		"Compounds are pure substances made of two or more different atoms of elements that are chemically combined."	"Compounds are pure substances made of atoms of two or more different elements that are chemically combined."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 416	Column 2, ANALYZE, answer		"Answers will vary, but most commonly, the amount from transportation will be considerably greater. Call students’ attention to the amounts being measure in grams for breathing and kilograms for car emissions."	"Sample answer: In one day I produce less than 1 kg of carbon dioxide from breathing. Riding in a car produces 30 kg an hour. "

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HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 235	Column 1, Support for Student Answers, STEP 3, answer, Sentence 3		"...Radio waves do not harm matter and can bend around matter."	"...Radio waves do not harm matter."

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HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS Lesson 8.12.C, Exploration 4, Screen 6	Analyze, question and option text		"When human activities threaten ecosystem services, why is monitoring needed to design successful solutions? Select all that apply. A. to determine the severity of the problem B. to decrease biodiversity in the ecosystem C. to correctly identify causes of declines in ecosystem services D. to prioritize criteria for conservation efforts"	"How does biodiversity support sustainability? A. Biodiversity and sustainability or not related. B. Less biodiverse ecosystems are more sustainable because there are fewer organisms to take care of. C. Greater biodiversity helps an ecosystem maintain a relatively constant structure. D. Greater biodiversity provides more opportunities for human needs to be met indefinitely. [Feedback] [A.] Biodiversity and sustainability are related through ecosystem services. [B.] Lower biodiversity is less sustainable because there are fewer species to help an ecosystem recover after a disturbance. [C.] This explains how biodiversity helps ecosystem stability, not sustainability. [D/correct.] Sustainability is the condition in which human needs are met in such a way that a human population can survive indefinitely. Maintaining ecosystems with high biodiversity provides more opportunities for human needs to be met.

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HMH Into Science Texas Teacher License Digital Grade 8	9780358860921	View Current Link	Stars (TEKS 8.9.A) Quiz A, p. 1	Graph		Graph axes labels missing	Add labels to graph axes
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 639	Column 2, STEP 3, Sample Answer		"Sample answer: My organism is a skunk. It has scent glands that produce a foul-smelling liquid (physiological), it sprays potential predators to keep them away (behavioral), and it has a white stripe of fur down its back to warn predators to stay away (structural)."	"Sample answer: The scent glands produce a foul smelling liquid that deters predators. The spray behavior helps the skunk survive because it projects the foul liquid onto the predator. The white stripe increases survival because it warns predators to stay away."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 21	Column 2, Gather Data, Sample answer		"Water and salt are compounds. They contain the elements hydrogen, oxygen, sodium, and chlorine. Sea water is a heterogeneous mixture, and salt water is a homogenous mixture."	"Water and salt are compounds. They contain the elements hydrogen, oxygen, sodium, and chlorine. Salt water is a homogeneous mixture."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 437	Column 2, ASK QUESTIONS, answer, last 4 sentences		"How big was the meteor that hit Earth? What happened in the atmosphere after the meteor struck Earth? What happened to the immediate area affected by the meteor impact? How might dinosaurs that lived across the world from the impact site have been affected by the meteor?"	N/A
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 267	Column 2, STEP 3 text		"Add 1–2 drops of milk in the water and stir. Keeping the flashlight in the same location. Observe ..."	"Add two droppers full of milk to the water and stir. Keeping the flashlight in the same location, observe ..."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 26	Column 2, Support for Student Answers, Develop a Claim, Sample answer		"Engineers use models of elements, compounds, and mixtures to develop processes to separate salt from ocean water."	"Models show engineers which components of ocean water can be removed by methods such as filtration or evaporation."
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 499	Column 1, Differentiation: Extra Support, bullet 2		"If you start with 10 wolves and roll a 1, then you need to subtract 4. Ten minus four equals six. Where do you put the 6 in the data table? (It goes in column 5: Ending Number of Wolves.)"	N/A
HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS Lesson 8.9.A, Elaborate, Screen 9	STEP 3 interactivity text		"Add 1–2 drops of milk in the water and stir. Keeping the flashlight in the same location. Observe ..."	"Add two droppers full of milk to the water and stir. Keeping the flashlight in the same location, observe ..."

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HMH Into Science Texas Student License Digital Grade 8	9780358860686	View Current Link	TEKS Lesson 8.6.C, Exploration 3, Screen 5	Drop Down Interactivity, EXPLAIN question, 3rd drop down options		"soap" "oil"	"soap" "salt"
HMH Into Science Texas Teacher Guide Grade 8	9780358841616	View Current Link	p. 499	Column 1, Differentiation: Extra Support, bullet 3		"What number goes in the next row, column 2: Starting Number of Wolves? (The 6, or whatever number is in the last column of the previous row, is also written in the second column of the next row because it is the new starting number of wolves for that generation.)"	"What number goes in the next row, column 2: Starting Number of Wolves? (The Ending Number of Wolves from the previous year plus five for new pups that were born if there wasn't a food shortage in the last year.)"

Publisher: Kiddom

Ch. 112 Science, Grade 8

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

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OpenSciEd 8th grade Science powered by Kiddom - Online and Print	9781960634559	View Current Link		**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course. https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:40899188-d96e-11ed-a00a-06dee69fc1b2 The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents orguardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location: http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf " Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.	View Updated Link	Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course. https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:40899188-d96e-11ed-a00a-06dee69fc1b2 The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents orguardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location: http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf " Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.	**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course. https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:40899188-d96e-11ed-a00a-06dee69fc1b2 The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents orguardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location: http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf " Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.

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Publisher: McGraw Hill

Ch. 112 Science, Grade 8

McGraw Hill Texas Science, Grade 8: TEKS

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		175	Explain Video box, sentence 2		Now reflect on the ways that the greenhouse effect affects climate.	Now reflect on the ways that the atmosphere affects climate.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		18	TEKS Progressions, sentence 2		In this lesson, students expand on this knowledge to understand about an aqueous solution and the properties of water.	In this lesson, students expand on this knowledge to describe the properties of water, including cohesion, adhesion, and surface tension.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		11	Relate, paragraph 1, sentence 2		Read the paragraphs about Modeling Mixture again.	Read the paragraphs about Modeling Mixtures again.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		239	Melting Ice, Explain question, images		The right photo is cropped to show one side of the photo.	The right photo is now cropped to show the other side of the photo.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		45	Conversation Starters, Real-World Science, Incomplete Combustion, paaragraph 1, sentence 1		Methane, (CH4), is the largest component of natural gas – a common fuel used for home heating.	Methane, CH4, is the largest component of natural gas—a common fuel used for home heating.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		90	STEM Connection, Focus on Math, equation		$s = \lambda \times v$	$v = f \times \lambda$
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		320	TEKS Progressions, sentence 1		In Grade 7, students described the hierarchical organization of cells, tissues, organs, and organ systems within plants and animals TEKS 7.13B.	In Grade 4, students differentiated between inherited and acquired physical traits of organisms TEKS 4.13B.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		247	Targeted TEKS Dual Coding Table, questions 2-5		Question 2: 8.11A, 8.11B, 8.11C Question 3: 8.11A, 8.11C Question 4: 8.11A, 8.11C Question 5: 8.11B, 8.11C	Question 2: 8.11A, 8.11B, 8.11C; 8.2B Question 3: 8.11A Question 4: 8.11C Question 5: 8.11B, 8.11C; 8.5B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		91	Explore Simulation, Investigate Electromagnetic Waves box		TEKS 8.1A, 8.1B, 8.2D, 8.3A, 8.8A Prep: 10 min | Class: 30 min Purpose: To compare the frequency, wavelength, and energy of electromagnetic waves. Summary: Students use a simulation to determine the relationship between the frequency, wavelength, and energy of an electromagnetic wave.	TEKS 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.8A Prep: 5 min | Class: 45 min Purpose: Identify the relationship between the different characteristics of electromagnetic waves. Summary: Students use a simulation to determine the relationship between the frequency and wavelength of an electromagnetic wave. They also compare the frequency and wavelength range of the different types of electromagnetic waves.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		301	Chapter TEKS Review, question 6, TEKS		TEKS 8.5B, 8.12C	TEKS 8.12C

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		139	The Milky Way Galaxy, paragraph 2, sentence 1		Our solar system is located in a spiral arm about 28,000 light-years from the center of the galaxy.	Our solar system is located in the Orion Arm about 28,000 light-years from the center of the galaxy.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		134A	TEKS Progression, box 3 title		TEKS	G8
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		51	Chapter TEKS Review, question 1, TEKS		8.2D, 8.3A, 8.6E	8.3A, 8.6E
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 36	Emmett Chappelle (1925–2019), paragraph 1, sentences 2–3		His early research helped better understand red blood cells and proteins. During his later research, he discovered that sending plants into space with astronauts could keep them safe.	His early research led to a better understanding of red blood cells and proteins. Later he discovered that plants can protect astronauts from carbon monoxide poisoning.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Plan Your Vacation, Go Online statement		Now check out the video Extreme Weather to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Snowing in the South to see the phenomenon you modeled in the activity happening in real life.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		29	Visual Literacy, paragraphs 1-4		Read the Photo Explain that this statue is made of a type of rock, such as marble, that reacts readily with acids. Make sure students understand that the statue is very old and the damage shown occurred over many years. ASK: How old do you think the statue is? Students might suggest that the statue is hundreds of years old or more. ASK: Do you think the statue is most likely in a city or in the country? Students might suggest that it is most likely in a city since there is more pollution in cities than in the country. ASK: What do you think might happen to the statue if it continues to be affected by acid rain? Students might suggest the marks on the statue would become bigger or that the statue might crumble apart.	Read the Photo Explain that this structure is made of a type of rock, such as marble, that reacts readily with acids. Make sure students understand that the structure is very old and the damage shown occurred over many years. ASK: How old do you think the structure is? Students might suggest that the structure is hundreds of years old or more. ASK: Do you think the structure is most likely in a city or in the country? Students might suggest that it is most likely in a city since there is more pollution in cities than in the country. ASK: What do you think might happen to the structure if it continues to be affected by acid rain? Students might suggest the marks on the structure would become bigger or that the structure might crumble apart.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		21	Examples, paragraph 1, sentence 3		Due to the strong connections between the surface water molecules, the insect is held on top of the water, giving the appearance that it is walking on the water.	Due to the strong connections between the molecules on the surface of the water, the insect is held on top of the water, giving the appearance that it is walking on the water.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		218	The Atmosphere's Influence on Climate, paragraph 4, sentence 2, sample answer		Heat energy	thermal energy

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		51	TEKS Review, question 2, dual coded statements		Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A Collect quantitative data using the International System of Units (SI) and qualitative data as evidence. TEKS 8.1E Evaluate experimental and engineering designs. TEKS 8.2D Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A	Dual Coded Collect quantitative data using the International System of Units (SI) and qualitative data as evidence. TEKS 8.1E Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		347	Lesson 8.3 TEKS 8.13C Review, Question 4, TEKS		8.3B, 8.13C	8.13C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		234	Impacts on the Atmosphere, continued, paragraph 1, sentences 2 and 3		Burning fossil fuels rabidly moves carbon from the geosphere, where it is naturally stored for millions of years, directly into the atmosphere as carbon dioxide. Fossil fuels have been used an energy source since the 1700s, but the amount of fossil fuels burned around the world began to increase dramatically around the 1950s.	Burning fossil fuels moves carbon from the geosphere, where it is naturally stored for millions of years, directly into the atmosphere as carbon dioxide. Fossil fuels have been used as an energy source since the 1700s, but the amount of fossil fuels burned around the world began to increase significantly around the 1950s.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		111	Lesson 3.2 TEKS 8.8B Review, question 5, TEKS		TEKS 8.5D, 8.8B	TEKS 8.8B

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		281	Lesson 7.2 TEKS 8.12B Review, question 3, TEKS		TEKS 8.3B, 8.5B, 8.5G, 8.12B	TEKS 8.5B, 8.5G, 8.12B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		107	Digital Spotlight, Explain It Video, paragraph 1		Use the Light Journey video to explore fiber optics.	Use the Fiber Optics video to explore fiber optics.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		295	Making Connections, paragraph 3		Describe Students should explain how their design helps protect the ocelot population, which in turn relates to the biodiversity of the entire ecosystem at Laguna Atascosa National Wildlife Refuge.	Describe Students should explain how their design helps protect the ocelot population, which in turn helps the biodiversity, sustainability, and overall health of the entire ecosystem at Laguna Atascosa National Wildlife Refuge.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		196	Surface Currents, paragraph 1, sentence 1		Currents in the ocean are caused by the wind, which drags on the surface of the water as it blows.	Surface currents in the ocean are caused by the wind, which drags on the surface of the water as it blows.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		18	Explore Lab: Investigate Water Properties, TEKS		8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.3A, 8.5B	8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5B, 8.6C
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		11	Heterogeneous Mixtures, paragraph 1, sentence 2		A heterogeneous [he tuh roh JEE nee us] mixture is a mixture in which two or more pure substances are not evenly mixed.	A heterogeneous (HE tuh ruh jee nee us) mixture is a mixture in which two or more pure substances are not evenly mixed.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		245	Lesson 6.2 TEKS 8.11B, 8.11C Review, question 4, answer choice D, sentence 1		CO2 emissions from fossil fuels, cement, and flaring has remained constant since 1860.	CO2 emissions from fossil fuels, cement, and flaring has remained constant since 1850.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		47	Making Connections, Evaluate sentence		Use the periodic table to review the names and symbols of the elements in trichlorophenol (C6H3Cl3O).	Use the periodic table to review the names and symbols of the elements in trichlorophenol (C6H2Cl3OH).
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		90	STEM Connection, Focus on Math, variable list under equation		s– represents the speed of the wave in m/s	v– represents the speed of the wave in m/s
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		322	Visual Literacy, paragraph 1, last sentence		Point out the organizational flow of the diagram and that it is meant to be read from left to right.	Point out the organizational flow of the diagram and that it is meant to be read from left to right. Students should be able to explain that in the second generation, one of the offspring had a white flower.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		247	TEKS Review, question 1		A Incorrect The melting ice sheets cause sea levels to rise. B Incorrect The lower density of water around the poles would cause the ocean's oxygen levels to drop. C Correct The melting ice sheets would cause the density of water around the poles to drop, so warm water would not be moved toward the poles, and the poles would become cooler. DOK 2 D Incorrect The melting ice sheets would cause water near the poles to become less dense	A Incorrect Ocean currents move warm water from the equator toward the poles. If these currents stop, the poles would not receive this energy and would become colder. B Incorrect Ocean currents move warm water from the equator toward the poles. If these currents stop, the energy will remain at the equator and would become warmer, not colder. C Correct Ocean currents move warm water from the equator toward the poles. If these currents stop, the energy would remain at the equator, making the equator warmer and the poles colder. DOK 3 D Incorrect Ocean currents move warm water from the equator toward the poles. If these currents stop, the poles would not receive this energy and would become colder. If students did not correctly answer question 1, have them reread the Oceans and Climate paragraphs in Lesson 1. You may also want to have students review the Impacts on Water section in Lesson 2.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		93	Apply It, Compare question, sample answer, sentences 1 and 2		Frequency of a microwave is much lower than the frequency of an X-ray. The wavelength of the microwave is much longer than an X-ray.	A radio wave has a lower frequency and a longer wavelength than a microwave.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		254	Energy in Ecosystems, Plan section, TEKS progressions, sentences 1 and 2		In Grade 6, students learned how organisms depend on and compete for biotic and abiotic factors in ecosystems TEKS 6.12A. In Grade 7, students learned about energy flow within trophic levels and to describe how energy decreases in successive trophic levels in an energy pyramid TEKS 7.12A.	In Grade 7, students described how ecosystems are sustained by the continuous flow of energy and the recycling of matter and nutrients within the biosphere TEKS 7.12B. Students also learned about energy flow within trophic levels and described how energy decreases in successive trophic levels in an energy pyramid TEKS 7.12A.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		145	Lesson 4.2 TEKS 8.9B Review, question 3, TEKS		8.3A, 8.5A, 8.9A	8.3A, 8.9B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		134A	TEKS Progression, after box 3		N/A	HS Astronomy A.14B compare spiral, elliptical, irregular, dwarf, and active galaxies
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		51	Chapter TEKS Review, question 2, TEKS		8.1A, 8.1E, 8.2D, 8.3A, 8.6D	8.1E, 8.3A, 8.6D
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 43	Chapter TEKS Review, question 1, sentences 2 and 3		They place a sugar cube in a jar and shake it for ten minutes. Then the students make observations of how the sugar cube changed.	They place a sugar cube in an empty jar and cover the jar with a lid. Then they shake the jar for ten minutes. After ten minutes, the students make observations of how the sugar cube changed.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		216	Climate Change Over Time, paragraph 2, sentence 4		Interglacials are the warm periods that occur during ice ages.	Interglacials are the warm periods that occur between ice ages.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		29	Explore Lab: Investigate pH of Acids, Bases, and Water, TEKS		8.1B, 8.1C, 8.1D, 8.1E, 8.2B, 8.3B, 8.5B, 8.6D	8.1B, 8.1C, 8.1D, 8.1E, 8.2B, 8.3A, 8.3B, 8.5A, 8.6D

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		21	Apply It, Identify question		On the images, label all places where cohesion, adhesion, and surface tension are taking place.	On the images, label the property of water–adhesion, cohesion, or surface tension–shown near each write-in box.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		219	Explore Simulation		Modeling Abrupt Changes in Ocean Currents TEKS 8.11A, 8.11C Prep: 5 min | Class: 30 min Purpose: To investigate how changes in ocean currents influence Earth's climate. Summary: Students simulate shifting El Niño and La Niña cycles and observe changes in weather patterns.	Model Abrupt Changes in Ocean Currents TEKS 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.5A, 8.5B, 8.5G, 8.11A Prep: 5 min | Class: 45 min Purpose: To describe how abrupt changes in ocean currents influence climate. Summary: Students use a simulation to collect and compare average temperature and rainfall data during El Niño, neutral, and La Niña conditions.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		52	TEKS Review, question 3, choice D and dual coded statement		Correct Cohesion causes water molecules to connect with other water molecules and they make so many connections that a droplet form. Adhesion forces help water move within a plant as water and non-water molecules connect. Surface tension is the connections made between surface water molecules which result in a 'barrier' of sorts for insects and light things to move atop the water. DOK 2 Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A	Correct Cohesion causes water molecules to connect with other water molecules, and they make so many connections that a droplet forms. Adhesion forces help water move within a plant as water and nonwater molecules connect. Surface tension is the connections made between surface water molecules which result in a 'barrier' of sorts for insects and light things to move atop the water. DOK 2

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		349	Chapter TEKS Review, question 1, TEKS		8.3B, 8.5A, 8.5B, 8.13B	8.5A, 8.13B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		234	Revisit the Explore Lab, paragraph 1, sentence 1		In the reasoning section of their CER charts, students should include the fact the water temperature increased when carbon dioxide (in the form of the antacid tablets' reaction with the water) was added.	In the reasoning section of their CER charts, students should include the fact that the water temperature increased when carbon dioxide (in the form of the antacid tablets' reaction with the water) was added.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		112	Show What YOU Know, introduction		Plan and conduct your own investigation to discover the wavelengths of different visible light waves.	Plan and conduct your own investigation to discover the wavelengths of the colors of the visible spectrum.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		281	Lesson 7.2 TEKS 8.12B Review, question 4, TEKS		TEKS 8.3B, 8.5A, 8.12B	TEKS 8.12B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		112	Chapter Wrap-Up, Revisit the Big Idea statement		Revisit this chapter's Big Idea with students: Wave properties translate to the transfer of energy through waves.	Revisit this chapter's Big Idea with students: Energy transfers through waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		295	Making Connections, About the Texas Photo		Drivers and visitors are warned to be cautious of ocelots crossing the road in and near Laguna Atascosa National Wildlife Refuge in Los Fresno, Texas.	Drivers and visitors are greeted by this sign when arriving to Laguna Atascosa National Wildlife Refuge in Los Fresno, Texas. Encourage students to consider how signs could be included in their designs as a solution.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		135	Quick Launch box, Cosmic Mail		TEKS 8.1G, 8.2A, 8.3C, 8.9B Prep: 15 min Class: 20 min Purpose: To help students orient themselves in the universe and to think beyond the solar system. Summary: Students create a postcard to send to their teacher about their adventure outside the Milky Way galaxy.	TEKS 8.1B, 8.1C, 8.2A, 8.3A, 8.3B, 8.5A, 8.5C, 8.9B Prep: 5 min Class: 20 min Purpose: To help students orient themselves in the Milky Way galaxy and to think beyond the solar system. Summary: Students create a postcard that illustrates where they are in the Milky Way galaxy and what celestial objects they might observe outside the Milky Way.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		53	Chapter TEKS Review, question 5, TEKS		8.2D, 8.3A, 8.6B, 8.6D	8.3A, 8.6B, 8.6D
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 43	Chapter TEKS Review, question 1, TEKS		8.2A, 8.5C	8.2A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		219	Changes in Ocean Currents, paragraph 1, sentences 3 and 4		Away from the equator, weather patterns are driven mostly by ocean currents. These currents act like a conveyor belt, moving warm water and precipitation from equatorial regions to the poles and moving cool water from the poles back to the tropics.	Ocean currents act like a conveyor belt, moving warm water and precipitation from equatorial regions to the poles and moving cool water from the poles back to the tropics.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		29	Explore Lab: Investigate pH of Acids, Bases, and Water, Summary		Summary: Students combine an acid and a base and observe what the reaction is and the individual acid and base on their own prior to the reaction.	Summary: Students examine the physical properties of various substances, test their pH, and classify them as an acid, a base, or neutral.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		23	Making Connections, paragraph 1, sentences 2 and 3		Recall that adhesion is the attraction and connection of non-like molecules. Without adhesion the water would not move!	Recall that adhesion is the attraction and connection of molecules that are not alike. Without adhesion, the water would not move!
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		219	Under EB/EL Tip, sentence starts with "Review with students..."		N/A	Review with students the concept of density and the factors that affect it. Students are most likely familiar with the effect of temperature on density. They should be able to provide an example, such as warm air is less dense than cold air. However, they may be less familiar with the effect of salinity on density. Salt water is more dense than fresh water. Ask students to explain what happens to the ocean water when land ice melts. They should explain that the water becomes more diluted, and therefore less salty. That means the density of this water decreases.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		53	TEKS Review, question 5, Dual coded statements		Dual Coded Evaluate experimental and engineering designs. TEKS 8.2D Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A	Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Wonders of Water, TEKS		8.1A, 8.1C, 8.1D, 8.1E, 8.1G, 8.3A, 8.3B, 8.5A, 8.5B, 8.5D, 8.6C	8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5B, 8.6C
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		349	Chapter TEKS Review question 2, TEKS		8.3B, 8.5F, 8.13A	8.5F, 8.13A

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		234	Impacts on the Land, paragraphs 1-3		Humans have depended on and influenced forests for just about all of human history. Many indigenous communities have a long history of managing land without destroying ecosystems but actually supporting biodiversity. Indigenous people make up roughly less than 5 percent of the total human population, the land they manage accounts for about 80 percent of Earth's biodiversity. ASK: How do people depend on forests? for food, shelter, medicine, clean air, and other natural resources ASK: How do different actions people take impact forests? People can take actions to support the health of forests by planting trees, doing controlled burns, or not clearing forests. People can also destroy forest ecosystems through deforestation, introducing invasive species, or over consuming natural resources.	Deforestation is the result of a growing world population. Have students discuss how population growth leads to deforestation. They should recognize that forests are often cleared to make space for people to live and to grow food to meet their needs. Point out to students that deforestation not only affects global climate but also regional climate. When trees are removed from an area, there is less shade. More sunlight reaches the area, causing the climate to be warmer. Trees also affect regional climate through transpiration, which is the process by which plants release water vapor through their leaves. Transpiration typically cools an area. Therefore, deforestation cause the climate to be warmer.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		112	Show What YOU Know, Bullet 1		In the Design Your Own Lab Coloring Discoveries, choose one method to test the wavelengths of visible light.	In the Science Challenge Coloring Discoveries, review the investigative questions about the colors of the visible spectrum.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		281	Lesson 7.2 TEKS 8.12B Review, question 5, TEKS		TEKS 8.3B, 8.5A, 8.5B, 8.5G, 8.12B	TEKS 8.5G, 8.12B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		112	Show What YOU Know, sentence 1		Access the Design Your Own Lab Coloring Discoveries.	Access the Science Challenge Coloring Discoveries.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		298	Science Mindset		Remind students that curiosity is a driving force in science. Curiosity leads to new questions, which can lead to new investigations, which can lead to a better understanding of the natural world. Encourage student curiosity by allowing time for students to make a list of questions they still have related to the content.	Remind students that the questions that they recorded in their Science Notebooks show that they are taking ownership of their learning. Encourage them to reflect on the growth they have made and to voice any concerns that they may have if they still do not fully understand any concept covered in the chapter.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		161	Chapter TEKS Review, question 1, TEKS		8.1A, 8.1G, 8.5A, 8.9A	8.1G, 8.5A, 8.9A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		30	STEM Connection, paragraph 2, sentence 3		Then use the formula, 10n, to calculate the difference in acidity: 102 = 100.	Then use the formula, 10n, to calculate the difference in acidity: 102 = 100.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		197	Gyres, paragraph 1, sentence 2		A gyre is a large circular system of currents.	A gyre is a large circular system of ocean currents.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		18	Explore Lab: Investigate Water Properties, Purpose and Summary		Purpose: To use a series of simple investigations to observe cohesion, adhesion, and surface tension in water. Summary: Students use models to investigate water droplet formation, water transport, and surface tension.	Purpose: To describe the properties of cohesion, adhesion, and surface tension in water. Summary: Students conduct three investigations to analyze observable phenomena, including water droplet formation, water transport, and surface tension.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		11	Heterogeneous Mixtures, paragraph 1, sentence 3		This means that it is not blended smoothly throughout and the individual substances remain separate.	This means that the mixture is not blended smoothly throughout, and the individual substances remain separate.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		247	Chapter TEKS Review, question 1		1. When ice sheets melt, ocean circulation can change abruptly. Which of the following is not a resulting effect of halting ocean circulation? TEKS 8.11A, 8.11C A sea level rises B ocean oxygen levels drop C the poles become warmer D water near the poles becomes less dense	1. When ice sheets melt, ocean circulation can change abruptly. Which of the following changes in climate would occur if ocean circulation stopped? TEKS 8.11A, 8.11C A The poles and equator would become colder. B The poles and the equator would become warmer. C The poles would become colder, and the equator would become warmer. D The poles would become warmer, and the equator would become colder.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		47	After Take It Further, paragraph 1		N/A	Write About It Have students work with a partner to discuss what they observed in the interactive gallery. Have them write their reflections in their Science Notebooks.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		313	Apply It box, Function, Choice D		D. controls the activity of the cell and contains DNA on chromosomes	D. controls the activity of the cell and contains genetic information stored in DNA
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		227	Assess, Making Connections, Calculate		Have students work in pairs to calculate the percentages of carbon in each sphere. Call on four pairs to each share their answer for one of the spheres with the class.	Remind students that a percentage is calculated by dividing the part by the whole and then multiplying by 100. For example, to calculate the percentage of carbon stored in the geosphere, students should take the amount of carbon stored in the geosphere, divide it by the total carbon, and multiply the result by 100.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		90	STEM Connection, Focus on Math, variable list under equation		v– represents the frequency of the wave in Hz	f– represents the frequency of the wave in Hz
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		335	Polar Bears, paragraph 1, sentences 2 and 3		The probe reveals if students think individuals intentionally change their adaptations in response to a change. When students revisit the probe, they can explain how an organism is born with a variation that helps it adapt to a change in their environment.	This probe works well with the Argument Lines strategy.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		247	TEKS Review, question 2		A Incorrect The graph shows that the temperature has risen, even though solar irradiance has decreased, so the Sun did not cause the warming trend. B Incorrect The graph shows an increase in temperature, not a cooling trend. C Incorrect The graph shows that the Sun did not cause the warming trend, so it is likely humans have caused it. D Correct The graph shows a decrease in irradiance while the Earth's temperature increased, so it is unlikely that the Sun caused the warming trend. DOK 2	A Incorrect The total solar radiation has decreased since 1960 but the temperature increased. B Incorrect The graph shows an increase in temperature, not a cooling trend. C Correct The total solar radiation has decreased since about 1960, but global temperatures have increased. Less solar energy would cause the temperatures to increase, so this scientific evidence indicates human activities are causing the global temperature warming trend. DOK 3 D Incorrect The graph shows an increase in temperature, not a cooling trend. Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 8.2B On the state assessment, students may be asked to analyze data by identifying patterns. If students did not correctly answer question 2, have them reread the Human Influences on Climate paragraphs in Lesson 2.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		93	Revisit the Explore Simulation, sentence 1		In the reasoning section of their CER charts, students should include that frequency and wavelength are inversely related, while frequency and energy are directly related.	In the reasoning section of their CER charts, students should include that frequency and wavelength are inversely related. That means the wavelength must decrease as frequency increases.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		272	Visual Literacy, paragraphs 1-3		ASK: What marks the change from pioneer stages to intermediate stages? The introduction of grasses in the ecosystem. ASK: How many years typically pass between the pioneer stages and climax community stages of primary succession? It can take over 75 years. ASK: What is the last type of species to develop in primary succession? Mature trees, such as oak and hickory	ASK: What marks the change from pioneer stages to intermediate stages? The introduction of grasses in the ecosystem. How many years typically pass between the pioneer stages and climax community stages of primary succession? It can take over 75 years. Students should notice that the number and type of species increase as they move from the pioneer stages to the climax community. They should describe that the diversity of species increases over time.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		152	Cosmic Background Radiation, paragraph 2, sentences 2 and 3		As the universe expanded and cooled, the cosmic background radiation would have been Doppler shifted to longer wavelengths. Currently, it is in the microwave region of the electromagnetic spectrum.	As the universe expanded and cooled, the cosmic background radiation expanded to the microwave part of the electromagnetic spectrum. It is referred to as the cosmic microwave background (CMB).

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		137	About the Texas Photo, paragraph 1		About the Texas Photo The photo on page 136 is part of a spiral arm of the Milky Way galaxy taken from within Big Bend National Part in Texas. Review the force of gravity with your class. Then assign the paragraph in the middle of the page.	Review the force of gravity with your class. Then assign the paragraph in the middle of the page.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		53	Chapter TEKS Review, question 6, TEKS		8.1A, 8.6A	8.6A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 43	Chapter TEKS Review, Question 2, image of 3 jars		Image labels First jar: Unsealed Second jar: Sealed Third jar: Gauze cover	New image labels: First jar: Open Second jar: Sealed Third jar: Gauze-covered
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		221	Explore Lab title		Natural Events Influence on Climate	Investigate How Natural Events Influence Climate

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		36B	Connect to the Big Idea, paragraph 2, sentences 3-5		The model of the atom as a small hard sphere is a useful tool to explain why mass is conserved in chemical reactions. This model assumes that the atoms of each element are identical and different from the atoms of other elements. It also assumes that the atoms are neither created nor destroyed during chemical reactions. Therefore, the total mass of reactants equals the total mass of the products.	When two substances combine, such as the chlorine tablet and the pool water in the chapter opener, they can react to form new substances. When a chemical reaction occurs, the number of atoms of each element present before the reaction is the same as the number of atoms of each element present after the reaction. The rearrangement of the atoms during a chemical reaction can be communicated using a chemical equation. In Lesson 4, students will focus on how mass is conserved during a chemical reaction and how this conservation of mass can be represented using a balanced chemical equation.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		23	Under Making Connections, Explain question, sentence 2		Does this make a difference in adhesions part in transport in plants?	Does this affect the way adhesion helps transport water throughout plants?

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		221	Explore Lab box		Natural Events Influence on Climate TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.2B, 8.3A, 8.11A Prep: 10 min | Class: 30 min Purpose: To explore how volcanic eruptions and meteorite impacts influence climate. Summary: Students heat identical bottles under heat lamps with paper covering different amounts of the bottles to model the effects of ash and particulate matter blocking out the Sun.	Investigate How Natural Events Influence Climate TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.2B, 8.3A, 8.3B, 8.3C, 8.11A Prep: 10 min | Class: 30 min Purpose: To explore how volcanic eruptions and meteorite impacts influence climate. Summary: Students cover jars with varying amounts of construction paper to represent clouds of ash and particulate matter. They place the jars under a lamp, and measure and record the temperatures inside the jars over time.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		53	TEKS Review, question 6		Box 1 represents an element because the model contains only one type of particle. Box 2 represents a heterogeneous mixture because it contains two different substances that are unevenly mixed. Box 3 represents a homogeneous mixture because it contains two different substances that are evenly mixed. Box 4 represents a compound because it consists of one large particle made up of three smaller particles. DOK 3 Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A	Model 1 represents an element because the model contains only one type of particle. Model 2 represents a heterogeneous mixture because it contains two different substances that are unevenly mixed. Model 3 represents a homogeneous mixture because it contains two different substances that are evenly mixed. Model 4 represents a compound because it consists of one large particle made up of three smaller particles. DOK 3
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Wonders of Water, introduction paragraph, last sentence		Make sure to create a hypothesis and record your observations.	Record your observations.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		350	Chapter TEKS Review, question 3, TEKS		8.2B, 8.3A, 8.5A, 8.13B	8.2B, 8.13B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		235	Impacts on the Land, paragraphs 4 and 5		ASK: How does urbanization impact climate? By changing the albedo of land and by burning fossil fuels for energy, urbanization can lead to a warmer climate. ASK: How can urban areas reduce their impact on climate? By using energy sources that do not emit greenhouse gases and incorporating native plants to reduce impacts on albedo	The regional effect of urbanization on climate is often referred to as the urban heat island effect. Cities tend to be warmer than their surroundings. In addition to albedo changes, cars, factories, and air conditioners also release waste heat into the atmosphere. This released heat often gets trapped by the tall buildings, making the area much warmer.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		112	Show What YOU Know, Bullet 2		Plan an investigation to determine how the different wavelengths determine order of visible light.	Plan an investigation to determine the answer to the investigative questions.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		288	Interpreting a Biodiversity Index, paragraph 2, sentence 2		This is important because an area may have a large number of individuals, such as a cornfield (1,000 corn plants), but a low number of species (1).	This is important because an area, such as a cornfield, may have a large number of individuals (1,000 corn plants), but a low number of species (1).
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		113	TEKS Review, question 1, answer choice D		Correct Gamma rays have the highest frequency and the lowest wavelength, you can tell by how close and how many waves are passing.	Correct Gamma rays have the highest frequency and the longest wavelength, you can tell by how close and how many waves are passing. DOK 2

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		301	TEKS Review, question 4, Dual coded and state assessment statements		Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 8.2B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 8.3B Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 8.5B On the state assessment, students may be asked to analyze data and identify significant features, communicate explanations and solutions, and identify cause and effect relationships.	Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 8.2B On the state assessment, students may be asked to analyze data and identify significant features.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		162	Chapter TEKS Review, question 5, TEKS		8.1A, 8.1G, 8.9A	8.9A

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		30	STEM Connection, Evaluate question		Using the example, how many times more basic is a solution with a pH of 8 than a solution with a pH of 11?	Using the example, how many times more basic is a solution with a pH of 11 than a solution with a pH of 8?
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		197	Under Gyres, Read the Map question, surface current map		Map showing the warm and cold surface ocean currents.	The arrow direction of the lower part of the Gulf Stream is reversed so that it points north, northeast.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		19	Under Unseen Adhesion, Read the Diagram question, sample answer		Answers may vary, but should cover the idea that capillary action and adhesion are the reason that water moves throughout the plant.	Answers should include that capillary action and adhesion allow water in the ground to travel from the plant's roots to its stem and leaves.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		11	Apply It, Art, circle 1		7 compounds of 2 orange and 1 bigger blue	7 compounds of 2 orange and 1 bigger blue and 7 green atoms mixed evenly throughout
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		247	Chapter TEKS Review, question 2, graph		Title: Temperature vs Solar Activity Left side label: Total Solar Irradiance (W/m2) Right side label: Degrees Celsius Orange line: Solar Irradiance	Title: Total Solar Radiation and Temperature Change Left side label: Total Solar Radiation Received by Earth (W/m2) Right side label: Temperature Change (°C) Orange line: Solar Radiation
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		47	Digital Spotlight, Virtual Field Trip, title		Virtual Field Trip	Interactive Gallery
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		313	Apply It box, Function, Choice G		G. produces food from the energy of the Sun	G. produces food using energy from the Sun

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		230A	TEKS Progression, G7 box		7.11A analyze the beneficial and harmful influences of human activity on groundwater and surface water in a watershed 7.11B describe human dependence and influence on ocean systems and explain how human activities impact these systems	7.11B describe human dependence and influence on ocean systems and explain how human activities impact these systems
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		90	Frequency and Energy, paragraph 1, sentence 1		The amount of energy transferred by waves in a given time is proportional to the wave's frequency.	The amount of energy transferred by a wave in a given time is proportional to the wave's frequency.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		335	Digital Spotlight, Quick Launch Video, Phenomenon		Spark students' curiosity by observing the benefits of opposable thumbs and other adaptations in the video Structures for Survival.	Spark students' curiosity by observing the benefits of other adaptations in the video Structures for Survival.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		248	TEKS Review, question 3, answer explanation A		Carbon dioxide in the atmosphere absorbs energy that reflects off Earth's surface, causing global warming by trapping the energy in the atmosphere.	Carbon dioxide in the atmosphere absorbs energy released from Earth's surface, causing global warming by trapping the energy in the atmosphere.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		98B	Connect to the Big Idea, Big Idea statement		Big Idea Wave properties translate to the transfer of energy through waves.	Big Idea Energy transfers through waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		273	Secondary succession, after paragraph 4		N/A	Infer Students should be able to conclude that plant populations return before animals because animals need plants to survive. Animals are consumers and would not return to an ecosystem without a food source being present.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		152	History Connection, paragraph 1, sentence 1		The cosmic background radiation was discovered in 1965 by Arno Penzias and by Houston-born astronomer Robert Wilson, a Houston-born astronomer.	The cosmic microwave background was discovered in 1965 by Arno Penzias and by Houston-born astronomer Robert Wilson.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		137	Explore Lab box, Categorize Galaxies		TEKS 8.1C, 8.1E, 8.1F, 8.1G, 8.2A, 8.2B, 8.3A, 8.3B, 8.5B, 8.9B Prep: 10 min Class: 40 min Purpose: To explore the differences in galaxies including shape and color. Summary: Students will research and learn to recognize different types of galaxies based on their shape, types of stars present, the arrangement of the stars and the inferred age of the galaxies.	TEKS 8.1B, 8.1C, 8.1E, 8.2B, 8.3A, 8.3C, 8.5A, 8.5B, 8.5G, 8.9B Prep: 10 min Class: 40 min Purpose: To explore the differences in galaxies including shape and color. Summary: Students research the characteristics of a type of galaxy and design a poster that illustrates their findings. Students present their findings and compare the different galaxy types.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		2D	Lesson 1.4 Essential Question		How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Collision Course, TEKS		8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.5D	8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.5E
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		221	Impacts of Volcanic Gases, paragraph 1, sentences 4 and 5		A large explosive volcanic eruption can cool Earth for years. A large volcanic eruption, like the eruption of Mount Pinatubo, is a natural event that can lead to a climate anomaly.	Therefore, a large explosive volcanic eruption can cool Earth for years.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		37	Page Keeley Science Probe, sentence 1		Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		25	Lesson 1.2 TEKS 8.6C Review, question 4, TEKS		8.6C, 8.3A	8.6C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		221	Instructional Options, Digital Spotlight, Anytime Lab Video		Use the Natural Events Influence on Climate video for a step-by-step guide through the lab.	Use the Investigate How Natural Events Influence Climate video for a step-by-step guide through the lab.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Model Matter, Safety		Safety Icons: wash hands with soap and water, wear gloves, wear an apron, and wear safety goggles	Safety Icons: wash hands with soap and water
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Wonders of Water, Data and Observations		Data and Observations As you investigate some of the properties of water, record your observations and ideas below. You may want to make a drawing or diagram to illustrate your thoughts.	Data and Observations
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		350	Chapter TEKS Review question 4, TEKS		8.3B, 8.5B, 8.13C	8.13C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		236	Impacts on Water, Changes in Sea Level graph, sample answer		Sea level is rising because increased greenhouse gases have made Earth warmer. Warmer climate causes land ice to melt and thermal expansion of water in the ocean.	Answers could include that sea level is rising. This occurs because increased greenhouse gases have made Earth warmer. A warmer climate causes ice sheets to melt.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		112	Show What YOU Know, CER, sentence 1		CER Make a claim about our discovery.	CER Make a claim about your discovery.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		289	Apply It, Evaluate question, paragraph 1, sentence 1		Marsha is a restoration scientist working on a coastal ocean site that has been impacted by mercury.	Marsha is a restoration scientist working on a coastal ocean site that has been impacted by mercury pollution.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		113	TEKS Review, question 1, answer choice B, last sentence		The more waves you have passing in a given period, the closer together they must be, which lowers the space from crest to crest or trough to trough.	The more waves you have passing in a given period, the closer together they must be, which lowers the space from crest to crest or trough to trough. DOK 3
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		301	TEKS Review, question 5		disruption; climate community DOK 2 If students do not answer question 5 correctly, have them review Ecological Succession in Lesson 1.	disruption; climax community DOK 2 Dual Coded Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems. [TEKS pill] 8.5G On the state assessment, students may be asked to analyze and explain how factors or conditions impact stability and change in a system. If students did not answer question 5 correctly, have them review Ecological Succession in Lesson 1.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		118A	Lesson Overview, Essential Question		How can stars and their life cycles be described, compared, and classified?	How can the life cycle of a star be described and how can stars be compared and classified?

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		35	Lesson 1.3 TEKS 8.6D Review, question 4, TEKS		8.1B, 8.1E, 8.2D, 8.3A, 8.6D	8.1E, 8.6D
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		198	Tropical Cyclones, paragraph 1, sentence 3		Tropical cyclones are the most destructive storms on Earth.	Tropical cyclones are one of the most destructive storms on Earth.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		19	Notebooking, paragraph 1, sentences 1 and 2		After watching the video have students identify the processes that allow water to rise great distances against gravity in plants. Then have them reflect the impact and importance of these processes not only to plants but to the ecosystem in which they live.	After watching the video, have students identify the processes that allow water to overcome gravity and rise great distances in plants. Then have them reflect on the impact and importance of these processes not only to plants but to the ecosystem in which they live.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		11	Apply It, Art, circle 3		7 sets of paired up yellow atoms	4 sets of paired up yellow atoms and 4 orange atoms evenly mixed with the yellow pairs of atoms
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		248	Chapter TEKS Review, question 5, choice D		Urbanization can cause the climate to become warmer by increasing sulfur gases.	Urbanization can cause the climate to become warmer by increasing sulfur dioxide.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		47	Differentiation Options, Extend, Use to Accelerate, Hot and Cold Light, last sentence		Note that the temperature should not exceed the temperature of warm tap water.	Note that students should not test temperatures that exceed the temperature of warm tap water.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		316	Lesson 8.1 TEKS 8.13A Review, Question 3, TEKS		8.5F, 8.5G, 8.13A	8.5G, 8.13A

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		230A	TEKS Progression, new HS box			HS Integrated Physics and Chemistry IPC.8D construct and communicate an evidence-based explanation of the environmental impact of the end-products of chemical reactions such as those that may result in degradation of water, soil, air quality, and global climate change
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		91	The Electromagnetic Waves title		The Electromagnetic Waves	The Electromagnetic Spectrum
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		337	Explore Simulation, Investigate Structural Adaptations, TEKS		8.1A, 8.1B, 8.1C, 8.1E, 8.1F, 8.1G, 8.2A, 8.2B, 8.2C, 8.3A, 8.3B, 8.3C, 8.5A, 8.5C, 8.5D, 8.5F, 8.5G, 8.13C	8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.2B, 8.3A, 8.3B, 8.3C, 8.5A, 8.5D, 8.5F, 8.5G, 8.13C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		248	TEKS Review, question 4, answer explanation A		A Correct Photosynthesis moves carbon from the atmosphere to the biosphere, but the rate of photosynthesis varies with the seasons. DOK 2	A Correct Photosynthesis moves carbon from the atmosphere to the biosphere. The rate of photosynthesis varies seasonally. DOK 2
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		100	Electromagnetic Wave Uses in Astronomy, Plan section, Explore Lab, first check		Preview the lab Investigate When Two Electromagnetic Waves Meet in which students observe a way that infrared waves differ from visible light waves.	Preview the lab Investigate When Two Waves Meet in which students observe a way that infrared waves differ from visible light waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		274	Explore Lab: Investigate Ecological Succession, TEKS		8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2A, 8.2B, 8.3A, 8.3B, 8.3C, 8.5B, 8.5D, 8.5G, 8.12B	8.1B, 8.1C, 8.1E, 8.2B, 8.3A, 8.3B, 8.3C, 8.5D, 8.5G, 8.12B
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		158	Show What YOU Know, step 1		In the modeling lab Pieces of a Whole, choose a few types of stars and galaxies.	In the modeling lab Parts of a Whole, choose a few types of stars and galaxies.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		146A	TEKS Progression, box 1 title		TEKS	G7
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		4B	Connect to the Big Idea, paragraph 2		Lesson 1 focuses on the differences between pure substances and mixtures and how modeling can be used to explain the differences in properties of these substances.	Lesson 1 focuses on the differences between pure substances and mixtures and explains how modeling can be used to compare and contrast the properties of these substances. Any substance, such as the chlorine tablet from the chapter opener, can be modeled if the chemical composition is known. A chlorine tablet is made up of the elements calcium, chlorine, and oxygen. Because these elements are chemically combined, they form a compound rather than a mixture. In Lesson 1, students will focus on how matter can be classified as elements, compounds, homogeneous mixtures, or heterogeneous mixtures using models.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		4	Quick Launch: Model Matter, paragraph 2		Now check out the video Close Up of Matter to see how closely your models match the real deal.	Now check out the video Close Up of Matter to see how closely your models match the real structure of these substances.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		222	Revist the Explore Lab, sentence 2		Revisit what happened in the lab Natural Events Influence on Climate.	Revisit what happened in the lab Investigate How Natural Events Influence Climate.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		37	Quick Launch, Before and After the Mass		TEKS 8.1C, 8.1G, 8.2A, 8.3A Prep: 5 min | Class: 10 min Purpose: To explain by modeling how two types of matter are different. Summary: Students draw models of two substances to illustrate how they are different.	TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5E, 8.6B, 8.6E Prep: 5 min | Class: 15 min Purpose: To investigate how mass is conserved during a chemical reaction. Summary: Students compare the mass of an egg before and after it is boiled.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		25	Lesson 1.2 TEKS 8.6C Review, question 5		Analyze Which process is beneficial to living organisms, such as the insect on water?	Analyze Which process is depicted in the image of an insect on water?
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		222	Geologic Influences on Climate, Revisit the Explore Lab title		Natural Events Influence on Climate	Investigate How Natural Events Influence Climate
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Model Matter, Data and Observations		Data and Observations Use the space below to record your ideas and create models for different types of matter.	Data and Observations
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Wonders of Water, Go Online statement		Now check out the video Ways of Water to see some of the water around you.	Now check out the video Ways of Water to observe another property of water.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		351	Chapter TEKS Review question 5, TEKS		8.3A, 8.3B, 8.5B, 8.5F, 8.13C	8.3A, 8.3B, 8.5F, 8.13C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		236	Impacts on Water, paragraph 1, sentence 1		Explain Help students understand that recent global warming has caused sea level to rise.	Predict Help students understand that recent global warming has caused sea level to rise.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		113	Chapter TEKS Review, question 1, TEKS		TEKS 8.1A, 8.5D, 8.8A	TEKS 8.8A

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		290	Under Ecosystem, Health, Stability, and Sustainability, the relate paragraph, sentence 2		Read the paragraphs about the Importance of Biodiversity again.	Read the paragraphs about the Importance of Biodiversity and Ecosystem Health, Stability, and Sustainability again.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: String Waves, TEKS		8.1B, 8.1C, 8.1E, 8.1G, 8.3A, 8.3B, 8.5B, 8.8A	TEKS 8.1B, 8.1C, 8.1E, 8.3A, 8.3B, 8.5B, 8.8A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		301	TEKS Review, question 6, Feedback, dual coded, and state assessment statements		If students answered the question incorrectly, they might not understand the relationship between biodiversity and ecosystem health and sustainability. Have students review Ecosystem Health, Stability, and Sustainability in Lesson 3. Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 8.5B On the state assessment, students may be asked to identify cause-and-effect relationships.	If students did not answer question 6 correctly, have them review Ecosystem Health, Stability, and Sustainability in Lesson 3.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		118A	TEKS Progression, TEKS Refresh, paragraph 1 sentence 2		If students need support on the prior TEKS or background knowledge refer to your reteaching library for resources or assign LearnSmart review assignments.	If students need support on the prior TEKS or background knowledge refer to your TEKS Refresh for resources or assign LearnSmart review assignments.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		35	Lesson 1.3 TEKS 8.6D Review, question 5, TEKS		8.2C, 8.6D	8.6D
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		200	How Tropical Cyclones Form, paragraph 4, sentence 2		Warm currents create loops of warm water that fuel tropical cyclones.	Warm surface currents can produce several warm eddies that fuel tropical cyclones.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		19	Interactive Word Wall Word Strategies, sentences 2 and 3		The cohesion of water results from that attraction of a water molecule with its neighbors. Adhesion is an attraction of a water molecule toward another substance.	The cohesion of water results from the attraction of a water molecule with its neighbors. Adhesion is the attraction of a water molecule toward another substance.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		11	Apply It, Art, circle 4		10 orange atoms	10 orange atoms and 9 green atoms not evenly mixed
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		249	Chapter TEKS Review, question 7, graph, label		Current level	2021 level
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		47	Conversation Starters, Fun Fact, Glow from Urine		Fun Fact Glow from Urine The earliest experiment involving luminescence was conducted by the German scientist Henning Brandt in 1669. In his experiment, Brandt concentrated hundreds of liters of human urine into a thick, white paste. Brandt believed urine contained gold because of its similar color. But instead of gold, Brandt produced a white solid that glowed in the dark and spontaneously burst into flames when exposed to air. Brandt had discovered the element phosphorus.	Fun Fact [clock] 5 min Glow from Urine The earliest experiment involving luminescence was conducted by the German scientist Hennig Brand in 1669. In his experiment, Brand concentrated hundreds of liters of human urine into a thick, white paste. Brand believed urine contained gold because of its similar color. But instead of gold, Brand produced a white solid that glowed in the dark and spontaneously burst into flames when exposed to air. Brand had discovered the element phosphorus.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		317	Lesson 8.1 TEKS 8.13A Review, Question 4, TEKS		8.3B, 8.5F, 8.13A	8.5F, 8.13A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		230B	Human Impacts on Climate, paragraph 2, sentences 2 and 3		Scientists have concluded, however, that recent changes are unprecedented, and the current changes are extremely likely to be the result of human activity. Three of the way humans have influenced climate are through the release of greenhouse gases, deforestation, and urbanization.	Scientists have concluded, however, that recent changes are likely to be the result of human activity. Three of the ways humans have influenced climate are through the release of greenhouse gases, deforestation, and urbanization. These activities affect both regional and global climate.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		91	Explore Simulation, TEKS		TEKS 8.1A, 8.1B, 8.2D, 8.3A, 8.8A	TEKS 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.8A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		337	Explore Simulation, Investigate Structural Adaptations, Purpose and Summary		Purpose: To investigate how different adaptations enable an organism to survive in different environments. Summary: Students investigate several adaptations in different environments to determine the population's success over several generations.	Purpose: To investigate how variations in traits influence survival and reproductive success in different environments. Summary: Students investigate several variations in traits of different organisms in different environments to determine the population's success over several generations.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		248	TEKS Review, question 4, answer explanation C		C Correct Forest fires release carbon dioxide from trees into the atmosphere in a very short period of time. DOK 2	C Incorrect Soil is formed by the process of weathering, which is a slow process. It takes hundreds to thousands of years for soil to form.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		100	Infrared Observations, paragraph 1, sentences 2 and 3		Tell them that any object above zero degrees gives off thermal energy as the result of vibrating molecules within them. This thermal energy may occur at different wavelengths, and as the object's temperature increases, the wavelength of electromagnetic waves emitted decreases.	Tell them that if an object has a temperature above 0 Kelvin (−273.15°C), its molecules vibrate, releasing thermal energy. This thermal energy is released at different wavelengths, and as the object's temperature increases, the wavelength of electromagnetic waves emitted decreases.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		274	Explore Lab: Investigate Ecological Succession, Purpose		Purpose: To investigate a local ecosystem to gather evidence of ecological succession.	Purpose: To identify stages of ecological succession.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		159	Lesson 4.3 TEKS 8.9C Review, question 3, TEKS		8.2B, 8.3A, 8.5A, 8.5B, 8.9C	8.3A, 8.5A, 8.9C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		146A	TEKS Progression, box 3 title		TEKS	G8
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		8	Under Compounds, Explain question, Answer		The spheres are all touching; some spheres seem bigger than others; the spheres are different colors.	The spheres are all touching; one sphere seems bigger than the others; the spheres are different colors.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		5	Page Keeley Science Probes, paragraph 2, last sentence		Explain your thinking.	Explain your thinking. Record your answer in your Science Notebook.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		224	Movement of Carbon in Earth, title		Movement of Carbon in Earth	Movement of Carbon on Earth
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		37	Lesson Essential Question		How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		30	STEM Connection, paragraph 1, last sentence		The difference in acidity or basicity between two solutions is represented by 10n, where n is the difference between the two pH values.	The difference in acidity or basicity between two solutions is represented by 10n, where n is the difference between the two pH values.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		227	Finding the Right Rock, paragraph 3, sentence 2		The pores and fractures increase the rock’s surface area, which is , which is needed for the process.	The pores and fractures increase the rock’s surface area, which is needed for the process.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Model Matter, Go Online statement		Now check out the video Close Up of Matter to see how closely your models match the real deal.	Now check out the video Close Up of Matter to see how closely your models match the real structure of these substances.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Fizzy Fun, safety		Safety Icons: wear goggles, wear gloves, wash hands with soap and water	Safety Icons: wear goggles, wear gloves, wear an apron, wash hands with soap and water
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		303	Talk About It, paragraph 5		ASK: How do you think the sundew plant gets energy from the insect? The plant digests the insect and absorbs the nutrients.	ASK: What was the difference between the sundew plants and which one was more successful? One plant was able to close on the insect faster, allowing it to capture more insects.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		236	Impacts on Water, paragraph 7, sentence 3		As the sea level is rising, the Greenland ice sheet is decreasing in size.	As the Greenland ice sheet's mass decreases, sea level rises.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		114	Chapter TEKS Review, question 3		Why do scientist make astronomical observations using different wavelength detecting telescopes and probes? TEKS 8.1B, 8.3A, 8.8B	Why do scientists make astronomical observations using telescopes and probes that detect different wavelengths? TEKS 8.3A, 8.8B
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		291	Ecosystem Changes, paragraph 1, sentence 1		Even small changes in an ecosystem can lead to bigger changes in another part.	Even small changes in one part of an ecosystem can lead to bigger changes in another part.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: String Waves, Go Online		Go Online: Now check out the video Strings to see this phenomenon happening in the real world.	Go Online: Now check out the video Guitar Strings to see this phenomenon happening in the real world.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		312	Processing Energy, paragraph 1, sentences 4–5		These organelles are especially found in cells that require more energy, like muscle cells. Mitochondria (mi tuh KAHN dree uh; singular, mitochondrion) are organelles that breaks down food and releases energy.	Mitochondria (mi tuh KAHN dree uh; singular, mitochondrion) are organelles that break down food and release energy. These organelles are especially abundant in cells that require more energy, such as muscle cells.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		118A	TEKS Progression, box 1 title		TEKS	G6

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		35	Lesson 1.3 TEKS 8.6D Review, question 6, TEKS		8.1A, 8.1E, 8.2D, 8.3A, 8.6D	8.6D
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		207	Lesson 5.3 TEKS 8.10C Review, question 4, TEKS		8.2B, 8.10C, Math 8.	8.2B, 8.10C, Math 8.1A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		19	Digital Spotlight, Word Lab		Word Lab Encourage students to use this interactive tool to observe, examine, and practice lesson vocabulary. [Word Lab icon]	Explain It Video Students will explore how water is transported in plants in the video Water's Journey. [Explain It Video icon]
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		14	Lesson 1.1 TEKS 8.6A Review, question 1, TEKS		8.1G, 8.2A, 8.3B, 8.6A	8.1G, 8.6A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		249	Chapter TEKS Review, question 7, Part B, choices A and B		A CO_2 levels became greater than the highest historical level in 1950 and continue to rise. B CO_2 levels became greater than the highest historical level in 1950 and are now falling.	A CO_2 levels became greater than the highest historical level in 1950 and continue to increase. B CO_2 levels became greater than the highest historical level in 1950 but are now decreasing.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		48	Revisit the Essential Question, paragraph 3, last sentence		Throughout these reactions, the masses of reactants and products are always conserved.	Throughout these reactions, the masses of the reactants and products are always conserved.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		322	Dominant and Recessive Traits, paragraph 2, sentence 3		About 75 of the second-generation (F2) plants had white flowers. 25 percent of the second-generation plants had white flowers.	About 75 percent of the second-generation (F2) plants had white flowers. About 25 percent of these plants had white flowers.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		230B	Addressing Climate Change, paragraph 2, sentence 3		Humans must try to mitigate the effects of climate change, and changes will be inevitable.	Humans must try to mitigate the effects of climate change.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		92	Frequency, paragraph 1, sentence 4		Gamma rays, on the opposite side of the electromagnetic spectrum, have a frequency around 3 × 1019Hz, which can translate to 30 quintillion Hz.	Gamma rays, on the opposite side of the electromagnetic spectrum, have a frequency around 3 × 1019 Hz, which can translate to 30 quintillion Hz.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		340	Read the Diagram question, sample answer		Any adaptation that include the animals cooling themselves	Any two adaptations that include the animals cooling themselves

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		248	TEKS Review, question 5		A Incorrect Wetlands are important buffers for rising sea level. B Correct Green roofs on buildings help store carbon, and public transportation reduces the use of fossil fuels that release greenhouse gases. DOK 2 C Incorrect Parking lots and roads retain energy, making cities warmer. D Incorrect Cement formation is a significant contributor to atmospheric carbon dioxide.	A Incorrect Urbanization does influence climate. For example, it can cause areas to warm by decreasing the albedo. B Correct To urbanize an area, trees are often cut down. Fewer trees causes less carbon to be removed from the atmosphere by photosynthesis, which can cause the climate to warm. DOK 2 C Incorrect Pavement is typically made from dark materials, which have a low albedo. These materials absorb solar radiation, causing areas to warm. D Incorrect Sulfur dioxide is a gas released by volcanoes that causes climate to become cooler. Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 8.5B On the state assessment, students may be asked to identify cause-and-effect relationships to explain scientific phenomena. If students did not correctly answer question 5, have them reread the Impacts on Land paragraphs in Lesson 2.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		101	Explore Lab, Title		Investigate When Two Electromagnetic Waves Meet	Investigate When Two Waves Meet

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		275	Earth Science Connection, paragarph 1, sentence 2		The eruption set off a landslide, filling the river valley below with debris and leveling 230 km2 of trees.	The eruption set off a landslide, filling the river valley below with debris and leveling 600 km2 (230 mi2) of trees.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		159	Lesson 4.3 TEKS 8.9C Review, question 3, Table 1		Table 1 Timeline of the Universe	Table 1 Time Line of the Universe
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		332	Lesson 8.2 TEKS 8.13B Review, Question 1, TEKS		8.3B, 8.5F, 8.13B	8.5F, 8.13B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		230B	Connect to the Big Idea, paragraph 2, sentences 2-4		The main way humans have contributed to climate change is by burning fossil fuels to power automobiles and to produce electrical energy. Burning the fuels releases carbon dioxide into the atmosphere, which increases the amount of solar energy that is trapped in the atmosphere. Deforestation also increases carbon dioxide emissions, contributing to global warming.	The main way humans have contributed to climate change is by burning fossil fuels to meet energy demand. Burning fossil fuels releases carbon dioxide into the atmosphere. Deforestation and urbanization also increase carbon dioxide emissions, contributing to global warming.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		92	Frequency, paragraph 1, sentence 5		A gamma ray will have a much higher number of wavelengths that pass by a point each second compared to that of a radio wave.	A gamma ray will have a much higher number of wavelengths that pass by a point each second compared to a radio wave.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		341	Behavioral Adaptations, after paragraph 3		N/A	Visual Literacy Read the Diagram Have students study the diagram of the environment and point out examples of behavioral adaptations. ASK: Choose an adaptation and explain how it helps the animal survive in warm temperatures. Answers could include that the elephant using water on its back helps to keep it cooler in hot conditions.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		249	TEKS Review, question 7, Part B		A Correct The graph shows that after 1950, carbon dioxide began rising to levels not observed in the past 400,000 years. B Incorrect The graph does not indicate the carbon dioxide levels are falling. C Incorrect The level of carbon dioxide concentration in the atmosphere is now far higher than it has been in the past 400,000 years. D Incorrect Recent carbon dioxide levels show a drastic increase, not plummeting levels.	A Correct The graph shows that carbon dioxide levels were below 300 ppm until around 1950. B Incorrect The graph does not indicate the carbon dioxide levels are currently decreasing. C Incorrect The historical pattern of oscillation never exceeded 300 ppm but it has since 1950. D Incorrect Recent carbon dioxide levels are increasing, not decreasing. If students did not correctly answer question 7, have them reread the Impacts on the Atmosphere paragraphs in Lesson 2. You may also want to have students review The Atmosphere's Influence on Climate section in Lesson 1.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		101	Explore Lab: Investigate When Two Waves Meet, TEKS		8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.3A, 8.3B, 8.5A, 8.8B	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.3A, 8.3B, 8.4A, 8.5B, 8.5E, 8.8B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		275	Ecological Succesion in Freshwater, Plan section, Explain It Video, paragraph 1, sentence 1.		Preview the video Pond to Land to see an example of how populations and the diversity of species change during aquatic succession.	Preview the video Aquatic Succession to see an example of how populations and the diversity of species change during aquatic succession.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		146A	TEKS Progression, after box 3		N/A	HS Earth Science E.5C analyze how gravitational condensation of solar nebular gas and dust can lead to the accretion of planetesimals and protoplanets
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		10	STEM Connection, Evaluate question, answer		atoms of C and Zn	atoms of Cu and Zn
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		7	Explore Lab: Model a Substance, TEKS		8.1A, 8.1D, 8.3A, 8.6A	8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.3A, 8.3B, 8.5D, 8.6A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		229	Lesson 6.1 TEKS 8.11A, 8.11C Review, question 6, graph title		Recent Monthly Mean CO2 at Mouna Loa Observatory	Recent Monthly Mean CO2 at Mauna Loa Observatory
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		37	Pant in a Jar, paragraph 1, sentence		This probe works well with the Stickey Bars strategy.	This probe works well with the Sticky Bar Graphs strategy.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Fizzy Fun, Data and Observations		Data and Observations Record your observations and ideas below. A chart or table can be a useful way to capture and organize information.	Data and Observations
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		305	Cell Parts, paragraph 1, sentence 2		The probe reveals whether students can differentiate animal, plant, and prokaryote cell parts.	This probe works well with the Four Corners strategy.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		237	Above Notebooking paragraph		N/A	Have students discuss how a global change in climate can have varying regional effects. Have them discuss the effects of ocean currents on climate. Remind them that warm ocean currents can make the climate of an area warmer and wetter, while cold ocean currents can make the climate of an area cooler and drier. Then have students predict how changes in ocean currents can affect climate.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		115	Chapter TEKS Review, question 6		What types of electromagnetic waves are used for prep, diagnosis, and treatment of patients in a healthcare setting? Select all that apply. TEKS 8.3A, 8.5D, 8.8B	What types of electromagnetic waves are used for diagnosis and treatment of patients in a health care setting? Select all that apply. TEKS 8.8B
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		297	Lesson 7.3 TEKS 8.12C Review, question 3, TEKS		TEKS 8.3B, 8.5B, 8.5G, 8.12C	TEKS 8.12C
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		122	Size, paragraph 2, sentence 5		Blue-white stars tend to have the most mass, followed by white stars, yellow stars, orange stars, and red stars.	Blue stars tend to have the most mass, followed by white stars, yellow stars, orange stars, and red stars.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		118A	TEKS Progression, box 2 title		TEKS	G7
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		36	Lesson Essential Question		How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		167	Quick Launch: Plan Your Vacation		TEKS 8.1D, 8.2B, 8.3A, 8.4B Prep: 10 min | Class: 15 min Purpose: To differentiate between weather and climate. Summary: Students decide on a location to go on a vacation in the current season. They take into account the local weather and climate for their packing list.	TEKS 8.1B, 8.1C, 8.2B, 8.3A, 8.3B, 8.5A, 8.5B, 8.10A Prep: 10 min | Class: 20 min Purpose: To differentiate between weather and climate and begin thinking about the factors that influence both. Summary: Students decide on a place to go on vacation in the current season. They consider the local weather and climate for their packing list.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		19	Differentiation Options, Reinforce, Use to Intervene, How Does It Feel?, sentence 1 and 2		Have students write a comic strip about what it feels like to be a water molecule. Students should describe the attractive forces between it and other water molecules.	Have students write a comic strip from the perspective of a water molecule. Students should describe the attractive forces between them and other water molecules.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		15	Lesson 1.1 TEKS 8.6A Review, question 4, TEKS		8.2D, 8.6A	8.6A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		249	Chapter TEKS Review, question 7, Part B, choice D		CO2 levels decreased below the highest historical level in 1950 and continue to fall.	CO2 levels decreased below the highest historical level in 1950 and continue to decrease.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		48	Lesson Review, Targeted TEKS table, question 4		4: 8.6B; 8.1A	4: 8.6B

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		118A	TEKS Progression, box 3 title		TEKS	G8
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		36	Quick Launch: Before and After the Mass, paragraph 2		Now check out the video Conserving Bubbles to get another look at this real-life phenomena in action.	Now check out the video Conserving Bubbles to get another look at this real-life phenomenon in action.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		168	Weather vs. Climate, Plan section, TEKS Progressions, sentences 1 and 2		In Grade 6, students learned the cause of seasons and explored interactions among Earth's systems. TEKS 6.9A, 6.10A. In Grade 7, students learned that humans depend on ocean systems to regulate weather and climate TEKS 7.11B.	In Grade 4, students differentiated between weather and climate TEKS 4.10C. In Grade 6, students differentiated between the biosphere, hydrosphere, atmosphere, and geosphere and identified components of each system TEKS 6.10A.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		19	EB/EL Leveled Support, ELPS		3E	3H
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		15	Lesson 1.1 TEKS 8.6A Review, question 5		Which model(s) show elements only? TEKS 8.2D, 8.6A	Which of the following models show elements only? TEKS 8.6A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		214A	TEKS Progression, new HS box		N/A	HS Integrated Physics and Chemistry IPC.8D construct and communicate an evidence-based explanation of the environmental impact of the end-products of chemical reactions such as those that may result in degradation of water, soil, air quality, and global climate change
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		48	Lesson Review, Targeted TEKS table, question 6		6: 8.6E; 8.1A, 8.3A, 8.3B, 8.5B	4: 8.6E; 8.3A, 8.5B

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		332	Lesson 8.2 TEKS 8.13B Review, Question 2, TEKS		8.3A, 8.3B, 8.5A, 8.13B	8.3A, 8.3B, 8.13B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		230	Lesson Objective		Students use scientific evidence to describe how the carbon cycle and use scientific evidence to human activities can influence climate.	Students use scientific evidence to describe how the carbon cycle and human activities can influence climate.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		93	Apply It, Compare question statement		How does the amplitude, frequency, and wavelength of a radio wave and microwave of equal intensity compare?	How do the amplitude, frequency, and wavelength of a radio wave and a microwave of equal intensity compare?
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		350	Chapter Wrap-up, Assess, Question 3, Answer Choice D		D Incorrect The genotypes of the purpose flowers can be RR or Rr.	D Incorrect The genotypes of the purple flowers can be RR or Rr.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Carbon Exchange and Climate, introduction paragraph, sentences 1 and 2		Did you know that the oceans store large amounts of carbon? How does the oceans' release of greenhouse gases such as carbon dioxide influence climate?	Did you know the oceans store large amounts of carbon? How does the release of greenhouse gases, such as carbon dioxide, from the ocean influence climate?
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		101	Revisit the Explore Lab, title		Investigate When Two Electromagnetic Waves Meet	Investigate When Two Waves Meet
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		276	Notebooking, paragraph 1, sentence 1		Have students access the video Pond to Land.	Have students access the video Aquatic Succession.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		146A	TEKS Progression, after new box 4		N/A	HS Earth Science E.7C construct a model of the geological time scale using relative and absolute dating methods to represent Earth's approximate 4.6 billion-year history

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		12	Who are they?, title		Who are they?	Who Are They?
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		7	Compounds, paragraph 1, sentence 3		Most matter in the universe exist in the form of compounds.	Most matter in the universe exists in the form of compounds.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		230	Quick Launch: Urban Planning		Urban Planning The albedo of Earth impacts climate. People change Earth's surface when they cut down forests or build cities. Imagine that you are in charge of choosing the building materials for a new town. What materials would you use on the roofs of buildings to minimize the impact of the development on the regional climate? Now check out the video Climate City to observe the phenomenon you modeled in the activity happening in real life.	Urban Planning Check out the video Climate City to observe different roofs and cities in real life. The albedo of Earth impacts climate. People change Earth's surface when they cut down forests or build cities. Imagine that you are in charge of choosing the building materials for a new town. What materials would you use on the roofs of buildings to minimize the impact of the development on the regional climate?
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		37	Page Keeley Science Probe, sentence 1		Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Before and After the Mass, TEKS		8.1B, 8.1C, 8.1D, 8.1E, 8.1G, 8.3A, 8.3B, 8.5A, 8.5D, 8.6B, 8.6E	8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5E, 8.6B, 8.6E
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		306	TEKS Progressions, sentence 1		In Grade 6, students identified and compared the basic characteristics of organisms TEKS 6.13B.	In Grade 6, students described the historical development of cell theory and explained how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function TEKS 6.13A.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		240	Apply It, Evaluate question, sample answer, sentence 2		Actions that reduce emissions: biking instead of driving, using a community garden, funding and using public transportation.	Actions that reduce emissions: biking instead of driving, planting a community garden, funding and using public transportation.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		82C	Big Idea		Big Idea: Wave properties translate to the transfer of energy through waves.	Big Idea: Energy transfers through waves.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		297	Lesson 7.3 TEKS 8.12C Review, question 3, answer choice C		C This would allow more grasses to survive which would allow permafrost to melt.	C This would allow more grasses to survive which would cause permafrost to melt.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		123	Hertzsprung-Russell Diagram, Read the Graph		Find the Sun on the H-R diagram. With a partner, compare the Sun's luminosity with a star that has a larger radius and cooler surface temperature.	Classify the Sun on the H-R diagram. With a partner, compare its luminosity to the other classifications on the graph.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		118A	TEKS Progression, after box 3		N/A	HS Earth Science E.5A analyze how gravitational condensation of solar nebular gas and dust can lead to accretion of planetesimals and protoplanets
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		37	Page Keeley Science Probes, Plant in a Jar, image		Seed in open jar and seed with stem, leaves and roots in open jar growing out the top.	Imaged changed from photo to art, shows seed in a closed jar and seed growing with stem, leaves and roots in a closed jar.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		181	Quick Launch: Curving Coriolis, TEKS		8.1D, 8.1G, 8.3A	8.1C, 8.1E, 8.3A, 8.3B, 8.5A, 8.5B, 8.5E, 8.5G, 8.10B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		21	Apply It, Explain question, Adhesion and Surface Tension answers		Adhesion: The connection of the web molecules and water molecules is shown over the droplets on the small droplets on the web. Surface Tension: The needle on the water shows that the connection of the water molecules is very strong, creating a barrier on the needle in the cup.	Adhesion: The connection of the web molecules and water molecules is shown where the droplets sit on the web. Surface Tension: The "floating" needle shows that the connection of water molecules is strong, creating a barrier that keeps the needle from sinking.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		15	Lesson 1.1 TEKS 8.6A Review, question 6, TEKS		8.2D, 8.6A	8.6A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		214B	Climate Change Over Time, paragraph 1, sentence 1		This section of the lesson addresses TEKS 8.11A: Use scientific evidence to describe how natural events such as volcanic eruptions, meteor impacts, abrupt changes in ocean currents, and the release and absorption of greenhouse gases influence climate.	This section of the lesson addresses TEKS 8.11A: Use scientific evidence to describe how natural events, including volcanic eruptions, meteor impacts, abrupt changes in ocean currents, and the release and absorption of greenhouse gases influence climate.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		48	Lesson Review, question 2, numbering and sentence 1		2. Sample answer: The mass of the chlorine tablet decreases as it dissolves in the pool water.	1. The mass of the chlorine tablet decreases as it dissolves in the pool water.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		333	Lesson 8.2 TEKS 8.13B Review, Question 4, TEKS		8.1G, 8.3B, 8.13B	8.1G, 8.13B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		232	TEKS Progression		In Grade 6, students researched and described the importance of resource management and how it can help reduce global energy poverty, malnutrition, and air and water pollution. In Grade 7, students analyzed the beneficial and harmful influences of human activity on groundwater and surface water. They also described the human dependence and influences on ocean systems and explained how human activities impact these systems.	In Grade 6, students researched and described the importance of resource management and how it can help reduce global energy, poverty, malnutrition, and air and water pollution TEKS 6.11A. In Grade 7, students described the human dependence and influences on ocean systems and explained how human activities impact these systems TEKS 7.11B. In this lesson, students expand on this knowledge to understand the impact of human activities on climate and the carbon cycle.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		96	Lesson 3.1 TEKS 8.8A Review, question 2, TEKS		TEKS 8.1A, 8.2D, 8.3A, 8.8A	TEKS 8.8A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		351	Chapter Wrap-up, Assess, Question 5, sentence 3		Sparrows, on the other hand, have feet that are small and light, which helps them grab small branches to gather food.	Sparrows, on the other hand, have feet that are small and light, which helps them land on small branches to gather food.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Carbon Exchange and Climate, Go Online statement		Go Online: Check out the video Ocean Bubbles to see the phenomenon you modeled in the activity happening in real life.	Go Online: Now check out the video Bubbly Water to see the phenomenon you modeled in the activity happening in real life.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		101	Revisit the Explore Lab, sentence 1		In the reasoning section of their CER charts, students should include that visible light has greater energy which causes the greater temperatures and the faster temperature increases compared to infrared light.	In the reasoning section of their CER charts, students should include that infrared light transfers energy more readily than visible light. When an object absorbs this energy, the kinetic energy of the object's atoms and molecules increases, causing a higher temperature.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		277	STEM Connection, Focus on Engineering, paragraphs 1 and 2		Have students look at the two solutions for handling sedimentation. If possible, display additional visuals of other solutions engineers use to avoid sedimentation. ASK: What are the purposes of the silt fence and sediment basin? To stop sediment from ending up in a pond or lake.	Design Have students share their designs with the class. Encourage students to share the reasoning behind their solutions. If possible, display additional visuals of other solutions engineers use to avoid sedimentation.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		147	Quick Launch box, Moving Galaxies		TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8,3A, 8.3C, 8.9C Prep: 30 min Class: 20 min Purpose: To introduce students to the Big Bang theory and the idea of universe expansion. Summary: Students will use balloons to model universe expansion.	TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1G, 8.3A, 8.3C, 8.5C, 8.9C Prep: 10 min Class: 20 min Purpose: To begin thinking about the idea of the Big Bang and universe expansion. Summary: Students use balloons and markers to model universe expansion.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		13	What do they do?, title		What do they do?	What Do They Do?
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		7	Compounds, paragraph 1, sentence 4		Currently there are more than 50 million known compounds and new compounds continue to be developed and discovered.	Currently there are more than 50 million known compounds, and new compounds continue to be developed and discovered.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		230	TEKS Focus in This Lesson, TEKS 8.11B		use scientific evidence to describe how human activities can influence climate, including the release of greenhouse gases, deforestation, and urbanization can influence climate	use scientific evidence to describe how human activities, including the release of greenhouse gases, deforestation, and urbanization, can influence climate
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		39	Interactive Word Wall, sentence 2		Then challenge students to write one sentence that incorporates all three of the lesson vocabulary words.	Then challenge students to write one sentence that incorporates both of the lesson vocabulary words.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Before and After the Mass, Data and Observations		Data and Observations Use the space below to record your observations. [Table to record observations of the physical properties and mass of the substances before and after heating]	Data and Observations
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		308	Under Cell Wall, Read the Diagram question, diagram answer		Diagram showing the different organelles in a plant cell. The labels Cell membrane and Cell wall are circled to show correct answer.	Diagram showing the different organelles in a plant cell. The cell membrane and cell wall of the cell in the image are circled to show correct answer.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		241	Exit Ticket, paragraph 1, sentence 1		In their Science Notebooks, have students draw an emoji that expresses how they felt about the day's lesson.	In their Science Notebooks, have students draw an emoji that represents their understanding of the day's lesson.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		82	Chapter Overview, Big idea, sentence 1		The Big Idea of this chapter is how wave properties translate to the transfer of energy through waves.	The Big Idea of this chapter is that energy transfers through waves.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		297	Lesson 7.3 TEKS 8.12C Review, question 4, TEKS		TEKS 8.3B, 8.5B, 8.12C	TEKS 8.12C
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		125	Apply It, Infer question, sentence 2		They have determined that its temperature is 10,300 K and its luminosity is 225,800.	They have determined that its temperature is 10,300 K and its luminosity is 2.26 x 10^5.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		118D	Plan Your Lesson, Essential Question		How can stars and their life cycles be described, compared, and classified?	How can the life cycle of a star be described and how can stars be compared and classified?
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		44	Under Balancing Equations, Evaluate question, diagram text, sentence beginning with "The hydrogen atoms are…"		The hydrogen atoms are balanced with 2 atoms of each on reactant and product sides, but the oxygen atoms are not. If atoms are not even this means the equation is unbalanced.	The hydrogen atoms are balanced with 2 atoms of each on the reactant and product sides. However, the oxygen atoms are not balanced. If the number of atoms on each side are not equal, this means the equation is unbalanced.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 15	Mathematical Calculations, paragraph 1, sentence 1		Sometimes a question cannot be directly measured, so scientists use mathematical relationships to derive it.	Sometimes a quantity cannot be directly measured, so scientists use mathematical relationships to derive it.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		181	Quick Launch: Curving Coriolis, Purpose and Summary statements		Purpose: To understand that the rotation of Earth causes air and water to move in a curved path. Summary: Students observe a demonstration of how Earth's rotation affects the movement of air by comparing the lines drawn on stationary and rotating paper.	Purpose: To understand that the rotation of Earth causes air to move in a curved path. Summary: Students observe a demonstration of how Earth's rotation affects the movement of air by comparing the lines drawn on stationary paper and rotating paper.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		21	Examples, paragraph 1		Inform students that the pin laying across the surface of the water is not actually floating on the water. Instead, it is being held up by the surface tension of the water. In fact, the pin should sink because its density is greater than the density of water. A slight downward push on the pin breaks through the water's surface tension and allows the pin to sink.	Inform students that the needle laying across the surface of the water is not actually floating on the water. Instead, it is being held up by the surface tension of the water. In fact, the needle should sink because its density is greater than the density of water. A slight downward push on the needle breaks through the water's surface tension and allows the needle to sink.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		16	Quick Launch: Wonders of Water, paragraph 1, sentence 3		Make sure to create a hypothesis and record your observations.	Record your observations.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		214B	Carbon Cycle and Climate, paragraph 2, sentence 1		The carbon cycle is the flow of carbon among Earth's systems.	The carbon cycle is the movement of carbon among Earth's systems.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		48	Lesson Review, question 3, numbering and sentence 1		3. Sample answer: The reaction is not possible because oxygen is in a reactant but not shown in a product.	2. The reaction is not possible because oxygen is in a reactant but not shown in a product.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		333	Lesson 8.2 TEKS 8.13B Review, Question 5, TEKS		8.3B, 8.5A, 8.13B	8.5A, 8.13B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		232	Teach, paragraph 1		Analyze Solar irradiance is a measurement of how much radiant energy from the Sun reaches Earth. This measures all the different wavelengths of energy radiated from the Sun. Note that there are variations in solar irradiance and temperature yearly, but the 11-year averages have less variability.	Have students compare the section of the graph prior to 1960 to the section after 1960. Point out to students that before 1960, the temperature change increases as the amount of solar energy increases. However, after 1960, the amount of solar energy decreases, but the temperature continues to increase. Since an increase in solar energy typically causes warmer temperatures, scientists infer that there is another cause of the temperature increase.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		97	Lesson 3.1 TEKS 8.8A Review, question 2		Determine In the diagram of a transverse wave, what is the arrow pointing to? TEKS 8.1A, 8.2D, 8.3A, 8.8A	Determine In the diagram of a transverse wave, what does the horizontal arrow represent? TEKS 8.8A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		351	Chapter Wrap-up, Assess, Question 5, State assessment statement		On the state assessment, students may be asked to analyze and explain the complimentary relationship between adaptations and their functions.	On the state assessment, students may be asked to analyze and explain the complementary relationship between adaptations and their functions.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Urban Planning, TEKS		8.1B, 8.1C, 8.2D, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.11B	8.1C, 8.2D, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.11B

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		103	Ultraviolet Light, Explain question		Explain Answers will vary; Possible responses include remote control, the Sun, blacklights.	Explain Answers could include the dentist office, the Sun, and blacklights.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		279	Assess section, Making Connections, paragraph 3		Infer In order to answer this question, students need to recall the results of controlled burns and eutrophication. Students should notice the similarities of nutrient addition to ecosystem but also see the differences in land versus water ecosystems.	Research Encourage students to research the educational pathway needed to pursue their chosen STEM career. Allow students to share their research with a partner or the whole class.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		147	Assess, Teacher Explanation		The best answer is Gabriel. Our solar system is located within the Milky Way galaxy, one of billions of galaxies held together by gravity that have been observed.	The best answer is Kabir. Scientific theories, like the Big Bang theory, are supported by evidence.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		13	Making Connections, Predict paragraph, sentence 1		Students should use their knowledge from the types of models used in the lesson to identify ball-and-stick and space-filling.	Students should use what they learned in the lesson to determine that computational chemists might use the ball-and-stick and space-filling models.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		8	Compouds, paragraph 2, sentence 3		For example, with the compound CH4 the sphere that represents carbon will be larger than the four hydrogen spheres that are connected to the larger carbon sphere.	For example, with the compound CH4, the sphere that represents carbon is larger than the four hydrogen spheres that are connected to the larger carbon sphere.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		232	Under Human Impacts on Climate, graph		Title: Temperature vs Solar Activity Left side label: Total Solar Irradiance (W/m2) Right side label: Degrees Celsius Orange line: Solar Irradiance	Title: Total Solar Radiation and Temperature Change Left side label: Total Solar Radiation Received by Earth (W/m2) Right side label: Temperature Change (°C) Orange line: Solar Radiation
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		39	Visual Literacy, paragraph 4, sentence 1 and 2		ASK: What is the difference between the regular and subscript 2 in 2H2O in the second equation? The upper case 2 implies that there are two water molecules involved in the equation.	ASK: What is the difference between the coefficent and subscript 2 in 2H2O in the second equation? The coefficent 2 implies that there are two water molecules involved in the equation.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Before and After the Mass, Go Online statement		Now check out the video Conserving Bubbles to get another look at this real-life phenomena in action.	Now check out the video Conserving Bubbles to get another look at this real-life phenomenon in action.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		315	Take It Further, paragraph 1		Help students discover more about the career of genetic counselor by exploring Studying Genes.	Help students discover more about careers in genetics by exploring Studying Genes.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		242	Science Background, paragraph 1, sentence 1		The National Ocean Service categorizes wetlands as either ocean, estuary, river, lake, or marsh.	The National Oceanic and Atmospheric Administration (NOAA) categorizes wetlands as either ocean, estuary, river, lake, or marsh.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		84B	Connect to the Big Idea, Big Idea statement		Big Idea Wave properties translate to the transfer of energy through waves.	Big Idea Energy transfers through waves.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		299	Chapter TEKS Review, question 1, TEKS		TEKS 8.3B, 8.5G, 8.12B	TEKS 8.12B
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		131	Making Connections, Predict question, sentence 2		The star you find has a luminosity of +10 and temperature of 10,000 K.	The star you find has a luminosity of 10^-1 and temperature of 10,000 K.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		119	Quick Launch box, Shining Stars,		TEKS 8.1C, 8.1G, 8.3A, 8.8C, 8.9A Prep: 10 min Class: 20 min Purpose: To compare stars to see how they differ. Summary: Students construct a constellation with round disks using provided data about their distance from Earth, color, and diameter.	TEKS 8.1B, 8.1C, 8.1G, 8.2B, 8.3A, 8.3B, 8.5A, 8.5B, 8.5C, 8.9A Prep: 5 min Class: 20 min Purpose: To compare stars in order to see how they differ in color, size, and distance from Earth. Summary: Students are given the properties of the stars in the Orion constellation, including distance from Earth, color, and radius. Students construct Orion using cardboard circles to represent the stars.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		48	Lesson Essential Question		How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 18	Advantages of Models, paragraph 2, sentence 6		In addition to the information in the drawing, this model would also be able to provide a more accurate understanding of the molecule's three dimensional shape.	In addition to the information in the drawing, this model would also be able to provide a more accurate representation of the molecule's three-dimensional shape.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		185	Explore Lab: Identify Changes in Air Pressure, TEKS		8.1B, 8.1C, 8.1E, 8.1F, 8.2B, 8.3A	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2B, 8.3A, 8.3C, 8.5A, 8.5B, 8.5G, 8.10B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		25	Lesson Review, question 4, choice A		Correct Capillary action, or the movement of water across a solid surfaces require the connection of stem molecules to water molecules.	Correct Capillary action, or the movement of water across a solid surface, requires a connection between the molecules of a plant's stem and water molecules.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		16	Quick Launch: Wonders of Water, paragraph 2		Now check out the video Ways of Water to see some of the water around you.	Now check out the video Ways of Water to observe another property of water.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		214B	Connect to the Big Idea, last sentence		Natural factors that can influence the climate include the cyclic change in Earth's orbit and tilt, changes in atmospheric greenhouse gases, the ejection of gases into the atmosphere by volcanic eruptions, and meteors and meteorites.	Natural factors that can influence the climate include the cyclic change in Earth's orbit and tilt, changes in atmospheric greenhouse gases, the ejection of gases into the atmosphere by volcanic eruptions, and meteors and meteorites. For example, volcanoes like the one shown in the chapter opener, release sulfur dioxide into the atmosphere. This gas condenses in the atmosphere and forms fine sulfate particles, which have a very high albedo. The increased reflection of the Sun's energy caused by these sulfate particles causes cooling in Earth's lower atmosphere. In Lesson 1, students will focus on the natural factors that influence regional and global climate.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		49	Differentiation Options, Reinfore, Use to Intervene, Revisit, last sentence		If needed, review the photo and video of the plant growing in a jar with students.	If needed, review the photo and video of conservation of mass with students.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		333	Lesson 8.2 TEKS 8.13B Review, Question 6, TEKS		8.2C, 8.3B, 8.5A, 8.13B, Math 8.1A	8.2C, 8.5A, 8.13B; Math 8.1A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		233	Teach, paragrah 2, sentences 1 and 2		When does the temperature correlate nearly directly with solar irradiance? from 1880 until about 1860	When does the temperature correlate nearly directly with the amount of solar energy? from 1880 until about 1960
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		100	Explore Lab: Investigate When Two Waves Meet, TEKS		8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.2B, 8.2D,8.3A, 8.8B	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.3A, 8.3B, 8.4A, 8.5B, 8.5E, 8.8B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Examine Your Traits, TEKS		8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.2B, 8.3A, 8.3C, 8.5C, 8.5D, 8.5F, 8.13B	8.1A, 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3C, 8.5D, 8.13B

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		255	Under Disturbances and Changes in Populations, Analyze question, food pyramid diagram		Food pyramid showing three trophic levels including Grass (50 J), Rabbit (5 J), and Coyote (0.5J)	Energy units changed from Joules to units of energy. "L" in trophic level lowercased.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		104	STEM Connection, Focus on Technology, paragraph 3, sentence 2		A chemical that is injected into a person’s body and that is attracted to diseased tissue.	A chemical that is injected into a person’s body and attaches to diseased tissue.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		283	Page Keeley Science Probe, paragraph 1, sentence 1		Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		148	Explore Simulation box, Investigate the Doppler Shift		TEKS 8.1A, 8.1B, 8.2A, 8.2C, 8.2D, 8.2E, 8.3A, 8.3B, 8.4A, 8.11A Prep: 5 min Class: 40 min Purpose: To explore how the distance between waves change with the speed of an object. Summary: Students observe how the wavelength differs on both sides of a source. They use a tool to measure wavelength so that they can get a relationship between speed and wavelength.	TEKS 8.1B, 8.1C, 8.1E, 8.2B, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.5C, 8.9C Prep: 5 min Class: 45 min Purpose: To explore how the distance between observed waves change with the speed of an object. Summary: Students explore how the speed of a source affects the wavelength between successive waves. They observe how the wavelength differs on both sides of the source.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		13	Consider This! Paragraph 1		Consider This! Students should use their knowledge about computational chemistry gained in the reading to suggest other careers in which modeling would be of benefit. For example, automotive engineers use modeling to design more aerodynamic automobiles.	Consider This! Students should use what they learned about computational chemistry to suggest other careers in which modeling might be useful.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		8	Compouds, paragraph 2, sentence 4		These models also show the different atoms fused or attached.	These models also show the different atoms fused or attached to each other.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		232	Under Human Impacts on Climate, Analyze question		What is the trend in solar radiation on the graph?	What is the trend in solar radiation from 1960 to about 2018?
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		41	Conversation Starters, Fun Fact, The First Fireworks, paragraph 1, sentence 2		The first “firecrackers” were thought to be bamboo stacks that were thrown into a fire.	The first “firecrackers” were thought to be bamboo stalks that were thrown into a fire.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		66	Lesson 2.1 TEKS 8.7A Review, question 2, TEKS		TEKS 8.3A, 8.7A	TEKS 8.5A, 8.7A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		315	Digital Spotlight, Virtual Career Fair		Introduce students to the career of genetic counselor with the virtual career fair Studying Genes.	Introduce students to other careers in genetics with the virtual career fair Studying Genes.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		244	Targeted TEKS Dual Coding Table		Question 1: 8.11B, 8.11C Question 2: 8.11B, 8.11C Question 3: 8.11B, 8.11C Question 4: 8.11B, 8.11C Question 5: 8.11B, 8.11C	Question 1: 8.11B, 8.11C; 8.5B Question 2: 8.11C Question 3: 8.11B Question 4: 8.11B, 8.11C; 8.2B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		86	Characteristics of Waves, Plan section, TEKS Progressions, sentence 1		In Grade 6, students explained how energy is transferred through transverse waves TEKS 6.8A.	In Grade 6, students explained how energy is transferred through transverse waves TEKS 6.8C.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		299	Chapter TEKS Review, question 2, TEKS		TEKS 8.3B, 8.5B, 8.5G, 8.12C	TEKS 8.5B, 8.12C
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		132	Lesson 4.1 TEKS 8.9A Review, question 2		Using the Hertzsprung-Russell diagram, describe the one difference between a main sequence star and a white dwarf?	Using the Hertzsprung-Russell diagram, describe the difference between a main sequence star and a white dwarf.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		78	Show What YOU Know, step 2		Plan an investigation to design and construct a prototype.	Design and construct a prototype.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		318A	TEKS Progression		Diagram showing the progression of TEKS from G6, G7, G8, and HS Biology	Diagram showing the progression of TEKS from G4, G8, and HS Biology

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		244	Lesson Review, Assess, question 1		Building a city can decrease the albedo of land and reduce the area covered by photosynthetic organisms. The creation of buildings and roads also requires energy, and the extraction of materials used for development can emit carbon dioxide. Urbanization can also lead to flooding risks and loss of habitat for living things. DOK 3	Building a city can decrease the albedo of land and reduce the area covered by photosynthetic organisms. The construction of buildings and roads also requires energy, and the extraction of materials used for development can emit carbon dioxide. DOK 3 Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 8.5B On the state assessment, students may be asked to identify cause-and-effect relationships to explain scientific phenomena or analyze problems.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		86	Visual Literacy, paragraph 2, sentence 3		If we move away, it’s because of the boat’s movement.	If the boat moves away, it's because of the wind, not the waves.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		300	Chapter TEKS Review, question 3, TEKS		TEKS 8.3B, 8.5B, 8.5G, 8.12A	TEKS 8.5E, 8.5G, 8.12A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		136	Our Place in Space, Read the Table, Table 1, Row Composition, Column Irregular		Mostly interstellar matter and blue stars	A lot of gas and dust with blue stars
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		119	Teach, Essential Question		How can stars and their life cycles be described, compared, and classified?	How can the life cycle of a star be described and how can stars be compared and classified?

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		49	Lesson 1.4, TEKS 8.6B, 8.6E Review, question 4, TEKS		8.1A, 8.6B	8.6B
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 18	Limitation of Models, paragraph 1, sentence 5		That is why it is always important to know the limitations of a model that is being used to understand a system or a phenomenon.	That is why it is always important to know the limitations of a model that is being used to investigate a system or a phenomenon.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		185	Explore Lab: Identify Changes in Air Pressure, Purpose and Summary statements		Purpose: To construct an aneroid barometer. Summary: Students construct a homemade anaeroid barometer and record the air pressure for 10 days at the same time each day. Pressure Systems	Purpose: To construct an aneroid barometer and use it to identify how changes in air pressure affect local weather patterns. Summary: Students construct a homemade aneroid barometer using a can, plastic wrap, and a straw. They collect data over a 10-day period and use the data to identify how changes in air pressure affect local weather patterns.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		25	Lesson Review, question 4, choice C		Incorrect Cohesion is the attraction between water molecules. Capillary action relies on the attractions of water molecules with other substances.	Incorrect Cohesion is the attraction between water molecules. Capillary action relies on the attraction between water molecules and the molecules of other substances.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		18	Properties of Water, paragraph 1, last sentence		Unlike most pure substances, water has special properties that behave differently from other liquids.	Unlike most pure substances, water has special properties that make it behave differently from other liquids.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		214	Lesson Language Objectives, second paragraph		ELPS 2E and 3B While learning about climate change, students expand and internalize language used in classroom interactions by means of linguistic support. ELPS 4F While learning about atmospheric carbon, students use data to give information.	ELPS 2E and 3B While learning about climate change, students expand and internalize language used in classroom interactions by means of linguistic support.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		50	Show What YOU Know, sentence 1		Access the Show What You Know lab Safe to Swim in which students use their knowledge of acids, bases and pH to devise a method for testing water and a process for adjusting the pH of the water so that it falls within a safe range for people to swim in. DOK 4	Access the Engineering Challenge Safe to Swim in which students use their knowledge of acids, bases, and pH to devise a method for testing water and a process for adjusting the pH of the water so that it falls within a safe range for people to swim in. DOK 4
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		338	Structural Adaptations, paragraph 1, sentence 3		Structural adaptations increase an organisms chances of surviving.	Structural adaptations increase organisms' chances of surviving.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		233	Explore Lab box		Greenhouse Gases and Climate TEKS 8.1B, 8.1C, 8.1D, 8.1G, 8.1F, 8.2A, 8.2B, 8.3A, 8.5B, 8.5D, 8.11A, 8.11C Prep: 15 min | Class: 50 min Purpose: To investigate how the addition of carbon dioxide to the atmosphere affects air temperature. Summary: Students add a small amount of water to multiple flasks and add varying amounts of seltzer tablets to the non-control flasks. They then heat the flasks and measure the temperature of each flask over time.	Greenhouse Gases and Climate TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.5B, 8.5D, 8.11A, 8.11C Prep: 15 min | Class: 60 min Purpose: To investigate how the addition of carbon dioxide to the atmosphere affects air temperature. Summary: Students add a small amount of water to multiple flasks and add varying amounts of antacid tablets to the non-control flasks. They then heat the flasks and measure the temperature of each flask over time.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		105	Apply It, Explain question		What is the use of electromagnetic waves in healthcare?	What is the use of electromagnetic waves in health care?
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		266	Lesson 7.1 TEKS 8.12A Review, question 2, sentence 3		How could this change in population impact the predators that hunt rabbits in the ecosystem?	How could the change in the rabbit population impact the predators that hunt rabbits in the ecosystem?

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		104	Apply It, sample answer		Ultraviolet, X-rays, and radiation therapy are all used to help treat, diagnose, and prep patients in the healthcare system.	Ultraviolet waves, X-rays, and gamma rays are used to help diagnose and treat patients in the health care system. Ultraviolet waves are also used to sterilize medical equipment.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		283	Digital Spotlight, Page Keeley Video, paragraph 1, sentence 0		Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		163	Assess, TEKS Review, question 5		A Incorrect stars that are more massing than the Sun do not become white dwarfs B Correct stars that are more massive than the Sun end their lives as a neutron star or a black hole DOK 3 C Incorrect planetary nebulas form after a star more massive than the Sun experience a supernova and become a neutron star D Incorrect stars that are more massing than the Sun do not become white dwarfs Dual Coded: ask questions and define problems based on observations or information from text, phenomena, models TEKS 8.1A; develop and use models to represent phenomena, systems, processes, or solutions to engineering problems TEKS 8.1G On the state assessment, students may be asked to identify patterns or use observed patterns to develop an understanding of and connect scientific phenomena. They might also be asked to develop or use models to represent phenomena in space, Earth systems, processes on Earth or in space, or to demonstrate solutions to a problem.	A Incorrect Stars that are more massive than the Sun do not become white dwarfs. B Correct Stars that are more massive than the Sun end their lives as a neutron star or a black hole. DOK 3 C Incorrect Planetary nebulas form after a star more massive than the Sun experience a supernova and become a neutron star. D Incorrect Stars that are more massive than the Sun do not become white dwarfs.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		13	Under Take It Further, paragraph 1		N/A	Write About It Have students work with a partner to discuss what they observed in the virtual career fair. Have them write their reflections in their Science Notebooks.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		8	Compouds, paragraph 4		Building models gives scientists a better idea of the connections made between atoms and makes it easier to create new combinations.	Building models gives scientists a better idea of the connections between atoms and makes it easier to develop new combinations.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		233	Under Impacts on the Atmosphere, Read the Graph, line label		Current level	2021 level
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		41	Conversation Starters, Fun Fact, The First Fireworks, paragraph 1, sentences 5 and 6		Alchemists at this time were thought to be the first to combine potassium nitrate, sulfur, and charcoal to make the first “gunpowder”. This mixture was then added to hollowed bamboo sticks to make the first chemical firecrackers.	Alchemists at this time were thought to be the first to combine potassium nitrate, sulfur, and charcoal to make the first “gunpowder." This mixture was then added to hollowed bamboo stalks to make the first chemical firecrackers.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		163	Instructional Options, Digital Spotlight, STEM Project		STEM Project Students will apply what they have learned in the chapter in the hands-on STEM project.	N/A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		16B	Properties of Water, paragraph 1		This section of the lesson addresses the following aspects of TEKS 8.6C: Describe the properties of cohesion, adhesion, and surface tension in water as they are related to observable phenomena such as the formation of droplets, transport in plants, and insects walking on water.	This section of the lesson addresses the following aspects of TEKS 8.6C: Describe the properties of cohesion, adhesion, and surface tension in water as they relate to observable phenomena such as the formation of droplets, transport in plants, and insects walking on water.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		9	Modeling Mixtures, paragraph 1, sentence 3		A copper bowl is just made of copper, NaCl or salt is only salt.	A copper bowl is just made of copper; NaCl, or salt, is only salt.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		236	Impacts on the Water, title		Impacts on the Water	Impacts on Water
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		42	Explore Simulation: Investigate Conservation of Mass		TEKS 8.1A, 8.1B, 8.1D, 8.1E, 8.2C, 8.2D, 8.6B, 8.6E Prep: 10 min | Class: 20 min Purpose: To demonstrate that in a chemical reaction where gas is produced that the mass is still conserved. Summary: Students will measure and record the mass of materials before and after a chemical reaction in which gas is produced.	TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5E, 8.6B, 8.6E Prep: 5 min | Class: 45 min Purpose: To analyze the law of conservation of mass by balancing the chemical equation for a reaction. Summary: Students compare the reactants and products in four chemical reactions, including photosynthesis.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		79	Chapter TEKS Review, Question 2, sentence 2		Initially the canoe moves with a constant speed.	Initially the canoe moves at a constant speed.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		319	Page Keeley Science Probe, paragraph 1, sentence 1		Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		245	Lesson Review, Assess, question 2 and 3		2. These gases in Earth's atmosphere act like the glass in a greenhouse, trapping some of the Sun's energy and stopping it from escaping back into space. This increased energy contributes to global warming. DOK 3 3. Humans have altered the carbon cycle mostly by burning fossil fuels, which moves carbon from the geosphere to the atmosphere at an unprecedented rate. DOK 2	2. Sample answer: The carbon cycle is the exchange of carbon between Earth's systems. There are natural processes that move carbon from the atmosphere to the hydrosphere, such as ocean atmosphere exchange. This carbon can be transferred to the biosphere through photosynthesis. Carbon is moved from the biosphere to the atmosphere through decomposition and cellular respiration. Human activities, such as combustion, move carbon from the geosphere to the atmosphere. Deforestation also decreases the exchange of carbon between the atmosphere and the biosphere. DOK 3
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		86	Visual Literacy, paragraph 3, sentence 2		Answers could include anchoring the boat to stop moving away from the ball, or the ball could be attached to a leash to pull it with us as the boat moves.	Answers could include anchoring the boat to stop moving away from the ball, or the ball could be attached to a rope to pull it with us as the boat moves.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		300	Chapter TEKS Review, question 4, sentence 3		The researchers tracked the relationship between plant species diversity and the ecosystem's resilience to the drought.	The researchers tracked the relationship between plant species diversity and the ecosystem's resistance to the drought.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		136	Our Place in Space, Read the Table, Table 1, Row Size, Column Spiral		Usually around 100,000 light-years in diameter	20,000 to 200,000 light-years in diameter

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		121	Explore Lab box, Compare the Characteristics of Stars		TEKS 8.1A, 8.1E, 8.1F, 8.2B, 8.3A Prep: 10 min Class: 40 min Purpose: To see how the brightness of a star changes based on the radius and the temperature. Summary: Students observe a deep field photo and record the star colors present, then make a graph showing the distribution of star color and temperature.	TEKS 8.1B, 8.1C, 8.1F, 8.2B, 8.3A, 8.3C, 8.5A, 8.5B, 8.5G, 8.9A Prep: 10 min Class: 45 min Purpose: To understand how the temperature and radius of a star affect its luminosity. Summary: Students are given temperature, radius, luminosity, and color data on various stars. They graph the data to see the relationship between these variables, and compare the effect of radius and temperature on luminosity.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		50	Show What YOU Know, bullet 2		Plan an investigation to determine how the pH will change with your method.	Design a solution to adjust the pH of the swimming pool to safe swimming levels.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 22	TEKS Focus in this Lesson		TEKS 8.4B make informed decisions by evaluating evidence from multiple appropriate sources to assess the credibility, accuracy, cost-effectiveness, and methods used	TEKS 8.4A relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		194A	TEKS Progression diagram		Diagram that shows the TEKS progression for the lesson. 6.10A, 7.11B, 8.10C	Update to include an additional box that includes: HS Earth Science E.12B analyze the impact on humans of naturally occurring extreme weather events such as flooding, hurricanes, tornadoes, and thunderstorms E.12C analyze the natural and anthropogenic anthropogenic factors that affect the severity and frequency of extreme weather events and the hazards associated with these events
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		25	Lesson Review, question 5, choices B, C and D		B Incorrect Adhesion is the attraction of water to other substances. Adhesion does not prevent the insect from sinking. C Incorrect Cohesion refers to the attractions between water molecules. But cohesion between water molecules can exist anywhere in the liquid, not just at the surface. D Correct Surface tension allows the insect in the picture to walk across water without falling in.	B Incorrect Adhesion is the attraction between water molecules and the molecules of other substances. Adhesion does not prevent the insect from sinking. C Incorrect Cohesion refers to the attraction between water molecules. But cohesion between water molecules can exist anywhere in the liquid, not just at the surface. D Correct Surface tension allows the insect in the picture to walk across the water without falling in.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		18	Explore Lab: Investigate Water Properties, TEKS		8.1A, 8.1B, 8.1E, 8.2D, 8.3A, 8.6A	8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5B, 8.6C

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		216	Climate Change Over Time, Plan, Explore Lab, check mark 2		Preview the lab Natural Events Influence on Climate in which students explore volcanic eruptions and meteorite impacts and their influences on climate.	Preview the lab Investigate How Natural Events Influence Climate in which students explore volcanic eruptions and meteorite impacts and their influences on climate.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		51	Targeted TEKS table, questions 1 and 2		1: 8.6E; 8.2D, 8.3A 2: 8.6D; 8.1A, 8.1E, 8.2D, 8.3A	1: 8.6E; 8.3A 2: 8.6D; 8.1E, 8.3A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		346	Lesson 8.3 TEKS 8.13C Review, Question 1, TEKS		8.1B, 8.5A, 8.5F, 8.13C	8.5F, 8.13C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		233	Impact on the Atmosphere, paragraph 1, sentence 3		The greenhouse gases prevent this wavelength of energy from taking a direct path out to space and is instead absorbed and bounced around, sometimes bounced back towards Earth's surface and sometimes towards other greenhouse gases in the atmosphere.	The greenhouse gases prevent this wavelength of energy from taking a direct path out to space and is instead absorbed and reemitted, sometimes towards Earth's surface and sometimes towards other greenhouse gases in the atmosphere.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		105	Electromagnetic Wave Uses in Modern Life, paragraph 1, sentences 4-6		Have you ever wondered how your parents start their car without a key in the ignition? They can start the car due to keyless entry. A push of a button on a key fob transmits a signal that starts the car.	How can a car door be opened without using a key? A key fob transmits a signal that allows the door to unlock. In some cars the key fob also sends a signal that allows the user to push a button on the dashboard to start the ignition.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		267	Lesson 7.1 TEKS 8.12A Review, question 4, TEKS		TEKS 8.3A, 8.5B, 8.5G, 8.12A	TEKS 8.5B, 8.5G, 8.12A
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		105	Electromagnetic Wave Uses in Modern Life, Plan Section, Video title		Explore Video	Explain It Video
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		283	Biodiversity, paragraph 1, sentence 4		This probe works well with the Sticky Bars strategy.	This probe works well with the Sticky Bar Graphs strategy.

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		174	Paragraph 2, beginning with "The climate of a place is influenced..."		The climate of a place is influenced by altitude.	Altitude The climate of a place is influenced by altitude.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		16B	Connect to the Big Idea, paragraph 2		Lesson 2 focuses on the unusual properties of water such as cohesion, adhesion, and surface tension that result from the unusually strong intermolecular attractions that water forms.	Lesson 2 focuses on the unusual properties of water, such as cohesion, adhesion, and surface tension, that result from the unusually strong intermolecular attractions that water forms. These properties of water can explain many observable phenomena, such as insects being able to walk along the surface of the water of a pool and the ability of water to dissolve substances, such as the chlorine tablet in the chapter opener. In Lesson 2, students will focus on the properties of water and how they relate to observable phenomena.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		9	Modeling Mixtures, paragraph 1, sentences 6-8		While compounds are connected, element to element, mixtures do not connect. They are just stirred up together. The structure of mixtures can change, and the number of mixtures that can be created by combining substances is infinite.	Compounds are made of atoms that are connected. In a mixture, the atoms of different elements and compounds are not connected. They are just stirred together. The structure of mixtures can change which means the number of mixtures that can be created is infinite.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		236	Impacts on Water, Changes in Sea Level graph question		Explain What is happening to sea level and why?	Predict What is happening to sea level, and why do you think this change occurs?
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		45	How to Balance, paragraph 1, sentence 1		Coefficients vs Subscripts Hydrogen peroxide decomposes when exposed to sunlight as given by the equation:	Hydrogen peroxide decomposes when exposed to sunlight, as given by the equation:
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		65	Making Connections, Compare question, sample answer, sentence 1		The acceleration of the fighter pilot with the larger mass will be less than the acceleration of the fighter pilot with a mass of 70 kg.	The acceleration of the fighter pilot with a mass of 105 kg will be less than the acceleration of the fighter pilot with a mass of 70 kg.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		319	Bunnies, paragraph 1, sentence 2		The probe reveals whether students recognize that an equal amount of information comes from the mother and the father.	This probe works well with the Sticky Bar Graphs strategy.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		245	Lesson Review, Assess, question 4		4. A Incorrect While this is true, additional carbon dioxide would not have caused flooding in the area. B Correct Excess water needs to be able to soak into the ground. Paving decreases available ground space in which this can happen. DOK 2 C Incorrect This is correct but does not have any connection to the ability of the ground to soak up water and prevent flooding. D Incorrect This could have happened, but acid rain does not contribute to flooding.	3. A Incorrect Increased levels of carbon dioxide in the atmosphere would cause global temperatures to increase, not decrease. B Correct Increased levels of carbon dioxide in the atmosphere would cause global temperatures to increase. DOK 2 C Incorrect Releasing greenhouse gases, deforestation, and urbanization tend to increase the amount of carbon dioxide in the atmosphere, not decrease it. D Incorrect Releasing greenhouse gases, deforestation, and urbanization tend to increase the amount of carbon dioxide in the atmosphere, not decrease it.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		90	Wavelength and Frequency, Calculate question, sample answer		The frequency is 20 Hz. This is because there are 2 wavelengths in 40 s. [40 s/2 wavelengths = 20 Hz]	The frequency is 0.05 wave/s [2 wavelengths/40 s = 0.05 wave/s]
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		300	Chapter TEKS Review, question 4, sentence 5		Values closer to one on the vertical axis imply less resilience to the drought.	Values closer to one on the vertical axis imply less resistance to the drought.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		136	Our Place in Space, Read the Table, Table 1, Row Size, Column Irregular		Irregular sizes	3,000 to 30,000 light-years in diameter
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		134A	TEKS Progression, box 1 title		TEKS	G6
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		50	Show What YOU Know, bullet 3		Conduct your investigation.	Test your solution.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 33	The History of Science, paragraph 1, sentence 3		The scientific inquiry process that was used to figure out what caused the bridge to fail has also been a work of time.	The scientific inquiry process that was used to figure out what caused the bridge to fail has also developed over time.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		199	Explore Simulation: Investigate How Tropical Cyclones Form, TEKS		8.10C	8.1B, 8.1C, 8.1E, 8.1G, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.5E, 8.10C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		25	Lesson Review, question 6, choice A and B		Incorrect Water may form attractions to the leaf, but these attractions would be too weak to hold up the leaf against gravity. Correct The connection between the water molecules and the other water molecules allows a sort of barrier to form holding the leaf up. DOK 4	Incorrect Water molecules may form attractions to the leaf molecules, but these attractions would be too weak to resist gravity and keep the leaf from sinking. Correct The connection between the water molecules and the other water molecules allows a sort of barrier to form, holding the leaf up. DOK 4
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		19	Unseen Adhesion, paragraph 1, sentences 1 and 2		Adhesion also takes place in places we cannot see, like inside plants. Adhesion forces cause something called capillary action to occur.	Adhesion also occurs in places we cannot see, like inside plants. Adhesion forces cause something called capillary action.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		216	TEKS Progression, sentences 2 and 3		In Grade 7, students learned how plate tectonic activity results in the formation of volcanoes and volcanic eruptions. They also learned about and described the dependence of humans on ocean systems and how certain human activities can impact these systems TEKS 7.10B, 7.11B. In this lesson, students expand on this knowledge to explore how natural events influence climate TEKS 8.11A, 8.11C.	In Grade 7, students described the dependence of humans on ocean systems and how certain human activities can impact these systems TEKS 7.11B. In this lesson, students expand on this knowledge to explore how natural events influence climate.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		51	Targeted TEKS table, questions 5 and 6		5: 8.6B 8.6D; 8.2D, 8.3A 6: 8.6A; 8.1A	5: 8.6B, 8.6D; 8.3A 6: 8.6A
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		346	Lesson 8.3 TEKS 8.13C Review, Question 2, TEKS		8.1A, 8.5B, 8.13C	8.5B, 8.13C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		233	Visual Literacy, paragraph 4, sentence 2		It has risen from about 300 parts per million to about 420 parts per million.	It has increased to about 420 parts per million.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		106	Microwaves, paragraph 1, sentence 5		Because of the frequency range of microwaves, food molecules such as water and sugar can absorb their energy and heat them up.	Because of the frequency range of microwaves, food molecules such as water and sugar can absorb the energy of the microwaves. This energy makes the molecules vibrate, which warms the food.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		280	Lesson 7.2 TEKS 8.12B Review, question 1, TEKS		TEKS 8.3A, 8.3B, 8.5A, 8.5B, 8.5G, 8.12B	TEKS 8.3A, 8.5G, 8.12B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		105	Electromagnetic Wave Uses in Modern Life, Plan Section, first check		Preview the video Light Journey, in which students learn how fiber optics are used in modern life.	Preview the video Fiber Optics, in which students learn how fiber optics are used in modern life.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		284	Biodiversity, Plan section, TEKS Progressions, paragraph 1, sentence 1		In Grade 6, students learned about the hierarchical organization of organisms, populations, and communities in ecosystems TEKS 6.12C.	In Grade 6, students described how variations within a population can be an advantage or disadvantage to the survival of a population as environments change. TEKS 6.13C.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		174	The Atmosphere and Climate, Greenhouse Effect, paragraph 4, sentence 2 (paragraph beneath Compare image)		This is a result of both temperature and air pressure reaching their highest values close to the surface of Earth and decreasing as altitude increases.	Air at lower pressures has lower temperatures than air at higher pressures. As altitude increases, air molecules are more spread out. As a result, air temperature decreases.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		18	Under Cohesion, Explain question, answer		The shape is a droplet due to gravity otherwise it would be a sphere.	The droplet is mostly spherical, but due to gravity, one side is flatter.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		10	Homogeneous Mixture, title		Homogeneous Mixture	Homogeneous Mixtures
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		238	Evidence of Recent Climate Change, paragraph 1, sentences 1 and 2		Evidence of recent climate change is observable through measured changes to Earth's systems. Many of these changes are breaking recent climatic records. Rising Temperatures According to NASA, Earth's average temperature, as of 2020, has increased by 1.01°C since 1880, with 19 of the warmest years on record occurring between 2000 and 2021.	To determine how we can reduce the effects of climate change, we must first understand the extent of the changes. Scientists collect and analyze temperature, ocean, and glacial data. According to NASA, Earth's average temperature, as of 2020, has increased by 1.01°C since 1880, with 19 of the warmest years on record occurring between 2000 and 2021.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		45	How to Balance, paragraph 2, last sentence		The oxygen to oxygen bond makes hydrogen peroxide more reactive than water and makes it a powerful bleach.	The oxygen-to-oxygen connection makes hydrogen peroxide more reactive than water and makes it a powerful bleach.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Ready, Set, Go, TEKS		8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2B, 8.3A, 8.3B, 8.5B, 8.7B	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2B, 8.3A, 8.3B, 8.5B, 8.5G, 8.7B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		319	Page Keeley Video, paragraph 1, sentence 1		Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		245	Lesson Review, Assess, question 5		5. A Incorrect The graph shows that CO2 emissions from forestry and other land use have remained stable during this time frame. B Incorrect The graph shows that CO2 emissions from only forestry and other land use have remained stable during this time frame. C Correct The graph shows that there was a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950. DOK 2 D Incorrect The graph shows a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950.	4. A Incorrect The graph shows that CO2 emissions from deforestation and other land use have remained stable during this time frame. B Incorrect The graph shows that CO2 emissions from fossil fuels, cement, and flaring, have increased since 1850. An increase in CO2 emissions will cause the climate to become warmer. C Correct The graph shows that there was a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950. Since carbon dioxide is a greenhouse gas, increased emissions causes the climate to warm. DOK 3 D Incorrect The graph shows a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950. An increase in CO2 emissions will cause the climate to become warmer. Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 8.2B On the state assessment, students may be asked to analyze data by identifying patterns.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		90	STEM Connection, Focus on Math, Evaluate question, sample answer		0.5 m/s [s = 0.5 m × 8 Hz]	4 m/s [v = 0.5 m × 8 Hz]

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		300	Chapter TEKS Review, question 4, TEKS		TEKS 8.2B, 8.3B, 8.5B, 8.5G 8.12C, Math 8.1A, 8.1D	TEKS 8.2B, 8.12C; Math 8.1A, 8.1D
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		137	Irregular Galaxies, paragraph 1, sentence 2		Many deform from the gravitational pull of neighboring galaxies.	Many form from the gravitational pull of neighboring galaxies.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		134A	TEKS Progression, box 2 title		TEKS	G7
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		50	Show What YOU Know, CER, sentence 1		Make a claim about your method.	Make a claim about the effectiveness of your solution.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		SEP 35	Life Science, paragraph 1		Investigations of how the human body works began in the 1600s by William Harvey. People use to think that blood was consumed by the body. Harvey proved blood continuously circulates through the body in one circulatory system. His work not only led to the field of physiology, but it also introduced experimentation into the field of medicine.	A major development in life science was made by William Harvey in the 1600s. Prior to his research people thought that blood was consumed by the body. Through experiments, he was able to estimate the capacity of the heart. He was also able to prove that the blood circulates through the body in one system composed of two loops. His work led to the field of physiology.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		199	Explore Simulation: Investigate How Tropical Cyclones Form, Purpose and Summary statements		Purpose: To explore the relationship among ocean currents, air masses, and hurricane strength. Summary: Students use a simulation to manipulate variables, such as location, ocean temperature, air pressure, time, and wind direction to determine how each variable affects the formation of tropical cyclones.	Purpose: To understand the interactions between ocean currents and air masses that produce the conditions needed to form tropical cyclones. Summary: Students use a simulation to investigate how location, land or water temperature, and wind shear affect tropical cyclone formation.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		26B	Connect to the Big Idea, paragraph 2		Lesson 3 focuses on the characteristic properties of acidic and basic solutions, including pH.	Lesson 3 focuses on the characteristic properties of acidic and basic solutions, including pH. When a substance is dissolved in water, such as the chlorine tablet from the chapter opener, it forms an aqueous solution. This aqueous solution could be an acid, base, or neutral. To classify the solution, the pH can be measured using pH test strips, a pH indicator, or a pH meter. If the pH of the pool after adding the tablet is not safe for swimming, an acid or a base can be added to the water to adjust the pH. That is because acids and bases neutralize each other when they react. In Lesson 3, students will focus on the properties of acids and bases, including their pH and the pH of water.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		20	Connections, paragraph 1, sentence 1		When you think of the surface water on a pond or even the surface water in a glass, the water molecules at the top do not have water molecules surrounding them like the ones below do.	When you think of the water on the surface of a pond, or even the surface water in a glass, the water molecules at the top do not have water molecules surrounding them like the ones below do.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		217	Natural Climate Cycles, Analyze		Remind students that because Earth’s orbit is elliptical, it travels more slowly when it is farther from the Sun than when it is closer to the Sun. This effect is greater when the orbit is more elliptical. Therefore, when Earth’s orbit is more elliptical, its average distance from the Sun increases, so it has a lower average temperature.	Students should notice that when Earth's orbit is more elliptical, the distance between Earth and the Sun changes more drastically as Earth orbits. When Earth is farther away from the Sun, the climate is warmer, and when Earth is closer to the Sun, the climate is colder. When Earth's orbit is circular, the distance between Earth and the Sun remains relatively the same.

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McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		51	TEKS Review, question 1		A Incorrect Due to the law of conservation of mass, the total mass of reactants must equal the total mass products. Therefore, mass cannot increase. B Incorrect Due to the law of conservation of mass, the total mass of reactants must equal the total mass products. Therefore, mass cannot decrease. C Correct Due to the conservation of mass, the total mass you begin with is the total mass you end with. DOK 3 D Incorrect Due to the law of conservation of mass, the total mass of reactants must equal the total mass products. Therefore, mass cannot change. Dual Coded Evaluate experimental and engineering designs. TEKS 8.2D Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A If students do not answer Question 1 correctly, have them reread the Conservation of Mass paragraph in Lesson 1.	A Incorrect Due to the law of conservation of mass, the total mass of the reactants must equal the total mass the products. Therefore, mass cannot increase. B Incorrect Due to the law of conservation of mass, the total mass of the reactants must equal the total mass the products. Therefore, mass cannot decrease. C Correct Due to the law of conservation of mass, the total mass you begin with is the total mass you end with. DOK 3 D Incorrect Due to the law of conservation of mass, the total mass of the reactants must equal the total mass of the products. Therefore, mass cannot change. Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A On the state assessment, students may be asked to develop an explanation supported by data and models consistent with scientific principles. If students do not answer question 1 correctly, have them reread the Conservation of Mass paragraph in Lesson 4.

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McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		347	Lesson 8.3 TEKS 8.13C Review, Question 3, TEKS		8.3B, 8.13C	8.13C
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		233	Visual Literacy, paragraph 5, sentence 2		This graph provides evidence that greenhouse gas concentrations in the atmosphere have increased dramatically around the same time that solar irradiance has decreased.	This graph provides evidence that greenhouse gas concentrations in the atmosphere have increased around the same time that the amount of solar energy has decreased.
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		110	Lesson 3.2 TEKS 8.8B Review, question 2, TEKS		TEKS 8.1A, 8.1B, 8.3A, 8.8B	TEKS 8.8B
McGraw Hill Texas Science Grade 8 Write-In Print Student Edition	9781265568641		280	Lesson 7.2 TEKS 8.12B Review, question 2, TEKS		TEKS 8.3B, 8.5A, 8.12B	TEKS 8.12B
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		106	Notebooking, sentence 1		Have students access the video Light Journey.	Have students access the video Fiber Optics.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		284	Visual Literacy, paragraph 4, sample answer		83,705 species.	83,706 species

Publisher: Savvas Learning

Ch. 112 Science, Grade 8

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 8 Student Activity Companion	9781418398644	View Current Link	75	Heading above Question 4		Performance-Based Assessment; NAOH	Performance Based Assessment; NaOH

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 8 Digital Components	9781428553903		Worksheet (Student version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment; NAOH	Performance Based Assessment; NaOH
Grade 8 Digital Components	9781428553903		Worksheet (Teacher version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment; NAOH	Performance Based Assessment; NaOH
Grade 8 Student Activity Companion	9781418398644	View Current Link	195	Second sentence starter		light year	light-year
Grade 8 Digital Components	9781428553903	View Current Link	639 of flipbook; page 3 of GDoc	Second paragraph		light years	light-years
Grade 8 Digital Components	9781428553903	View Current Link	989 of flipbook; page 8 of GDoc	Question 11		light years	light-years

Publisher: TPS Publishing

Ch. 112 Science, Grade 8

STEAM into Science - Grade 8 Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition	9781788058650	View Current Link	49	DNA graphic		Cytosine = yellow Adenine = green	Cytosine = green Adenine = yellow

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Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition	9781788058667	View Current Link	53	DNA graphic		Cytosine = yellow Adenine = green	Cytosine = green Adenine = yellow
Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition	9781788058650	View Current Link	67	Second Observation paragraph		amounts of pennies	numbers of pennies
Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition	9781788058667	View Current Link	77	Second Observation paragraph		amounts of pennies	numbers of pennies
Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition	9781788058650	View Current Link	46	Eukaryotic Cell diagram		n/a	Remove ? From end of label
Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition	9781788058667	View Current Link	50	Eukaryotic Cell diagram		n/a	Remove ? From end of label

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, (Spanish) Grade K

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K	9.78036E+12	View Current Link	p.13	Column 1, Apoyo para las respuestas de los estudiantes		"Comparé los copos de algodón y las canicas con otros objetos. Los copos de algodón fueron los más grandes; las canicas fueron las más pequeñas."	"Comparé los clips y los palitos de paleta. Los palitos de paleta fueron los más grandes. Los clips fueron los más pequeños."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K	9.78036E+12	View Current Link	T14	Diseñado para los estudiantes, 5th bullet, second sentence		"Las características de "los estudiantes como científicos" integradas en la Guía del docente brindan estrategias basadas en activos para abordar traumas de aprendizaje STEM pasados y fomentar la identidad académica de los estudiantes."	"Las características de "los estudiantes como científicos" integradas en la Guía del docente brindan estrategias basadas en activos que se enfocan en la fortaleza de cada estudiante y fomentan su identidad académica."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K	9.78036E+12	View Current Link	T15	Diseñado para apoyarlos a todos, 3rd bullet		"Los Lecturas FUNomenales enumerados como recursos de extensión de punto de uso brindan oportunidades para que los estudiantes se involucren con textos de ficción y no ficción y exploren la creación de sentido con conceptos científicos."	"El Superlibro de Lecturas FUNomenal en voz alta enumerado como recurso de extensión de punto de uso brinda oportunidades para que los estudiantes se involucren con textos de ficción y no ficción y exploren la creación de sentido con conceptos científicos."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K	9.78036E+12	View Current Link	T15	Diseñado para apoyarlos a todos, 3rd bullet		"Tres versiones niveladas de los lectores admiten la diferenciación para los estudiantes."	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K	9.78036E+12	View Current Link	p.13	Column 2, Apoyo para las respuestas de los estudiantes		"Describe cuál es el más grande. Describe cuál es el más pequeño."	"Compara la cantidad de objetos en los boles. Describe los objetos. ¿Cuál es el bol que tiene más? ¿Cuál es el bol que tiene menos?"

Publisher: TPS Publishing

Ch. 112 Science, (Spanish) Grade K

STEAM into Science - Grade Kindergarten Spanish Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes	9781788056243	View Current Link	Page 134	Line after NOCHE		Piensa en el día.	Piensa en el noche.

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Publisher: Houghton Mifflin Harcourt

Ch. 112SP Science, (Spanish) Grade 1

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1	9780358841722	View Current Link	p. 225	Column 2, Apoyo para las respuestas de los estudiantes, paragraph 1, sentence 2		N/A	"Las plantas usan el agua para crecer."

Publisher: McGraw Hill

Ch. 112SP Science, (Spanish) Grade 1

McGraw Hill Ciencias para Texas, Grado 1: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		96	Get Ready, after first checkbox item		N/A	Download the T-Chart graphic organizer (optional).
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		109	Get Ready, below STEM Project Teacher Support		N/A	[checkbox] Download the Show What YOU Know support and rubric. [checkbox] Preview the Chapter Test.
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		141	Assess, Essential Question Check-In		Earth materials	Earth's materials
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		162A	Plan/Develop, Step 2		peers, teachers,	peers and teachers,

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McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		162B	EB/EL, all levels		Ask: What are the materials are being used for?	Ask: What are the materials being used for?
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		54	Bottom of the page, in the DIRECTIONS		1.1G, 1.5D	1.1G, 1.5D, 1.5F
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		54	Bottom of the page, in the DIRECTIONS		Draw and label what you could add to the laptop model to help Camilla hear.	Draw and label what you could add to the laptop model to help Camilla hear. Describe how the structure of the part you add could help Camilla hear better.
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		54	Step 3		What can be added to the laptop to help Camilla hear? Share your ideas.	What parts are missing from the model?
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		66	Top left, first photo		Photo of metal can labeled "metal"	Photo of a bean labeled "bean"
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		155	First paragraph		He worked outside with his students. This kept the animals safe. They needed to be in water to survive. He studied animal parts that were very small. Sometimes he needed a microscope to see them.	These animals lived in the water. They needed to be in water to survive. Dr. Just often worked outside to observe them. But sometimes he needed to study tiny animal parts. He needed a microscope. He needed to bring the animals to the lab.
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		3J	Day 4, Assess		Students complete the Word Ladder graphic organizer to practice vocabulary.	Students complete the Word Ladder vocabulary resource.
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		52	Teach, Promote Rich Vocabulary		handlebars	handle bars
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		52	Teach, First blue question		handlebars	handle bars
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		52	Interactive Word Wall, TEKS code		1.6D	1.5D

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McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		82D	Below 1st student mini, Investigate: Changing Butter table		Changing Butter Material Add Heat temperature: 95°F Remove Heat temperature: 40°F butter Students should record the butter melted. Students should record the butter hardened.	Changing Butter Event Observations Temperature of water for heating butter Sample answer: Students should record the temperature of the water for heating butter. Changes to the butter from heating Sample answer: Students should record the changes to the butter from heating. Temperature of water for cooling butter Sample answer: Students should record the temperature of the water for cooling butter. Changes to butter from cooling Sample answer: Students should record the changes to the butter from cooling.

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Publisher: Houghton Mifflin Harcourt

Ch. 112SP Science, (Spanish) Grade 2

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2	9780358881308	View Current Link	p.267	Under image		N/A	"¿Qué te preguntas acerca de cómo estudiar el estado del tiempo?"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2	9780358841739	View Current Link	p.292	Content Objective		"Make a model of a food chain and describe the path energy takes in the food chain. TEKS 2.12.B"	"Create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things. TEKS 2.12.B"
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2	9780358881308	View Current Link	p.430	Bottom of page, caption under left image, first sentence		"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2	9780358881308	View Current Link	p.447	Middle of page, caption next to second image, first sentence		"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2	9780358881568	View Current Link	TEKS Lesson 2.13.B, Día 1, Screen 4	Video gallery, second video, audio voiceover, first sentence		"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2	9780358881568	View Current Link	TEKS Lesson 2.13.B, Día 4, Screen 4	Video gallery, second video, audio voiceover, first sentence		"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"

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Publisher: McGraw Hill

Ch. 112SP Science, (Spanish) Grade 2

McGraw Hill Ciencias para Texas, Grado 2: TEKS

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

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McGraw Hill Ciencias para Texas, Grado 2 Student Edition	9781266309212		4	STEM Connection, Meet a Biochemist: Marie Maynard Daly, 4th sentence		Delete Biochemists are scientists who study the properties of matter.	N/A
McGraw Hill Ciencias para Texas, Grado 2 Student Edition	9781266309212		11	Above Write About It!		N/A	[Talk About It] What kind of scientist might use safety equipment like a hot plate?

Publisher: Houghton Mifflin Harcourt

Ch. 112SP Science, (Spanish) Grade 3

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 21	Paso 5 move to Paso 4		"Si flota, lee el número de la escala del vaso de precipitados que coincide con la parte de abajo del objeto. Usa la resta para hallar la diferencia entre este número y el número del Paso 2. Anota la diferencia en la columna ¿Cuánto flotó? Paso 5"	N/A
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 6, Screen 5	Short Answer interactivity, Ejemplo de respuesta		"Evidencia: La temperatura del aire entre mis tres ubicaciones variaba entre 5 ºC y 12 ºC. Las tres zonas recibieron precipitaciones cada día, pero unas más que otras. El viento sopló cada día, pero desde direcciones diferentes en cada ubicación. Razonamiento: Los datos sobre el estado del tiempo de mi escuela muestran que el tiempo estuvo soleado, cálido y con vientos del norte durante los tres días. Sin embargo, si lo comparo con las otras dos ubicaciones, puedo ver que estas tuvieron temperaturas más frías y precipitaciones."	"Evidencia: La temperatura del aire de mis ubicaciones variaba entre 12 °C y 28 °C. El viento soplaba desde diferentes direcciones. Razonamiento: Los datos muestran que el estado del tiempo puede cambiar de un día a otro. Al observar y comparar la temperatura, la precipitación y el viento, podemos ver los patrones y cambios."

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HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 289	Paragraph 1, sentence 4		N/A	"Los científicos a menudo usan centímetros o milímetros para expresar la precipitación, como se muestra en este mapa."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 59	Column 1, Práctica matemática, Apoyo para las respuestas de los estudiantes		"¿A qué temperatura se derritió todo el hielo? 32 grados F o 0 grados C"	"Analiza tus datos. ¿Qué ocurrió con la temperatura del agua cuando los cubitos de hielo se derritieron? Usa tus mediciones como evidencias para tu respuesta. Las respuestas de los estudiantes deben reflejar sus mediciones. En general, la temperatura final del agua cuando el hielo se haya derretido será menor que la temperatura inicial del agua tibia."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 382	Column 2, Los estudiantes como científicos, last sentence		"Las respuestas se registrarán en la tabla interactiva."	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 21	Column 1, Paso 2, Paragraph 2 and Paso 3		"Si necesitan ayuda para encontrar el número en el vaso de precipitados sobre el agua, pida a los estudiantes que encuentren la superficie del agua. Luego pídales que usen los ojos y un dedo para señalar dónde se encuentra la línea de agua en el vaso de precipitados. A continuación, pídales que busquen el número más cercano a esta marca. Este es el número que deben usar. Paso 3 Los estudiantes pueden no saber con seguridad cómo hallar la medición de la tercera columna. Explíqueles los pasos. Comience con el número original que hallaron para la línea de agua. Pídales que lo escriban. Ayúdelos a encontrar el siguiente número. Este es el que se alinea en la parte inferior del objeto en el agua. Reste este número del primero. El número final es la diferencia. Escriba la respuesta en la tercera columna."	N/A

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 225	Column 2, Apoyo para las respuestas de los estudiantes, last sentence		"más de 2 ½ pulgadas de precipitación."	"más de 8 centímetros de precipitación."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 5, Screen 5	Paragraph 1, sentence 4		N/A	"Los científicos a menudo usan centímetros o milímetros para expresar la precipitación, como se muestra en este mapa."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 167	Column 1, Diferenciación: Reto, Line 3		"Pídales que hagan una predicción sobre cuándo tendrá más energía mecánica el objeto que baje por la rampa."	"Pídales que hagan una predicción sobre cuándo tendrá más energía de movimiento el objeto que baje por la rampa."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 397	Column 1 , Apoyo para las respuestas de los estudiantes		"PÁGINA 521 Si los estudiantes tienen dificultades para recordar la cantidad de comida que recogió cada pico, pídales que repasen los datos registrados en el Organizador gráfico de temas científicos Escala, proporción y cantidad de la Parte 1. Apoyo para las respuestas de los estudiantes Escala, proporción y cantidad: ¿Cómo afectó el tamaño de cada pico al tipo de alimento que podía recoger? ¿De qué manera se relaciona esto con el medio ambiente en el que vive el ave? Respuesta de ejemplo: Cuanto más grande es el pico del ave, mayor es el tamaño o la cantidad de alimento que puede recoger. Esto afecta al medio ambiente en el que vive el ave, para que pueda conseguir alimento del tamaño adecuado. ¿Cómo afecta la forma de sus picos al tipo de alimento que pueden comer? Respuesta de ejemplo: El pico de un colibrí es largo, delgado y puntiagudo. Su forma y tamaño le permiten obtener néctar e insectos de las flores. Un pato tiene un pico largo y plano. Esa forma y ese tamaño le permiten al pato comer plantas y animales en el agua."	N/A

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 155	Column 1, ¿Puedes explicarlo?, first paragraph below Pregunta guía, line 2		"La cantidad de energía cambia dependiendo de la velocidad con la que se mueve la montaña rusa."	"La cantidad de energía de movimiento cambia dependiendo de la velocidad con la que se mueve la montaña rusa."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 221	Column 1, Paso 14 Apoyo para las respuestas de los estudiantes, line 2		"Respuesta de ejemplo: No ha llovido ni el Día 1 ni el Día 2, así que predigo que hoy tampoco lloverá."	"Respuesta de ejemplo: El estudiante debe identificar cambios o tendencias notables en la precipitación, la fluctuación de la temperatura o la dirección del viento. Las predicciones pueden variar."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 386	Lesson Title		"Estructura y funciones de los organismos"	"Estructuras y funciones de las partes de los animales"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 21	Column 2, Apoyo para las respuestas de los estudiantes, Analiza los resultados, paragraph 2		"De los objetos que flotaron, ¿cuál tenía la mayor distancia entre la línea inicial de la escala y el lugar donde terminaba la parte de abajo del objeto? Respuesta de ejemplo: ¡La parte de abajo del bote de juguete estaba más de una pulgada debajo de la superficie del agua!"	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 222	Column 2, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, line 6		"Mi afirmación es que el estado del tiempo en Florida es diferente del estado del tiempo en Vermont. Mi evidencia muestra que hacía 20 grados menos en Vermont los días que hice las mediciones. Mi razonamiento es que estaba nevando en Vermont. En Florida no nieva, así que no hará tanto frío."	"Mi afirmación es que el estado del tiempo cambia en diferentes ubicaciones. Mi evidencia es que la temperatura cambió los días que hice las mediciones. Mi razonamiento es que cada ubicación está en un lugar diferente y puede tener un estado del tiempo diferente."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 242	Column 2, Diferenciación: Apoyo adicional, line 4		"Debatir cómo jugar con juguetes puede ser un tipo de modelo que pone a prueba de forma segura diferentes experiencias imaginarias."	N/A
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.8.B, Día 3, Screen 4	Paso 6, line 1		"Usa un cronómetro para registrar la velocidad del objeto que baja por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió."	"Usa un cronómetro para registrar el tiempo que tarda el objeto en bajar por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió para describir la velocidad."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 227	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, line 8		"La temperatura del aire entre mis tres ubicaciones oscilaba entre 5 ºC y 12 ºC. Las tres áreas recibieron precipitaciones día a día, pero unas más que otras. El viento sopló todos los días, pero desde distintas direcciones en cada ubicación. Razonamiento: Los datos del estado del tiempo de mi escuela muestran que el tiempo fue soleado, cálido y con vientos del norte los tres días. Sin embargo, si lo comparo con las otras dos ubicaciones, puedo ver que estas tuvieron temperaturas más frías y precipitaciones.	"La temperatura del aire entre mis tres ubicaciones oscilaba entre 12 °C y 28 °C. Las tres áreas recibieron precipitaciones día a día, pero unas más que otras. El viento sopló todos los días, pero desde distintas direcciones en cada ubicación. Razonamiento: Los datos muestran que el estado del tiempo puede cambiar de un día a otro. Al observar y comparar la temperatura, la precipitación y el viento, podemos ver los patrones y cambios."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 426	Column 2, Apoyo para las respuestas de los estudiantes, ARTistas del lenguaje		"Describe la planta o el animal sobre el que investigaste. Explica cómo influyen los distintos factores en el ciclo de vida del organismo que investigaste"	"Explica qué factores o condiciones pueden sostener la estabilidad de un ciclo de vida o hacer que cambie."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 23	Analiza los resultados, paragraph 2		"De los objetos que flotaron, ¿cuál tenía la mayor distancia entre la línea inicial de la escala y el lugar donde terminaba la parte de abajo del objeto?"	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 221	Column 1, Pasos 15–19 Apoyo para las respuestas de los estudiantes, line 2		"Respuesta de ejemplo: Creo que Dallas, Texas, rondará hoy los 30 ºC sin lluvia ni viento. Creo que Concord, New Hampshire, tendrá viento del oeste, otra pulgada de lluvia y rondará los 10 ºC hoy."	"Respuesta de ejemplo: El estudiante debe identificar cambios o tendencias notables en la precipitación, la fluctuación de la temperatura o la dirección del viento. Las predicciones pueden variar."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 244	Column 2, second Apoyo para las respuestas de los estudiantes, last sentences		"El suelo arenoso tendrá más partículas. La arcilla será más lisa."	N/A
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 207	Paso 6, line 1		"Usa un cronómetro para registrar la velocidad del objeto que baja por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió."	"Usa un cronómetro para registrar el tiempo que tarda el objeto en bajar por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió para describir la velocidad."

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HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 289	Bottom of page, Question Answer Choices D and E		"D. El sistema cercano a Nueva Orleans tiene zonas con más de 2½ pulgadas de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 pulgada."	"D. El sistema cercano a Nueva Orleans tiene zonas con más de 8 centímetros de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 centímetro."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 413	Column 2, Apoyo para las respuestas de los estudiantes		"¿Cómo han crecido y cambiado nuestras plantas? Respuesta de ejemplo: Han crecido en altura y grosor. Se pueden ver raíces cada vez más largas. Algunas tienen hojas."	"Analiza los resultados ¿Qué patrones observas? Respuesta de ejemplo: Cada planta comenzó a crecer lentamente. Nuestra planta creció hasta 15 cm de altura, que fue la más alta de la clase. Apuesto a que fue porque recibió la mayor cantidad de luz solar. Los patrones que vi incluyen que cada planta crecía a un ritmo constante. Ninguna planta creció más de 2 cm entre las mediciones."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.6.A, Día 5, Screen 4	Sample answer, last sentence		"¡La parte de abajo del bote de juguete estaba más de una pulgada debajo de la superficie del agua!"	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p.218	Column 1, Apoyo para las respuestas de los estudiantes, line 3		"Respuesta de ejemplo: Más; ayer no llovió, y hoy hay alrededor de ½ pulgada de lluvia en el indicador. ... Respuesta de ejemplo: Ayer el viento soplaba del sur y hoy del oeste. ... Respuesta de ejemplo: No; hoy hace unos 5 grados C menos que ayer."	"Respuesta de ejemplo: La cantidad de lluvia variará según la ubicación... Respuesta de ejemplo: La dirección del viento dependerá de la ubicación. Podría soplar desde el norte, este, sur u oeste... Respuesta de ejemplo: Las mediciones de los estudiantes deben ser razonables. La temperatura ambiente generalmente está en el rango de 20 grados Celsius a 25 grados Celsius."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 257	Column 1, Apoyo para las respuestas de los estudiantes, Analiza modelos move to after "Paso 6"		"Apoyo para las respuestas de los estudiantes Analiza modelos…unas de otras"	"Apoyo para las respuestas de los estudiantes Analiza modelos…unas de otras" Moved, no changes to text.
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 201	Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes		"Comenzando por el planeta más cercano al Sol, ¿qué lugar ocupa la Tierra en el orden de los planetas? Respuesta: La Tierra es el tercer planeta más próximo al Sol. Si los estudiantes necesitan apoyo, muéstreles un modelo de nuestro sistema solar y señale cada planeta mientras los nombran juntos."	"¿Cuál es la secuencia correcta de los planetas en el sistema solar de la Tierra, comenzando con el planeta más cercano al Sol? C. Mercurio, Venus, Tierra, Marte, Júpiter, Saturno, Urano, Neptuno"

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HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 5, Screen 5	Bottom page, Question Answer Choices D and E		"D. El sistema cercano a Nueva Orleans tiene zonas con más de 2½ pulgadas de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 pulgada."	"D. El sistema cercano a Nueva Orleans tiene zonas con más de 8 centímetros de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 centímetro."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.6.A, Día 5, Screen 3	Paso 1, bullet point 3		"Tercera columna = ¿Cuánto flotó?"	"Tercera columna = Observaciones"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 225	Column 1, Apoyo para las respuestas de los estudiantes, line 2		"Respuesta de ejemplo: Nueva Orleans es la ciudad más calurosa, con 77 ºF. Buffalo es la ciudad más fría, con 46 ºF. 77 - 46 = 31 ºF."	"Respuesta de ejemplo: Nueva Orleans es la ciudad más calurosa, con 25 °C. Buffalo es la ciudad más fría, con 8 °C. 25 – 8 = 17 °C"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 264	Column 2, Indicadores de rentimiento table, Row 3		"describe los cambios en el modelo en un diagrama de flujo utilizando palabras y/o imágenes"	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 219	Column 2, Apoyo para las respuestas de los estudiantes, Utiliza cálculos matemáticos, paragraph 2 last sentence		"Por cada 4 aumentos de temperatura en el área 1, se produjeron 3 descensos en el área 2."	"Por cada descenso de temperatura de 4 °C en el área 1, se produjo un aumento de temperatura de 3 °C en el área 2."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, , Día 2, Screen 5	Short Answer Interactivity, Ejemplo de respuesta		"Tu respuesta podría ser algo así: • Ubicación 1: La temperatura del aire fue de 15 ºC, el viento sopló del oeste y no hubo precipitaciones. • Ubicación 2: La temperatura del aire fue de 30 ºC, el viento sopló del sur y hubo 1 cm de precipitaciones. • Ubicación 3: La temperatura del aire fue de 10 ºC, el viento sopló del norte y no hubo precipitaciones."	"Los datos variarán según la estación y la ubicación. Los estudiantes deben usar los datos reunidos para describir la temperatura, el viento y la precipitación."

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HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 21	Paso 2, Sentence 2		"Usarás las líneas, o escala, del vaso de precipitados para reunir información sobre cuánto flotan los objetos. Lee el número del vaso de precipitados que coincide con la superficie del agua. Escribe este número."	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 225	Column 1, Apoyo para las respuestas de los estudiantes bottom of page, line 5		"Respuesta de ejemplo: El sistema cercano a Nueva Orleans es más grande y tiene más precipitaciones. El sistema del área de Portland muestra hasta 2 pulgadas de lluvia, mientras que el sistema del área de Nueva Orleans muestra más de 2 ½ pulgadas."	"Respuesta de ejemplo: El sistema cercano a Nueva Orleans tiene más precipitaciones y abarca un área más grande. El sistema cercano a Nueva Orleans tiene áreas con más de 8 centímetros de lluvia."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 272	Column 2, Otros cambios, Estimular la reflexión de los estudiantes MOVE to before Práctica matemática		"Apoyo para las respuestas de los estudiantes... Página 346...tsunamis?"	"PÁGINA 346 Estimular la reflexión de los estudiantes...y los tsunamis?" Moved, no changes to text.
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 269	Column 1, Apoyo para las respuestas de los estudiantes move to after Paso 9		"Apoyo para las respuestas de los estudiantes Analiza un modelo…no se cayó"	""Apoyo para las respuestas de los estudiantes Analiza un modelo…no se cayó" Moved, no changes to text.
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 219	Column 1, Apoyo para las respuestas de los estudiantes, line 3		Respuesta de ejemplo: El estudiante cometió un error al registrar la cantidad de precipitaciones del jueves.	Respuesta de ejemplo: El estudiante cometió un error al registrar la cantidad de precipitaciones a partir de la tabla de la gráfica de barras.

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 216	Column 1, Apoyo para las respuestas de los estudiantes, line 5		"Tu respuesta podría ser algo así: • Ubicación 1: La temperatura del aire fue de 15 ºC, el viento sopló del oeste y no hubo precipitaciones. • Ubicación 2: La temperatura del aire fue de 30 ºC, el viento sopló del sur y hubo 1 cm de precipitaciones. • Ubicación 3: La temperatura del aire fue de 10 ºC, el viento sopló del norte y no hubo precipitaciones."	"Los datos variarán según la estación y la ubicación. Los estudiantes deben usar los datos reunidos para describir la temperatura, el viento y la precipitación."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.6.A, Día 5, Screen 3	Paso 2, Sentence 2		"Usarás las líneas, o escala, del vaso de precipitados para reunir información sobre cuánto flotan los objetos. Lee el número del vaso de precipitados que coincide con la superficie del agua. Recuérdalo."	N/A
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 59	Práctica matemática question, last sentence.		"... . ¿A qué temperatura se derritió todo el hielo?"	"... . ¿Qué ocurrió con la temperatura del agua cuando los cubitos de hielo se derritieron? Usa tus mediciones como evidencias para tu respuesta."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 275	Column 1, ¿Puedes explicarlo?, Apoyo para las respuestas de los estudiantes MOVE to column 2 end of page 274		"Apoyo para las respuestas de los estudiantes…mariposa?" appears after guiding question on page 275.	"Apoyo para las respuestas de los estudiantes…mariposa?" Moved, no changes to text.
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 5, Screen 3	Multiple Choice interactivity, Answer choice A		"… son de alrededor de 40 grados"	"… son de menos de 10 °C"

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 224	Column 2, Comprobar la comprensión del estudiante		Comprobar la comprensión del estudiante de los números mixtos (números enteros seguidos de una fracción) utilizados en la referencia del mapa de precipitaciones. Si es necesario, use ejemplos para comparar los números enteros con los números mixtos.	N/A
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.6.C, Día 2, Screen 4	Práctica matemática question and sample answer		"... . ¿A qué temperatura se derritió todo el hielo?" "Cuando se derritió todo el hielo, la temperatura era de 0 grados Celsius."	"... . ¿Qué ocurrió con la temperatura del agua cuando los cubitos de hielo se derritieron? Usa tus mediciones como evidencias para tu respuesta." "Responde según tus mediciones. En general, la temperatura final del agua cuando el hielo se haya derretido será menor que la temperatura inicial del agua tibia."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 261	Column 1, Apoyo para las respuestas de los estudiantes, Causa y efecto, move to top of column 2, after steps [per marked up pdf]		“Apoyo para las respuestas de los estudiantes Causa y efecto: … el agua fluía sobre él.”	"Apoyo para las respuestas de los estudiantes Causa y efecto:" Moved, no changes to text.
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 221	Column 2, Apoyo para las respuestas de los estudiantes, Identifica patrones, line 8		"0 pulgadas"	"0 centímetros"
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 286	Images of map 1 and 2		Customary units map	Metric units map
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 68	Column 1, Apoyo para las respuestas de los estudiantes, Sentence 3		"La energía geotérmica se puede usar para calentar y enfriar una casa o para calentar agua para ducharnos, lavar los platos o lavar la ropa. También se puede usar para generar electricidad."	"La energía geotérmica se puede usar para calentar piscinas. Podría usarse para que las plantas de invernaderos se mantengan calientes en el invierno."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 275	Column 1 , Apoyo para las respuestas de los estudiantes		N/A	"Apoyo para las respuestas de los estudiantes Elige y describe dos formas en que la superficie de la Tierra cambia rápidamente. Usa los ejemplos de la lección. Respuesta de ejemplo: Los incendios pueden quemar rápidamente todo lo que hay en un área, incluidos edificios y casas. Las olas pueden atravesar los rompeolas y llenar de agua las casas y las calles."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 284	Ubicación 1 Table		"1, 1.2, 1.1" ; "0.5, 1.5, 2"	" 10, 12, 11" ; "5, 15, 12"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 5, Screen 3	Image Gallery interactivity, images		Customary units map	Metric units map
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.6.C, Día 3, Screen 6	Short Answer interactivity, Ejemplo de respuesta		"Mi afirmación es que a medida que se agrega calor, la temperatura del hielo y del agua aumentan. Mi evidencia es que empieza a 0 grados Celsius y llega hasta los 70 grados Celsius. Mi razonamiento es que la temperatura seguirá subiendo mientras esté en la hornilla, pero se detendrá cuando se deje de calentar."	"Mi afirmación es que, a medida que se agrega calor, la temperatura del agua aumenta. Mi evidencia es que la temperatura del agua tibia aumentó mientras el vaso de precipitados con agua tibia estaba en la hornilla. Mi razonamiento es que la temperatura aumenta porque la hornilla calienta el agua."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.12.A, Día 1, Screen 3	Flip Card interactivity, letargo image		Incorrect image of tree in spring	Change to image of tree in winter
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 4, Screen 6	Ubicación 1 data table, Temperatura del aire, Precipitación		"1, 1.2, 1.1" ; "0.5, 1.5, 2"	" 10, 12, 11" ; "5, 15, 12"

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HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 5, Screen 4	Image of map		Customary units map	Metric units map
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 290	Map image		Customary units map	Metric unit map
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.6.C, Día 4, Screen 6	Short Answer interactivity, Ejemplo de respuesta		"Poner un vaso con hielo en una bolsa evitará que el exterior se humedezca con la condensación."	"Los vasos de agua helada se vuelven resbaladizos, especialmente en los días cálidos, y las personas pueden dejarlos caer. Necesito una manera de evitar que los vasos se vuelvan tan resbaladizos."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 413	letargo image		Incorrect image of tree in spring	Change to image of tree in winter
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.10.A, Día 5, Screen 4	Multiple Choice interactivity, answer choice		"A.31 ºF, B.18 ºF, C.13 ºF "	" A.17 °C , B.18 °C , C.13 °C"
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 288	Question Answer choices		"A.31 ºF, B.18 ºF, C.13 ºF "	" A.17 °C , B.18 °C , C.13 °C"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 223	Column 2, Boleto de salida/Evaluación formativa, line 1		"Explique y ejemplifique el contenido a los estudiantes que no están familiarizados con la notación decimal utilizada en la tabla de la ubicación 1. Use un ejemplo visual concreto para mostrar cómo los decimales de la tabla son equivalentes a ciertas fracciones. Por ejemplo, muestre cómo 1.2 equivale a un entero más 2/10 y 0.5 equivale a ½."	N/A

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 62	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Sentence 4		"Los estudiantes deben escribir su respuesta en el interactivo. Mi afirmación es que, a medida que se agrega calor, la temperatura del hielo y del agua aumentan. Mi evidencia es que empieza a 0 grados Celsius y llega hasta los 70 grados Celsius. Mi razonamiento es que la temperatura seguirá subiendo mientras esté en la hornilla, pero se detendrá cuando se deje de calentar."	"Respuesta de ejemplo: Mi afirmación es que, a medida que se agrega calor, la temperatura del agua aumenta. Mi evidencia es que la temperatura del agua tibia aumentó mientras el vaso de precipitados con agua tibia estaba en la hornilla. Mi razonamiento es que la temperatura aumenta porque la hornilla calienta el agua."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 339	Column 1, Pasos 2–5, last sentence		"Anime a los estudiantes a pensar en el flujo de energía preguntándoles por qué los animales comen alimentos."	"Anime a los estudiantes a pensar en el flujo de energía preguntándoles por qué los animales comen alimentos y cómo obtienen energía los productores."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 22	¿Flotan o se hunden? table, column 4 head		"¿Cuánto flotó?"	"Observaciones"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 223	Column 2 , Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, line 4		"La temperatura del aire es mucho más baja en la ubicación 1, por lo que es la más fría. En la ubicación 1 ha llovido, pero en la ubicación 2 no. En ambas ubicaciones, la dirección del viento cambió a lo largo de los tres días."	"El estado del tiempo es más frío en la ubicación 1. La ubicación 2 tiene el nivel más bajo de precipitación. Tanto en la ubicación 1 como en la ubicación 2, la dirección del viento cambia."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 224	Column 1, Dar sentido, line 9		"Observe que, mientras que los estudiantes usan un termómetro de escala Celsius en la actividad práctica, estos mapas del estado del tiempo usan la escala Fahrenheit."	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 65	Column 1, Apoyo para las respuestas de los estudiantes, Define problemas, Sentence 2		"Los estudiantes deben escribir su respuesta en el interactivo. Respuesta de ejemplo: Poner un vaso con hielo en una bolsa evitará que el exterior se humedezca con la condensación."	"Respuesta de ejemplo: Los vasos de agua helada se vuelven resbaladizos, especialmente en los días cálidos, y las personas pueden dejarlos caer. Necesito una manera de evitar que los vasos se vuelvan tan resbaladizos."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 339	Column 1, Paso 1, paragraph 2		"Con un grupo pequeño, ... Si los estudiantes eligen sus propios organismos para la cadena alimentaria, compruebe que incluyan un productor, un consumidor primario, un consumidor secundario y un consumidor terciario."	"Con un grupo pequeño, ... Si los estudiantes eligen sus propios organismos para la cadena alimentaria, compruebe que incluyan un productor y varios niveles de consumidores."

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HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3	9780358881575	View Current Link	TEKS Lesson 3.6.A, Día 5, Screen 3	Paso 5 move to Paso 4		"Si flota, lee el número de la escala del vaso de precipitados que coincide con la parte de abajo del objeto. Usa la resta para hallar la diferencia entre este número y el número del Paso 2. Anota la diferencia en la columna ¿Cuánto flotó? Paso 5"	N/A
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 287	Question answer choice A		"… son de alrededor de 40 grados"	"… son de menos de 10 °C"
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3	9780358881315	View Current Link	p. 270	Paragraph 2, line 6		N/A	"Crea gráficas de barras también para recopilar los datos de temperatura y precipitación."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 69	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo		"Justifica tu afirmación con evidencias de tu investigación. ... Los estudiantes deben escribir su respuesta en el interactivo. Respuesta de ejemplo: Creo que la materia puede cambiar de estado líquido a gaseoso cuando se calienta. Cuando calenté agua durante mi experimento, esta se evaporó. Mi razonamiento es que, si el agua se evapora cuando se calienta, entonces la materia puede cambiar de estado líquido a gaseoso cuando se calienta."	"Justifica tu afirmación con evidencias de tu investigación. ... Respuesta de ejemplo: La materia puede cambiar de estado cuando se calienta o se enfría. El hielo puede derretirse y convertirse en agua cuando se le agrega calor. Esa agua puede hervir o evaporarse, por lo que se convierte en vapor de agua cuando se le agrega más calor. El vapor de agua puede condensarse y volver a ser agua líquida cuando se enfría. El agua se congela y se convierte en hielo cuando se enfría más."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3	9780358841746	View Current Link	p. 339	Column 1, Pasos 2–5, Apoyo para las respuestas de los estudiantes, line 4		"Nuestras cadenas alimentarias tienen un productor, un consumidor primario, un consumidor secundario y un consumidor terciario."	"Nuestras cadenas alimentarias tienen un productor, un consumidor que se come al productor y consumidores que se comen a otros consumidores."

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Publisher: McGraw Hill

Ch. 112SP Science, (Spanish) Grade 3

McGraw Hill Ciencias para Texas, Grado 3: TEKS

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McGraw Hill Ciencias para Texas, Grado 3 Student Edition	9781266311062		250	Map		Map does not include a key and is not accessible.	Map revised so it includes a key and is accessible.
McGraw Hill Ciencias para Texas, Grado 3 Student Edition	9781266311062		325	Question 1, image		Delete Desert Food Chain.	N/A
McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition	9781266117770		10	TEACH, Promote Rich Vocabulary		Delete: appropriate	N/A

Publisher: Houghton Mifflin Harcourt

Ch. 112SP Science, (Spanish) Grade 4

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.B, Día 7, Screen 6	Boleto de salida, Multiple Choice interactivity, statement B		"B. Las plantas reducen la velocidad del viento."	"B. Las raíces de las plantas mantienen el suelo en su lugar."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.C, Día 3, Screen 6	Práctica matemática, Paragraph 3, sentence 3		"pulgadas"	"centímetros"

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 329	Boleto de salida, Multiple Choice question, statement B		"B. Las plantas reducen la velocidad del viento."	"B. Las raíces de las plantas mantienen el suelo en su lugar."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 348	Práctica matemática, Data Table, column 1, row 2		"datos de precipitaciones"	"datos de precipitaciones (centímetros)"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.C, Día 3, Screen 6	Práctica matemática, Data Table, column 1, row 2		"datos de precipitaciones"	"datos de precipitaciones (centímetros)"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.B, Día 3, Screen 2	Paragraph 1		"¿Tiene algo que ver el río que fluye al fondo del Gran Cañón con esas asombrosas paredes rocosas? Esas paredes rocosas se formaron por la descomposición de la roca en piezas más pequeñas, un proceso llamado meteorización."	N/A
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 348	Práctica matemática, Data Table, row 2		Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55, 4.11, 7.39, 5.97, 12.40, 8.94, 5.77, 6.27, 9.22, 9.96, 7.85, 5.87
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 307	Meteorización y erosión, paragraph 1		"¿Tiene algo que ver el río que fluye al fondo del Gran Cañón con esas asombrosas paredes rocosas? Esas paredes rocosas se formaron por la descomposición de la roca en piezas más pequeñas, un proceso llamado meteorización."	N/A
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.C, Día 3, Screen 6	Práctica matemática, Data Table, row 2		Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55, 4.11, 7.39, 5.97, 12.40, 8.94, 5.77, 6.27, 9.22, 9.96, 7.85, 5.87
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 239	Column 1, Boleto de salida/Evaluación formativa, sentence 2		"Guíelos para que comprendan que el agua que fluye por un arroyo puede elevarse y caer, y que el agua en movimiento puede, con el tiempo, desgastar un canal por medio de las rocas y alisar las paredes de roca."	"Guíelos para que comprendan que el agua que fluye por un río puede, con el tiempo, lograr que se desprendan pequeños pedazos de las rocas y alisarlas."

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HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4	9780358881674	View Current Link	La materia (TEKS 4.6) Prueba A/B, p.3	TEKS 4.6 Prueba A/B, Item 6, Answer Choices		B: "El volumen total de la mezcla de aceite y agua será el volumen del aceite menos el volumen del agua." D: "El volumen total de la mezcla de agua y aceite será la suma del volumen del agua más el volumen del aceite porque la materia se conserva."	B: "La masa total de la mezcla de aceite y agua será la masa del aceite menos la masa del agua." D: "La masa total de la mezcla de aceite y agua será la suma de la masa del aceite y la masa del agua porque la materia se conserva."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 516	Paragraph 1, sentences 1–5		"Existen más de 500 especies de aloe. ... Muchos aloes también tienen espinas afiladas para protegerse. El aloe vera es la más conocida de todas las especies de aloe. Es una planta originaria de la península arábiga, y el tejido parenquimático del aloe es el gel que se usa en productos cotidianos, como alimentos, detergente para lavar platos, remedios herbolarios y cosméticos."	"Existen más de 1,750 especies de cactus. ... La mayoría de los cactus también tienen espinas afiladas para protegerse. Los nopales forman un conocido grupo de cactus que incluye 150 especies diferentes. Se los puede hallar en Texas y México. Sus hojas, frutos, flores y tallos son comestibles."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.B, Día 3, Screen 6	Paragraph 1, sentence 2		"El cañón de Palo Duro tardó 250 millones de años en formarse en el área que hoy se conoce como el Panhandle de Texas."	"Un río tardó 90 millones de años en formar el cañón de Palo Duro en el área que hoy se conoce como el Panhandle de Texas."
HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4	9780358881674	View Current Link	Guía de evaluación, Clave de respuestas, TEKS 4.6 tab	TEKS 4.6 Prueba A/B, Item 6, Apoyo para la enseñanza		"Si los estudiantes no identifican esta respuesta como correcta, tal vez necesiten repasar la definición de la ley de conservación de la materia. Haga una demostración de una mezcla de líquidos y use las medidas del volumen para mostrar que el volumen total de la muestra es igual a la suma de las partes de la mezcla. Nota: Esto no funcionará con una mezcla de arena y agua, ya que el agua se filtrará entre la arena."	"Si los estudiantes no identifican esta respuesta como correcta, tal vez necesiten repasar la definición de la ley de conservación de la materia. Haga una demostración de una mezcla de líquidos y use las medidas de la masa para mostrar que la masa total de la muestra es igual a la suma de las partes de la mezcla."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 526	Top left image of flowers, caption, sentences 1–4		"Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que sostienen las plantas y soportan ramas, hojas y otras partes. Los tallos proveen agua y nutrientes a las estructuras de las plantas."	"A través de los tallos, el agua y los nutrientes circulan entre las diferentes estructuras de las plantas. Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que las mantienen erguidas y brindan soporte a las ramas, las hojas y otras partes de la planta."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 311	Paragraph 2, sentence 2		"El cañón de Palo Duro tardó 250 millones de años en formarse en el área que hoy se conoce como el Panhandle de Texas."	"Un río tardó 90 millones de años en formar el cañón de Palo Duro en el área que hoy se conoce como el Panhandle de Texas."

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HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.B, Día 7, Screen 3	Image Gallery interactivity, image of Great Sphinx, caption, sentence 2		"Desde entonces, la arena arrastrada por el viento y las aguas subterráneas han provocado meteorización y erosión."	"Desde entonces, la lluvia y la arena arrastradas por el viento han provocado meteorización y erosión."
HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4	9780358881674	View Current Link	La materia (TEKS 4.6) Prueba A, p. 3	Item 5, Parte A, Art, question and answer choices		"¿Cuál será el volumen de la mezcla?" "A. 10 mL, B. 30 mL, C. 50 mL, D. 100 mL"	Add mass labels to beakers in passage art. A. "40 g". B. "60 g" C. "32 g" D. "20 g". "¿Cuál será la masa de la mezcla?" "A. 10 g, B. 30 g, C. 52 g, D. 100 g"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.13.A, Día 4, Screen 2	Image Gallery interactivity, image of flowers, caption, sentences 1–4		"Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que sostienen las plantas y soportan ramas, hojas y otras partes. Los tallos proveen agua y nutrientes a las estructuras de las plantas."	"A través de los tallos, el agua y los nutrientes circulan entre las diferentes estructuras de las plantas. Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que las mantienen erguidas y brindan soporte a las ramas, las hojas y otras partes de la planta."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 327	Bottom left image of Great Sphinx, caption, sentence 2		"Desde entonces, la arena arrastrada por el viento y las aguas subterráneas han provocado meteorización y erosión."	"Desde entonces, la lluvia y la arena arrastradas por el viento han provocado meteorización y erosión."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.6.A, Día 2, Screen 3	Paso 1, sentence 3		"kilogramos (K)"	"kilogramos (kg)"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 241	Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, sentences 3–4		"¿Cuál de estas opciones es más probable que haya producido las paredes y torres rocosas del cañón? Respuesta: B. meteorización"	"¿Cuáles de estas opciones es más probable que hayan formado las paredes y torres rocosas del cañón? Elige todas las opciones que correspondan." Respuesta: A. erosión, B. meteorización"

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HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 6	Paso 1, sentence 3		"kilogramos (K)"	"kilogramos (kg)"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.B, Día 3, Screen 7	Boleto de salida, Multiple Choice interactivity, prompt, sentence 3, and correct answers		"¿Cuál de estas opciones es más probable que haya producido las paredes y torres rocosas del cañón?" Interactivity only accepts answer B. meteorización	"¿Cuáles de estas opciones es más probable que hayan formado las paredes y torres rocosas del cañón? Elige todas las opciones que correspondan." Interactivity requires both correct answers A. erosión and B. meteorización
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 79	Column 1, Pasos 2–4, Apoyo para las respuestas de los estudiantes, sentence 2		"Indique a los estudiantes que escriban su respuesta en el interactivo."	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 239	Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes		Image of cleaved rock wall "La familia de Roberto está haciendo senderismo por la orilla de un pequeño arroyo. Miran hacia arriba y ven esta alta pared de roca lisa. Encima de la roca hay tierra y árboles en crecimiento. ... Respuesta de ejemplo: Quizá, el agua en movimiento alisó la roca para formar una pared. SI el arroyo pasó por aquí durante mucho tiempo, puede ser que arrastrase pequeñas rocas que cortasen la roca grande para formar la pared."	Image of water flowing over smooth rocks "La familia de Roberto está haciendo senderismo por la orilla de un río. Observan que las rocas que se encuentran en el río y junto a él son muy lisas, mientras que las que se encuentran a unos metros son ásperas y puntiagudas. ... Respuesta de ejemplo: El agua en movimiento alisó las rocas que se encuentran en el río y cerca de él. Tal vez en algún momento estas rocas fueron como las otras, ásperas y puntiagudas, pero, después de estar mucho tiempo en el río, se volvieron lisas."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 74	Column 2, Consejos para la preparación, after sentence 3		N/A	"Los objetos no deben superar el límite de masa de la balanza de resorte, por ejemplo, 250 g o 500 g."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 77	Column 2, Boleto de salida/Evaluación formativa, bottom of column after Apoyo para las respuestas de los estudiantes, paragraph 1		N/A	"Apoyo para las respuestas de los estudiantes Describe las fuerzas que intervienen cuando la niña abre el portón. Usa los patrones de fuerzas que identificaste en la Actividad práctica para justificar tu respuesta. Respuesta de ejemplo: La gravedad hace que el portón sea pesado y la fricción afecta su deslizamiento, pero la rueda permite que el portón se deslice más fácilmente."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 306	Boleto de salida, Short Answer item, prompt sentences 1–3 and image of cleaved rock wall		Image of cleaved rock wall "La familia de Roberto está haciendo senderismo por la orilla de un pequeño arroyo. Miran hacia arriba y ven esta alta pared de roca lisa. Encima de la roca hay tierra y árboles en crecimiento."	N/A - deleted image "La familia de Roberto está haciendo senderismo por la orilla de un río. Observan que las rocas que se encuentran en el río y junto a él son muy lisas, mientras que las que se encuentran a unos metros son ásperas y puntiagudas."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 65	Column 2, Día 3: Cuestión de roce, Consejos para la preparación, after sentence 3		N/A	"Los objetos no deben superar el límite de masa de la balanza de resorte, por ejemplo, 250 g o 500 g."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4	9780358881582	View Current Link	TEKS Lesson 4.10.B, Día 2, Screen 7	Boleto de salida, Short Answer interactivity, prompt, sentences 1–3 and image of cleaved rock wall and Ejemplo de respuesta		Image of cleaved rock wall "La familia de Roberto está haciendo senderismo por la orilla de un pequeño arroyo. Miran hacia arriba y ven esta alta pared de roca lisa. Encima de la roca hay tierra y árboles en crecimiento." Ejemplo de respuesta: "Tal vez el agua en movimiento alisó la roca y formó una pared. Si el arroyo pasó por aquí durante mucho tiempo, tal vez arrastró pequeñas rocas que recortaron la roca grande para dar forma a la pared."	Image of water flowing over smooth rocks "La familia de Roberto está haciendo senderismo por la orilla de un río. Observan que las rocas que se encuentran en el río y junto a él son muy lisas, mientras que las que se encuentran a unos metros son ásperas y puntiagudas. ... Respuesta de ejemplo: El agua en movimiento alisó las rocas que se encuentran en el río y cerca de él. Tal vez en algún momento estas rocas fueron como las otras, ásperas y puntiagudas, pero, después de estar mucho tiempo en el río, se volvieron lisas."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 101	Column 2, bottom of column, after Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento		N/A	"Boleto de salida Apoyo para las respuestas de los estudiantes ¿De qué manera los modelos ayudan a los ingenieros a diseñar soluciones a los problemas? Respuesta de ejemplo: Los modelos ayudan a los ingenieros a construir prototipos para ponerlos a prueba y ajustarlos hasta que funcionen como se desea para que cumplan todos los criterios."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 312	Boleto de salida, Multiple Choice question, after sentence 3 of prompt		N/A	"¿Cuáles de estas opciones es más probable que hayan formado las paredes y torres rocosas del cañón? Elige todas las opciones que correspondan."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4	9780358841753	View Current Link	p. 251	Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, Respuesta		"Respuesta: B. Las plantas reducen la velocidad del viento."	"Respuesta: B. Las raíces de las plantas mantienen el suelo en su lugar."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4	9780358881322	View Current Link	p. 348	Práctica matemática, Paragraph 3, sentence 3		"pulgadas"	"centímetros"

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Publisher: McGraw Hill

Ch. 112SP Science, (Spanish) Grade 4

McGraw Hill Ciencias para Texas, Grado 4: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Ciencias para Texas, Grado 4 Student Edition	9781266312694		18	Bottom of the page, Talk About It		Explore resources and research STEM careers that using listening skills.	Explore resources and research STEM careers that use listening skills.
McGraw Hill Ciencias para Texas, Grado 4 Student Edition	9781266312694		207	Table: Advantage: first row		• rich in energy easy to store	• rich in energy • easy to store

Publisher: Houghton Mifflin Harcourt

Ch. 112SP Science, (Spanish) Grade 5

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 506	Paso 7 MOVE TO bottom of p. 505		"Paso 7 Ahora, vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar a las tres especies nativas."	"Paso 7 En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar a las tres especies nativas."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 109	Column 1, Apoyo para las respuestas de los estudiantes, Recopila observaciones, Respuesta de ejemplo		"Comienza en mi mano, luego se mueve a la mesa y eventualmente va al piso."	"La pelota empieza a ir más rápido a medida que rueda por la rampa, rebota algunas veces y luego se detiene muy pronto cuando golpea el piso. La energía comienza en mi mano, luego se mueve a la rampa y la mesa, y finalmente al piso."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 547	Patrones, sentence 1		"Echa un vistazo a los datos que reuniste durante el Día 1."	"Echa un vistazo a los datos que reuniste durante la Parte 1."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 125	Afirmaciones, evidencias y razonamiento, sentence 1		"Haz una afirmación sobre cómo miden los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."	"Haz una afirmación sobre cómo observan los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.7.A Día 2, Screen 9	Afirmaciones, evidencias y razonamiento, sentence 1		"Haz una afirmación sobre cómo miden los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."	"Haz una afirmación sobre cómo observan los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.6.A Día 4, Screen 4	Middle of Page, Analiza los datos, paragraph 2, Ejemplo de respuesta, sentence 1		"Observé que el azúcar granulada y el vinagre de color tienen solubilidad en el agua."	"Observé que el azúcar granulada y el vinagre de color son solubles en agua."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.13.A, Día 3, Screen 5	Patrones, sentence 1		"Echa un vistazo a los datos que reuniste durante el Día 1."	"Echa un vistazo a los datos que reuniste durante la Parte 1."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 102	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentence 1		"Haga una afirmación sobre cómo los científicos miden las fuerzas que actúan sobre los objetos y los cambios que las fuerzas causan."	"Haz una afirmación sobre cómo los científicos observan las fuerzas que actúan sobre los objetos y los cambios que las fuerzas causan."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.6.A, Día 2, Screen 6	Top of Screen, Práctica matemática, paragraph 2, sentence 2		"Para determinar el volumen del trozo de arcilla, resta el volumen del agua del volumen del agua con la arcilla."	"Para calcular el volumen del trozo de arcilla en mL, resta el volumen del agua sin la arcilla (Paso 4) del volumen del agua con la arcilla (Paso 5)."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 537	Hot spot for "Lomo oscuro"		"La piel oscura de la parte superior de una foca leopardo hace que a los depredadores les resulte difícil ver a la foca cuando miran hacia abajo."	"La piel oscura de la parte superior de una foca leopardo hace que a los depredadores les resulte difícil ver a la foca cuando miran hacia el agua desde arriba."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 195	Column 1, caption 1, sentence 2		"Mientras el microondas está en funcionamiento, transfiere energía."	"Mientras el microondas está en funcionamiento, transforma energía."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 18	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo		"El azúcar granulada y el vinagre coloreado son similares porque tienen solubilidad en agua."	"El azúcar granulada y el vinagre coloreado son similares porque son solubles en agua."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 446	Column 1, Apoyo para las respuestas de los estudiantes, Analiza los resultados, Respuesta de ejemplo, sentence 2		"… el comportamiento aprendido para elegir diferentes materiales para asegurarse de que el nido sea fuerte."	"… el comportamiento aprendido para elegir distintos materiales que permitan hacer un nido resistente. Con un nido fuerte y seguro, es más probable que las crías sobrevivan."

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HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 202	Paragraph 2, sentence 1		"Chu quiere que se investigue más sobre energías renovables y energía nuclear. Cree que una de las formas más importantes de combatir el cambio climático es dejar de usar combustibles fósiles."	"Chu quiere que se investigue más sobre energías renovables. Cree que una de las formas más importantes de combatir el cambio climático es reducir el uso de combustibles fósiles."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	TEKS Lesson 5.6.A Día 4, Screen 6	Middle of Page, Afirmaciones, evidencias y razonamiento, paragraph 2, Ejemplo de respuesta, sentence 1		"El azúcar granulada y el vinagre de color son similares porque tienen solubilidad en el agua."	"El azúcar granulada y el vinagre de color son similares porque son solubles en agua."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.13.B, Día 4: Construye un nido, Screen 5	Analiza los resultados, Ejemplo de respuesta, sentence 2		"… comportamientos aprendidos para elegir distintos materiales que garanticen la resistencia del nido."	"… comportamientos aprendidos para elegir distintos materiales que permitan hacer un nido resistente. Con un nido fuerte y seguro, es más probable que las crías sobrevivan."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 195	Column 2, caption 2, sentence 2		"¿Qué tipos de transferencia de energía están ocurriendo?"	"¿Qué tipos de transformaciones de energía están ocurriendo?"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 9	Column 2, Práctica matemática, paragraph 2, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo		"Tenía 26 mL de agua antes de introducir mi objeto de arcilla. Luego de agregar la pelota de arcilla, tuve 36 mL de agua. 36 mL – 26 mL = 10 mL Mi pelota de arcilla tiene un volumen de 10 mL."	"Los estudiantes necesitan restar el volumen del agua sin la arcilla (Paso 4) del volumen del agua con la arcilla (Paso 5) para calcular el volumen de la arcilla en mL."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.13.B, Día 6: Comportamientos en grupo, Screen 6	Profesiones STEM, paragraph 1, sentence 3		"Un especialista en información geográfica diseña y desarrolla dispositivos de rastreo de datos."	"Un especialista en información geográfica utiliza sistemas para analizar y hacer mapas de información geoespacial."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 9	Column 2, Apoyo para las respuestas de los estudiantes, Analiza los datos, Respuestade ejemplo		"Tenía el Cubo 1, con un volumen de 3 centímetros cúbicos; el Cubo 2, con un volumen de 1.5 centímetros cúbicos; y una pelota de arcilla, con un volumen de 10 mL. De menor a mayor volumen, mis objetos eran el Cubo 2, el Cubo 1, y luego la pelota de arcilla."	"Primero, los estudiantes necesitan cambiar el volumen de la arcilla de mL a centímetros cúbicos sabiendo que 1 centímetro cúbico es igual a 1 mL. Después, los ordenan de menor a mayor."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.8.A Día 2 Screen 4	Paso 5, sentence 3		"Espera una hora."	N/A
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.6.A, Día 2, Screen 7	Top of Screen, Analiza los datos, paragraph 1, sentence 4		"Enumera los objetos en orden de menor a mayor volumen."	"Cambia el volumen de la arcilla de mL a centímetros cúbicos usando la nota. Después, ordena los objetos de menor a mayor. "
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 572	Paragraph 1, sentence 2		"Por ejemplo, las aves aprenden a volar por ensayo y error y también aprenden a cantar escuchando a las demás. Sin embargo, todas las aves construyen nidos. Este es un comportamiento instintivo. Si bien todas las aves nacen sabiendo construir nidos,..."	"Por ejemplo, las aves aprenden a volar por ensayo y error, y muchas aprenden a cantar escuchando a las demás. Sin embargo, construir nidos es un comportamiento instintivo en la mayoría de las aves. Si bien muchas aves nacen sabiendo construir nidos,..."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 17	Column 2, Apoyo para las respuestas de los estudiantes, Analiza los datos, Respuesta de ejemplo		"Mis observaciones demuestran que el azúcar granulada y el vinagre con color tienen solubilidad en el agua."	"Mis observaciones demuestran que el azúcar granulada y el vinagre con color son solubles en agua."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 589	Profesiones STEM, paragraph 1, sentence 3		"Un especialista en información geográfica diseña y desarrolla dispositivos de rastreo de datos."	"Un especialista en información geográfica utiliza sistemas para analizar y hacer mapas de información geoespacial."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 181	Column 1, Dirija un debate en grupo, sentence 3		"...Aclare que cuando ambos están apagados, la corriente no puede fluir porque el circuito no está completo. Cuando ambos están encendidos, la energía eléctrica puede circular por cualquiera de ellos. Cuando un interruptor está encendido y el otro apagado, la energía sólo puede fluir por un camino y se dirige en esa dirección."	"...Aclare que cuando alguno de los interruptores está apagado, la corriente no puede fluir porque el circuito no está completo. Cuando ambos están encendidos, la energía eléctrica circula por ambos interruptores."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.6.A Día 3, Screen 4	Bottom of Screen, Analiza los datos, paragraph 2, Ejemplo de respuesta, sentence 3		"El clip recubierto de plástico también flotó."	N/A
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.13.B, Día 3: Construye un nido, Screen 2	Paragraph 1		"Los animales nacen sabiendo hacer algunas cosas, pero hay otras que deben aprender. Por ejemplo, las aves aprenden a volar por ensayo y error y también aprenden a cantar escuchando a las demás. Sin embargo, todas las aves construyen nidos. Este es un comportamiento instintivo. Si bien todas las aves nacen sabiendo construir nidos,..."	"Los animales nacen sabiendo hacer algunas cosas, pero hay otras que deben aprender. Por ejemplo, las aves aprenden a volar por ensayo y error, y muchas aprenden a cantar escuchando a las demás. Sin embargo, construir nidos es un comportamiento instintivo en la mayoría de las aves. Si bien muchas aves nacen sabiendo construir nidos,..."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 268	Paragraph 1		"Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de la luz."	"Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de fuentes de luz."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 13	Column 1, Apoyo para las respuestas de los estudiantes, Analizar datos, Respuesta de ejemplo		"El clip de plástico también flotó."	N/A
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 564	Image 2 (Flamingo) caption, sentence 2		"El color de las plumas es un rasgo físico adquirido."	"El color de las plumas de estas aves es un rasgo físico adquirido."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.8.C Día 7, Screen 3	Top of Screen, paragraph 1		Energy is not created by light, light is a form of energy. "Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de la luz."	"Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de fuentes de luz."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 86	Column 1, Patrones, Apoyo para las respuestas de los estudiantes, sentence 2		"Explica si el agua se comportaría igual que el aire. Respuesta de ejemplo: Sí, el agua se comportaría igual porque ocupa espacio."	"Explica en qué se parecerían y en qué se diferenciarían tus resultados y los de la botella llena de aire. Respuesta de ejemplo: Al apretar la botella de agua, el agua subiría hacia dentro del globo porque el agua ocupa espacio, al igual que el aire."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.13.B, Día 1: Engage, Screen 2	Image 2 (Flamingo) caption		"El color de las plumas es un rasgo físico adquirido."	"El color de las plumase de estas aves es un rasgo físico adquirido."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 209	Column 1, Diferenciación: Apoyo adicional, sentence 3		Refraction itself is not an optical illusion, but it can produce optical illusions. "Explique a los estudiantes que la refracción es una ilusión óptica porque la luz interactúa de forma diferente con el agua que con el aire."	"Explique a los estudiantes que la refracción puede producir una ilusión óptica porque la luz interactúa de forma diferente con el agua que con el aire."

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HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.6.D Día 2, Screen 5	Top of Page, Patrones, sentence 2		"Explica si el agua se habría comportado de la misma manera que el aire o no. Ejemplo de respuesta: Sí, el agua se habría comportado de la misma manera porque ocupa espacio."	"Explica en qué se parecerían y en qué se diferenciarían tus resultados y los de la botella llena de aire. [widget: Ejemplo de respuesta] Al apretar la botella de agua, el agua subiría hacia dentro del globo porque el agua ocupa espacio, al igual que el aire."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.13.B, Día 2: Puzzled?, Screen 5	Analiza los resultados, Ejemplo de respuesta, sentence 2		"Eso significa que pueden encontrar o producir alimento más rápido..."	"Eso significa que pueden encontrar alimento más rápido..."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 304	Item A and D		Swap sentence A "El agua vuelve a la superficie de la Tierra en forma de lluvia, nieve, granizo o aguanieve." with sentence D "La energía solar hace que el agua se evapore." so the water cycle process is in the correct order.	Swap sentence A "El agua vuelve a la superficie de la Tierra en forma de lluvia, nieve, granizo o aguanieve." with sentence D "La energía solar hace que el agua se evapore." so the water cycle process is in the correct order.
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 438	Image 1 and 2		Images placement changes	Image of plant with blue arrows in the soil above Image of plant with blue arrows going up the plant
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 108	Patrones, sentence 2		"Explica si el agua se habría comportado de la misma manera que el aire o no."	"Explica en qué se parecerían y en qué se diferenciarían tus resultados y los de la botella llena de aire."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 453	Column 1, ¿Puedes explicarlo?, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo, sentence 3		"Este comportamiento instintivo protege a las crías de tortuga que se mueven hacia el agua al mismo tiempo de los depredadores y aumentan sus posibilidades de sobrevivir."	"Este comportamiento instintivo protege de los depredadores a las crías de tortuga que se mueven hacia el agua al mismo tiempo y aumenta sus posibilidades de sobrevivir."

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HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.12.C, Día 2, Screen 4	Paso 6, paragraph 1, Paso 7, paragraph 1		"Paso 6 En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Primero, usa la información de la Tabla A para colocar el número necesario de cuadrados de alimentos en los clips de las tarjetas. Paso 7 Ahora, vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar las tres especies nativas. En tu cuaderno, arma la Tabla C como se muestra."	"Paso 6 Ahora, vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa. Paso 7 En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar las tres especies nativas. En tu cuaderno, arma la Tabla C como se muestra."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 99	Column 2, Apoyo para las respuestas de los estudiantes		"Observo: ¿Qué te preguntas sobre el movimiento de la pelota de tenis de mesa en el video?..." "Me pregunto: ¿Qué observas sobre el movimiento de la pelota de tenis de mesa en el video?..."	"Me pregunto: ¿Qué te preguntas sobre el movimiento de la pelota de tenis de mesa en el video?..." "Observo: ¿Qué observas sobre el movimiento de la pelota de tenis de mesa en el video?..."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 452	Top of Column 2		N/A	Apoyo para las respuestas de los estudiantes "[question] Elige uno de los recursos de tu lista. Hazle a esa persona tus preguntas sobre las profesiones STEM. Anota al menos tres cosas que aprendas. [answer] Las respuestas de los estudiantes serán diferentes dependiendo de las preguntas que hagan y de quién responda esas preguntas. Las preguntas y las respuestas deben estar relacionadas con una profesión STEM."
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 505	Paso 6		"Paso 6 En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Primero, usa la información de la Tabla A para colocar el número necesario de cuadrados de alimentos en los clips de las tarjetas."	"Paso 6 Ahora vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.7.A Día 4, Screen 4	Reúne observaciones, paragraph 2, Ejemplo de respuesta		"Empieza en mi mano, luego pasa a la mesa y finalmente al piso."	"La pelota empieza a ir más rápido a medida que rueda por la rampa, rebota algunas veces y luego se detiene muy pronto cuando golpea el piso. La energía empieza en mi mano, luego pasa a la rampa y la mesa, y finalmente al piso."

Publisher: McGraw Hill

Ch. 112SP Science, (Spanish) Grade 5

McGraw Hill Ciencias para Texas, Grado 5: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text

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McGraw Hill Ciencias para Texas, Grado 5 Student Edition	9781266314117		61	second bullet, first sentence		A liquid is a state of matter has a definite volume but no definite shape.	A liquid is a state of matter that has a definite volume but no definite shape.
McGraw Hill Ciencias para Texas, Grado 5 Student Edition	9781266314117		121	bottom of the page, to the right of the photo, in gray box		Electricity is transformed into what types of energy in a hairdryer?	Electricity is transformed into which types of energy in a hair dryer?
McGraw Hill Ciencias para Texas, Grado 5 Student Edition	9781266314117		259	Top right of art		There appears to be a cloud behind the Sun.	The cloud behind the Sun will be deleted.
McGraw Hill Ciencias para Texas, Grado 5 Student Edition	9781266314117		273	bottom right of art, underground area, steam		It appears to be a chamber filled with water and steam	The chamber will appear to be filled with hot water.
McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		28D	Under Student Page mini, Make a Claim, Item 9		Sample answer: I claim that mass can be measured with a scale. Volume can be measured with a graduated cylinder. Relative density can be compared based on what floats and sinks in water.	Sample answer: I claim that mass can be measured with a scale or balance. Volume can be measured with a graduated cylinder or beaker. Relative density can be compared based on what floats and sinks in water.

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McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		41	Key Moment, Visual Literacy, First question		Ask: What is the purpose of photos?	Ask: What is the purpose of the photos?
McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		41	Visual Literacy; Last Line		photo's purpose	purpose of photos
McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		80	Top of page, light blue bar		DAY 5	DAY 4
McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		86A	Conduct an Investigation, Science Mindset, third line		of the board	on the board
McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		110B	Interactive Word Wall, third sample answer		i used...	I used...
McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		110B	IWW box, third blue question		investigaion	investigation
McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition	9781266122446		146C	Under second student page mini, Conduct an Investigation, #6, second column, last row		Electrical > light, heat, sound	Electrical > light, heat
McGraw Hill Ciencias para Texas, Grado 5 Student Edition	9781266314117		60	Last paragraph, last sentence		If you mix pieces of sand, glass, or plastic into a tank of water, they will gather on the bottom and will not dissolve in water	If you mix pieces of sand, glass, or plastic into a tank of water, they will not dissolve in water

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Publisher: Houghton Mifflin Harcourt

Ch. 112SP Science, (Spanish) Grade 6

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	7	Column 2, Apoyo para las respuestas de los estudiantes, COMÉNTALO answer bullets 1–4		"• nombrar sólidos, líquidos y gases que puedan observar en el momento • nombrar sólidos, líquidos y gases específicos que pueden encontrar en casa o fuera de la escuela • nombrar sustancias sólidas, líquidas o gaseosas específicas que han aprendido, pero que no son comunes en la vida cotidiana"	"• Hacer preguntas sobre fenómenos • Investigar para identificar patrones • Analizar datos para determinar relaciones de causa y efecto."

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HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9.78036E+12	View Current Link	TEKS Lesson 6.11.A, Evalúa, Screen 6	Question 5 interactivity, question text		"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración inteligente de recursos? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo. Así, los agricultores podrían haber seguido cultivando, lo que permite a los agricultores vender alimentos y evitar la pobreza y ayuda a la gente de sus comunidades a prevenir la desnutrición."	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración de recursos moderna? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo y la contaminación del aire. Así, los agricultores podrían haber seguido vendiendo cultivos, lo cual evita la pobreza. Esto también habría ayudado a la gente de sus comunidades a prevenir la desnutrición."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	117	Column 1, Cambios físicos, Apoyo para las respuestas de los estudiantes, APLICA, Answer		"Cada sustancia está hecha de un tipo específico de materia, como átomos, compuestos o moléculas. Los cambios físicos no cambian la identidad de los átomos, compuestos o moléculas, solo cambian el tamaño, la forma o el estado de la sustancia existente."	"Toda la materia que vemos está hecha de tipos específicos de sustancias, ya sean elementos o compuestos. Los cambios físicos no modifican la identidad de los elementos o los compuestos. Solo cambian el tamaño, la forma o el estado de la sustancia existente."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	470	Column 2, Paso 2, Sample answer, Sentence 3		"Además, es menos caro importar alimentos que cultivarlos en Hawái, porque la tierra allí es muy cara y difícil de preparar y mantener para la agricultura a gran escala, y no es barato ni sencillo traer trabajadores agrícolas."	"Además, ahora hay casi el doble de habitantes en Hawái y muchos más turistas. Esto significa que se necesitan más alimentos que en el pasado."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	24	Column 2, Apoyo para las respuestas de los estudiantes, Practice Question number 5 answer		"un lingote de oro."	"D. un lingote de oro" [please set all the text in anno font]

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HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6	9.78036E+12	View Current Link	301	Question 5, question text		"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración inteligente de recursos? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo. Así, los agricultores podrían haber seguido cultivando, lo que permite a los agricultores vender alimentos y evitar la pobreza y ayuda a la gente de sus comunidades a prevenir la desnutrición."	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración de recursos moderna? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo y la contaminación del aire. Así, los agricultores podrían haber seguido vendiendo cultivos, lo cual evita la pobreza. Esto también habría ayudado a la gente de sus comunidades a prevenir la desnutrición."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	104	Column 1, Abordar conceptos erróneos, 1st Concepto erróneo bullet last line.		"Las sustancias sufren un cambio físico cuando se disuelven."	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	476	Column 1, second EXPLICA, Sample answer, sentence 2		"El aumento de la eficiencia de las tuberías de agua, los accesorios y los electrodomésticos puede garantizar que se utilice menos agua para cada tarea y que se desperdicie menos agua, de modo que el agua esté disponible cuando se necesite."	"El aumento de la eficiencia de las tuberías de agua, los accesorios y los electrodomésticos puede garantizar que se utilice menos agua para cada tarea y que se desperdicie menos agua."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	174	Column 1, Fuerzas verticales y horizontales, Apoyo para las respuestas de los estudiantes, MODELO, answer		"Una caja en el piso. A la izquierda, figura azul empujando con una flecha de fuerza apuntando a la derecha rotulada como “30 N”. A la izquierda, figura verde empujando con una flecha de fuerza apuntando hacia la derecha rotulada como “25 N”.”	"Una caja tiene dos flechas del lado izquierdo, ambas apuntando hacia la derecha. Una tiene el rótulo "30 N" y la otra tiene el rótulo "25 N". La flecha de 30 N debería ser un poco más larga."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	485	Column 2, Matriz de decisiones, Sample answer		"Debe reducir los residuos que entran en el vertedero en un porcentaje determinado. Calificación: 5)—Solución 1: 4. Solución 2: 3 Debe poder ser realizado por todos los estudiantes y el personal de la escuela. Calificación: 3)—Solución 1: 2. Solución 2: 3 Puede realizarse todos los días que la escuela esté abierta. Calificación: 1)—Solución 1: 3. Solución 2: 3 Es divertido para los estudiantes participar. Calificación: 2)—Solución 1: 2. Solución 2: 1 Totales: Calificación: 17. Solución 1: 14. Solución 2: 14"	"Debe reducir los residuos que entran en el vertedero. (Calificación: 5); Solución 1: 4, Solución 2: 3 Es fácil de realizar. (Calificación: 3); Solución 1: 2, Solución 2: 1 Es divertido para los estudiantes participar. (Calificación: 2); Solución 1: 2, Solución 2: 1 Totales: Calificación: 14, Solución 1: 11, Solución 2: 9"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	521	Column 2, Question 3, Option A		"Son dos poblaciones de la comunidad de la tundra."	"Son dos poblaciones del ecosistema de la tundra."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	15	Column 2, Comprueba tu aprendizaje, Apoyo para las respuestas de los estudiantes, EVALÚA		"EVALÚA: Arrastra cada etiqueta que describe las propiedades correctas de la sustancia a la imagen correcta. Respuesta de ejemplo: sólido, líquido, gas"	"EVALÚA: Las imágenes muestran modelos de la disposición y la estructura de las partículas en las sustancias. Une cada rótulo con el diagrama que mejor represente cada estado de la materia. Respuestas de izquierda a derecha: sólido, líquido, gas"

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	438	Column 2, IDENTIFICA, Sample answer, Sentence 3		"Utilizo minerales de la geósfera porque los minerales pueden convertirse en metales. Bebo agua de la hidrósfera."	"Recojo rocas de la geósfera."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	172	Column 1, Práctica matemática Calcular la fuerza neta, Apoyo para las respuestas de los estudiantes, ANALIZA, answer		"Busque: Los diagramas deben mostrar una persona azul a la izquierda del cuadro con una flecha de fuerza que apunta a la derecha rotulada como "30 N". A la izquierda, una persona verde empujando la caja con una flecha de fuerza rotulada como "20 N" apuntando hacia la izquierda."	"Busque: Los diagramas deben mostrar una flecha a la izquierda de la caja que apunte a la derecha con el rótulo "30 N", y una flecha a la derecha de la caja que apunte hacia la izquierda con el rótulo "20 N"."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	484	Column 2, Paso 3, Sample answer, Sentences 2-4		"Debe reducir los residuos que entran en el vertedero en un porcentaje determinado. Calificación: 5 Debe poder ser realizado por todos los estudiantes y el personal de la escuela. Calificación: 1 Puede realizarse todos los días que la escuela esté abierta. Calificación: 3"	"Reduce los residuos que entran en el vertedero. Calificación: 5 Es fácil de realizar. Calificación: 3"
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9.78036E+12	View Current Link	TEKS Lesson 6.12.C, Evalúa, Screen 4	Question 3 Option A		"Son dos poblaciones de la comunidad de la tundra."	"Son dos poblaciones del ecosistema de la tundra."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9.78036E+12	View Current Link	TEKS Lesson 6.6.A, Exploración 2, Screen 7	Drag and Drop Interactivity, Evalúa question stem and answer		"EVALÚA: Arrastra cada rótulo que describa las propiedades correctas de la sustancia a la imagen correcta. Respuesta de ejemplo: sólido, líquido, gas"	"EVALÚA: Las imágenes muestran modelos de la disposición y la estructura de las partículas en las sustancias. Une cada rótulo con el diagrama que mejor represente cada estado de la materia. Respuestas de izquierda a derecha: sólido, líquido, gas"

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	460	Column 2, bottom, EVALÚA, Sample answer		"Elegiría la Opción 1 porque ahora mismo no tengo dinero, y preferiría tener $5 que nada."	"Elegiría la Opción 1 porque preferiría tener $5 que nada."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	169	Column 1, Apoyo para las respuestas de los estudiantes, PASO 3		"PASO 3: Los tiempos para llegar al suelo deberían aumentar a medida que aumenta la altura."	"PASO 3: Para poner a prueba tu paracaídas, deja caer el objeto con el paracaídas y mide cuánto tarda en llegar al suelo. [respuesta] Los tiempos de caída deben ser similares en cada prueba, pero variarán debido a errores y otros factores, como el viento."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	470	Column 2, Paso 2, Sample answer, Sentence 1		"Los hawaianos de hoy tienen una dieta mucho más diferente y diversa que la que tenían los nativos de Hawái antes de la llegada de los occidentales."	"Los hawaianos de hoy tienen una dieta mucho más diferente y diversa que la que tenían los nativos de Hawái hace 1,000 años."
HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6	9.78036E+12	View Current Link	347	Question 3 Option A		"Son dos poblaciones de la comunidad de la tundra."	"Son dos poblaciones del ecosistema de la tundra."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	14	Column 2, 2nd Aplica Patrones about liquid answer		"Las partículas líquidas no están tan juntas ni se mantienen en su lugar..."	" Las partículas líquidas no se mantienen en su lugar..."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	450	Column 1, EXPLICA, Sample answer, last sentence		"De este modo, el gobierno está cambiando la protección de los bosques por el apoyo financiero a la población local."	"De este modo, el gobierno está cambiando el apoyo financiero a la población local por la protección de los bosques."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	195	Column 1, APLICA, answer Sentence 2		"Cuando golpea la piñata y no siente la fuerza de reacción de la piñata haciéndolo retroceder, puede sentir que ha roto la piñata."	"Cuando golpea la piñata y no siente la fuerza de reacción de la piñata haciéndolo retroceder, puede sentir que le ha errado a la piñata."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	484	Column 2, Paso 4, Sample answer		"Las posibles limitaciones incluyen que cueste poco o nada de dinero, que no implique el manejo de equipos mecánicos, que no requiera una capacitación especial y que no requiera demasiado espacio o tiempo."	"Las posibles limitaciones incluyen que cueste poco o nada de dinero, que no implique el manejo de equipos mecánicos y que no requiera una capacitación especial."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	537	Column 2, Paso 3, Sample answer		"Respuesta de ejemplo: El árbol y la hierba obtienen energía del sol."	"Respuesta de ejemplo: El árbol y el césped obtienen energía del sol. Mis evidencias son que la luz del sol es un factor abiótico y las flechas apuntan desde el sol hacia el árbol y el césped."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	2	Column 2, Abordar conceptos erróneos text for third Concepto erróneo.		"Las partículas en un líquido son lo suficientemente fuertes como para mantener juntas las moléculas, y son más densas y menos comprimibles que los gases, pero no tan densas como las moléculas en un sólido. Las fuerzas no son lo suficientemente fuertes para mantener las moléculas en una posición fija, permitiéndoles pasar o deslizarse sobre otra."	"Las fuerzas que hay entre las partículas de un líquido mantienen las moléculas mucho más juntas que las partículas de un gas, lo que hace que los líquidos sean más densos y menos comprimibles que los gases. Las fuerzas no son lo suficientemente fuertes para mantener las moléculas en una posición fija, permitiéndoles pasar o deslizarse sobre otra."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	430	Objetivo de la lección		"Investigue y describa por qué la administración de los recursos es importante en la reducción de la energía global, la pobreza, la malnutrición y la contaminación del aire y el agua."	"Investigue y describa por qué la administración de los recursos es importante en la reducción del uso global de la energía, la pobreza, la malnutrición y la contaminación del aire y el agua."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	192	Column 1, Parte 1: Observar pares de fuerzas, Apoyo para las respuestas de los estudiantes, PASO 3, answer		"Respuesta de ejemplo: Las observaciones de los estudiantes deben ser opuestas a las del paso 2."	"Los estudiantes deben notar que ya sea que ellos o su compañero sean los que empujan con más firmeza, la fuerza que sienten aumenta en comparación con el Paso 1."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	492	Column 1, IDENTIFICA PATRONES, Sample answer, sentence 2		"Para satisfacer la necesidad de madera y productos de papel, la mayoría de los árboles que se talan se encuentran en las naciones más pobres de Sudamérica, Asia y África."	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	535	Column 1, Criterios de puntuación de la práctica delaboratorio, bullet 3		"El estudiante apoya sus conclusiones y explicaciones con evidencias válidas y fiables."	"El estudiante reúne datos como se describen en su procedimiento."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	15	Column 2, Comprueba tu aprendizaje, Apoyo para las respuestas de los estudiantes, 2nd Explica		"Respuesta de ejemplo: Como sólido, las partículas no se mueven y..."	"Respuesta de ejemplo: Como sólido, las partículas no cambian de posición en relación con las demás y..."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	432	Column 1, Content Objective		"Investigue y describa por qué la administración de los recursos es importante en la reducción de la energía global, la pobreza, la malnutrición y la contaminación del aire y el agua."	"Investigue y describa por qué la administración de los recursos es importante en la reducción del uso global de la energía, la pobreza, la malnutrición y la contaminación del aire y el agua."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	24	Column 1, JUSTIFICA TU AFIRMACIÓN, 3rd bullet		"Las moléculas de agua tienen más energía cinética que las moléculas de hielo, por lo que las moléculas se mueven más y el colorante para alimentos se esparce más."	"Las moléculas del agua líquida tienen más energía cinética que las moléculas del hielo sólido, por lo que las moléculas se mueven más y el colorante para alimentos se esparce más."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	459	Column 2, Paso 3, Sample answer		"El uso de los recursos y las estrategias de gestión están relacionados con la población, las necesidades individuales y sociales y las oportunidades económicas."	"Los patrones que encontré en el uso y manejo de los recursos incluyen: -El uso de recursos varía según la región. -El uso global de los recursos aumenta a medida que aumenta la población mundial. -La contaminación es a menudo una consecuencia del uso de los recursos. -La gestión de los recursos puede reducir las consecuencias del uso de los recursos".

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	221	Column 1, Dar sentido		"Aprender acerca de cómo la energía no solo se transfiere de una forma a otra, sino que también puede transformarse, desarrolla la comprensión de la energía cinética y potencial."	"Aprender acerca de cómo la energía se transforma y transfiere entre objetos desarrolla la comprensión de la energía cinética y potencial."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	531	Column 1, Adelanto del vocabulario de la lección		Image of armadillo; image of rock outcrop; image of seagulls	Image of rock outcrop; image of armadillo; image of seagulls
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9.78036E+12	View Current Link	TEKS Lesson 6.6.A, Desarrolla, Screen 6	Multiple Choice Interactivity, Analiza, correct answers		Correct answer is A.	Correct answer is A and C.
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	457	Column 1, Fuentes de energía renovables Q2, Sample answer, Sentences 2 and 4		"La energía solar y eólica están disponibles gratuitamente todo el tiempo, pero el coste de captar la energía puede ser caro [...] La energía geotérmica es energía calorífica procedente del subsuelo y no es tan abundante en todos los lugares de la Tierra."	"La energía solar y eólica son renovables, pero el coste de captar la energía puede ser caro [...] La energía geotérmica es energía térmica procedente del subsuelo y no es accesible en muchos lugares."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	225	Column 1, PASO 3 Sample Answer		"El yo-yo tiene energía potencial gravitatoria cuando está en la mano de la persona. La energía cinética aumenta desde el punto en que se libera hasta que llega al final de la cuerda, cuando la energía cinética cae a cero. A medida que el yo-yo vuelve a subir por la cuerda, la energía cinética vuelve a convertirse en energía potencial."	"A medida que el yo-yo cae, su energía potencial gravitacional disminuye, ya que parte de ella se transforma en energía cinética. Esta energía se transforma de nuevo en energía potencial gravitacional cuando el yo-yo vuelve a subir por la cuerda hasta la mano."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9780358841777	View Current Link	628	Column 2, Apoyo para las respuestas de los estudiantes, DESARROLLA UNA AFIRMACIÓN		"Respuesta de ejemplo: Afirmación: Algunos de los organismos que viven cerca de las coladas de lava son unicelulares. Otros son multicelulares. Algunos son autótrofos que pueden fabricar su propio alimento, y otros son heterótrofos que necesitan comer otros seres vivos."	"Respuesta de ejemplo: Afirmación: Algunos de los organismos que viven cerca de las coladas de lava son organismos unicelulares resistentes al calor. Algunos son autótrofos que pueden fabricar su propio alimento."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9780358841777	View Current Link	610	Column 1, Información general		"...Algunos de los organismos que viven cerca de las coladas de lava son unicelulares. Otros son multicelulares. Algunos son autótrofos que pueden fabricar su propio alimento, y otros son heterótrofos que necesitan comer otros seres vivos."	"...Algunos de los organismos que viven cerca de las coladas de lava son organismos unicelulares resistentes al calor. Algunos son autótrofos y pueden fabricar su propio alimento."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	50	Column 2, Preguntas para practicar, Apoyo para las respuestas de los estudiantes, Item 3 answer		"C. una mezcla homogénea"	"C. una mezcla heterogénea"
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	445	Column 1, Paso 6, Sample answer, Sentence 2		"La temperatura del aire en la botella con la envoltura de plástico aumentó más rápidamente que la temperatura de la otra botella y siguió aumentando durante 15 minutos de mediciones."	"La temperatura del aire en la botella con la envoltura de plástico aumentó más rápidamente que la temperatura de la otra botella y siguió aumentando durante las mediciones."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	242	Column 1, REÚNE DATOS Sample Answer		"La pelota de la práctica de laboratorio transfiere energía al vaso y luego se transforma en calor. De la misma manera, la energía se transfiere de las centrales eléctricas a los dispositivos de nuestros hogares, donde se transforma en otras formas de energía, como luz y calor en una bombilla."	"La pelota de la práctica de laboratorio tiene energía potencial gravitacional que se transforma en energía cinética a medida que rueda. La pelota luego transfiere energía cinética al vaso. En la red eléctrica, las centrales eléctricas transfieren energía eléctrica a dispositivos en nuestros hogares donde esa energía puede transformarse en sonido, calor, luz u otra forma de energía."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9780358841777	View Current Link	619	Column 1, Comprobar la comprensión del estudiante		"Pídales a los estudiantes que expliquen por qué los cubos más pequeños tenían mayor superficie, a pesar de ser más pequeños que el cubo más grande."	"Pídales a los estudiantes que expliquen por qué los cubos más pequeños tenían una mayor relación superficie/volumen, a pesar de ser más pequeños que el cubo más grande."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	49	Column 1, Resumen de la lección, Comprobar la comprensión del estudiante, bullet 1		"Lea las oraciones de resumen, una a la vez."	"Lea las preguntas de resumen, una a la vez."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	451	Column 2, ANALIZA, Sample answer, last sentence		"Esto es diferente de los factores que afectan a la cantidad de tierra cultivable por persona, que depende en gran medida del número de personas que hay que alimentar, así como de sus necesidades nutricionales y de los tipos de alimentos que consumen."	"Esto es diferente de los factores que afectan a la cantidad de tierra cultivable por persona, que depende del número de personas que hay que alimentar, así como de la cantidad de tierra cultivable que hay en el mundo."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	321	Column 1, Parte 2: Haz un modelo de la distanciaentre la Tierra y la luna, Paso 3 answer		Correct answer is B. La luna está unas cinco veces más lejos que la distancia alrededor de la Tierra.	Correct answer is C. La luna está unas nueve veces más lejos de la Tierra que la distancia que hay alrededor de la Tierra.
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9780358841777	View Current Link	638	Column 1, Información general		"Esencialmente, los genes proporcionan un “código” para que el cuerpo sepa cómo formarse y crecer, pero a veces estos códigos tienen variantes. Tales variantes se conocen como alelos. "	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	80	Column 1, Concepto erróneo text for third Concepto erróneo, first sentence		"Los fluidos no son "materiales" y, por lo tanto, no tienen densidad."	"Los fluidos no son sólidos y, por lo tanto, no tienen densidad."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	441	Column 2, ANALIZA question text, Sentence 5		"Cuando utilizamos de forma irresponsable productos químicos en el exterior o nos deshacemos incorrectamente de los residuos, las precipitaciones pueden crear escorrentías tóxicas que causan contaminación no puntual en las aguas subterráneas."	"Cuando usamos sustancias químicas de forma irresponsable en el exterior o eliminamos los desechos de forma inadecuada en muchos lugares, la lluvia puede crear una escorrentía tóxica que provoca contaminación no puntual en el agua subterránea."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	331	Column 2, PREDICE answer		Correct answer is C. No importa porque ambos días tienen mareas altas y mareas bajas.	Correct answer is A. El día 12 es mejor porque la marea estará más alta de lo normal durante la marea baja.

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	455	Column 1, Dirija un debate en grupo, Sentences 1–3		"Cuando reúna de nuevo a la clase y elabore una definición de pobreza energética para todo el grupo, haga hincapié en que la pobreza energética existe de muchas formas en todo el mundo y que no significa simplemente que la gente no tenga acceso a las fuentes de energía. El acceso a la energía para muchas personas suele ser poco fiable por una razón u otra, y esas razones suelen ser exclusivas de una región. Por ejemplo, Estados Unidos tiene una red energética que puede distribuir energía eléctrica y combustible para cocinar y calentar a la gran mayoría de la población estadounidense; sin embargo, un tercio de los estadounidenses sufre pobreza energética porque las subidas de precios y los altos costes de la energía pueden dificultar el pago de sus facturas de servicios públicos."	"Cuando reúna de nuevo a la clase para hablar sobre soluciones para reducir el uso global de energía, haga hincapié en que el acceso a la energía existe de muchas formas en todo el mundo y que no significa simplemente que la gente no tenga acceso a las fuentes de energía. El acceso a la energía para muchas personas suele ser poco fiable por una razón u otra, y esas razones suelen ser exclusivas de una región. Por ejemplo, Estados Unidos tiene una red energética que puede distribuir energía eléctrica y combustible para cocinar y calentar a la gran mayoría de la población estadounidense; sin embargo, un tercio de los estadounidenses no puede satisfacer sus necesidades energéticas porque las subidas de precios y los altos costes de la energía pueden dificultar el pago de sus facturas de servicios públicos."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9780358841777	View Current Link	639	Column 1, bullet 2, sentence 2		"Si un número suficiente de individuos de una población desarrolla rasgos ventajosos para su supervivencia, esto puede beneficiar a toda la población."	"Si un número suficiente de individuos de una población tiene rasgos ventajosos para su supervivencia, esto puede beneficiar a toda la población."
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9.78036E+12	View Current Link	TEKS Lesson 6.6.D, Exploración 1, Screen 5	Paso 3, Data Table, Row 1		"Agua salada" | "ninguna" | "ninguno" | 100 mL | " " | " "	"Agua salada" | "—" | "—" | " " | "100 mL " | " "
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9.78036E+12	View Current Link	TEKS Lesson 6.11.A, Exploración 1, Screen 6	ANALIZA interactivity question text, Sentence 5		"Cuando usamos sustancias químicas de forma irresponsable en el exterior o eliminamos los desechos de forma inadecuada, la lluvia puede crear una escorrentía tóxica que provoca contaminación no puntual en el agua subterránea."	"Cuando usamos sustancias químicas de forma irresponsable en el exterior o eliminamos los desechos de forma inadecuada en muchos lugares, la lluvia puede crear una escorrentía tóxica que provoca contaminación no puntual en el agua subterránea."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	436	Column 1, Información general, sentence 6		"Los niveles de dióxido de carbono pueden aumentar cuando más personas utilizan estos recursos, o pueden disminuir si las personas hacen un esfuerzo consciente para reducir su uso."	Los niveles de dióxido de carbono pueden aumentar cuando más personas utilizan recursos de combustibles fósiles."

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HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6	9.78036E+12	View Current Link	60	Paso 3, Data Table, Row 1		"Agua salada" | "ninguna" | "ninguno" | 100 mL | " " | " "	"Agua salada" | "—" | "—" | " " | "100 mL " | " "
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	475	Column 2, first EXPLICA, Sample answer, Sentence 1		"Conservando la energía eléctrica y reduciendo el transporte, disminuirá la cantidad de combustibles fósiles que hay que quemar."	"Conservando la energía eléctrica y reduciendo la dependencia de combustibles fósiles para el transporte, disminuirá la cantidad de combustibles fósiles que hay que quemar."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	457	Column 2, Diferenciación: Reto, Sentence 1		"Pidale a los estudiantes que describan la relación entre la pobreza energética y los gases de efecto invernadero y cómo están entrelazados."	"Pida a los estudiantes que describan la relación entre el uso energético y los gases de efecto invernadero y cómo están entrelazados."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	93	Column 2, DEFINE EL PROBLEMA, MOVE TO p. 94, top of Column 1		"Respuesta de ejemplo: El buzo necesita cambiar su densidad. La clave para que el buzo se sumerja es que el buzo se vuelva más pesado para su tamaño. Esto hará que aumente la densidad general del buzo. Desplazará menos agua que el peso de su cuerpo."	"Respuesta de ejemplo: El buzo necesita cambiar su densidad. La clave para que el buzo se sumerja es que el buzo se vuelva más pesado para su tamaño. Esto hará que aumente la densidad general del buzo."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	476	Column 1, first EXPLICA, Sample answer, Sentence 2		"Las prácticas de conservación pueden garantizar que se utilice menos agua y que se desperdicie menos para que el agua esté disponible cuando se necesite."	"Las prácticas de conservación pueden garantizar que se utilice menos agua y que se desperdicie menos para que el agua esté disponible en el futuro."

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HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	463	Column 2, Question 5, question text		"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración inteligente de recursos? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo. Así, los agricultores podrían haber seguido cultivando, lo que permite a los agricultores vender alimentos y evitar la pobreza y ayuda a la gente de sus comunidades a prevenir la desnutrición."	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración de recursos moderna? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo y la contaminación del aire. Así, los agricultores podrían haber seguido vendiendo cultivos, lo cual evita la pobreza. Esto también habría ayudado a la gente de sus comunidades a prevenir la desnutrición."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	87	Column 2, Apoyo para las respuestas de los estudiantes, PREDICE answer		"Respuesta de ejemplo: Puede haber un patrón relacionado con qué tipos de objetos se hunden y qué tipos de objetos flotan en el agua."	"Respuesta de ejemplo: Las pasas siguen un patrón de hundirse, flotar y volver a hundirse. Es probable que haya un patrón para lo que está causando este comportamiento."
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6	9.78036E+12	View Current Link	477	Column 1, DESCRIBE, Sample answer		"Los recursos energéticos son limitados y a menudo provocan contaminación. A medida que aumenta la población, aumenta la demanda de energía, y los picos de demanda provocan interrupciones en el acceso y aumentan los costes."	"Los recursos energéticos son limitados y su uso puede provocar contaminación. A medida que aumenta la población, aumenta la demanda de energía."

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Publisher: McGraw Hill

Ch. 112SP Science, (Spanish) Grade 6

McGraw Hill Ciencias para Texas, Grado 6: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		229	Explore Simulation, Investigate the Rock Cycle, TEKS		TEKS 6.1A, 6.1B, 6.1G 6.2A, 6.3A, 6.3B, 6.5B, 6.10C	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.10C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		337	Lesson 9.1 TEKS 6.13A Review Question 5		TEKS 6.1D, 6.13A A They should change the objective lens from 40× to 4× which will make the image bigger. B The scientist should increase the magnification to 1,000× which would keep the image the same size. C They should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000× which would increase the size of the image so it can be viewed more clearly.	TEKS 6.13A A The scientist should change the objective lens from 40× to 4×, which will make the image bigger. B The scientist should increase the magnification to 1,000×, which will keep the image the same size. C The scientist should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000×, which will increase the size of the image so it can be viewed more clearly.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 2		Fertilizers contain nitrogen and phosphorus which produces the food we eat.	Fertilizers, which are needed to produce the food we eat, contain nitrogen and phosphorus.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		75	Lesson Review, question 6, choice B		Incorrect Mixture 2 and 4 is incorrect because there is no temperature change for Mixture 2.	Incorrect Mixture 2 and 3 is incorrect because there is no temperature change for Mixture 2.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: High Jump, Go Online		Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		259	Lesson Review, question 2		Tilling disturbs the soil, making it more susceptible to erosion. Avoiding tilling keeps the soil secure. DOK 2	Soil-moisture technology can help farmers use the correct amount of water to keep crops healthy. When there are crops in the field, the amount of soil erosion decreases. That is because plant cover lessens the impact of raindrops, which break up and disperse soil particles. Their roots also help hold soil particles together, preventing them from being washed away by water or blown away by wind. DOK 3 Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3B On the state assessment, students may be asked to propose and communicate solutions about resource conservation.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		362	Chapter TEKS Review, Question 6		Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in a variation of temperatures up to 54°C.	Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in temperatures up to 54°C.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		22	Density Ratios, paragraph 1, sentence 3		Relative density usually given as a ratio of the density of the object to that of water.	Relative density is usually given as a ratio of the density of the object to that of water.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		13	Volume of Gases, Explore Simulation, header		Explore Simulation	Revisit the Explore Simulation
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		115	Lesson 3.3 TEKS 6.7C Review, question 4, TEKS		TEKS 6.1A, 6.7C	TEKS 6.5A, 6.7C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		22	Density Ratios, paragraph 1, sentence 4		An object floats if the ratio is less than one, and sinks if the ratio is greater than one.	An object floats if the ratio is less than one and sinks if the ratio is greater than one.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		35	Revisit the Explore Lab box, Identify Physical Properties of Elements, sentence 1		In the reasoning section of their CER charts, students should include the fact that the physical properties of materials can be grouped into metals, nonmetals, and metalloids.	In the reasoning section of their CER charts, students should include the fact that elements can be grouped into categories based on their properties. These categories include metals, nonmetals, and metalloids.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		115	Lesson 3.3 TEKS 6.7C Review, question 6, TEKS		TEKS 6.2D, 6.7C	TEKS 6.7C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		239	Lesson 6.3 TEKS 6.10C Review, question 5, TEKS		TEKS 6.3A, 6.10C; Math 6.2E	TEKS 6.2B, 6.10C; Math 6.2E
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		340	Explore Lab, Group Characteristics, TEKS		6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2A, 6.2B, 6.3A, 6.3B, 6.13B	6.1B, 6.1C, 6.1G, 6.2B, 6.3B, 6.5A, 6.13B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 4		Iodine is a used as an antiseptic on cuts, and is helpful for treating infections.	Iodine is used as an antiseptic on cuts and is helpful for treating infections.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		82	Quick Launch, Roll On, paragraph 2		Now check out the video Ramp Up to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		147	Lesson 4.2 TEKS 6.8B Review, question 4		TEKS 6.8B	TEKS 6.5E, 6.8B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		259	Lesson Review, question 3		Responses may include collecting rainwater to flush toilets, take showers, and wash clothes, taking shorter showers, and always washing a full load of laundry. DOK 3	Answers may include collecting rainwater to flush toilets, take showers, and wash clothes. They can also take shorter showers and always wash a full load of laundry. DOK 3 Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3B On the state assessment, students may be asked to propose and communicate solutions about resource conservation.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		330	TEKS Progressions, paragraph 1		In Grade 5, students analyzed the structures and functions of different species TEKS 6.13A. In this lesson, students expand on this knowledge of the structures and function of organisms to understand the historical development of cell theory and explain the tenants of cell theory.	In Grade 5, students analyzed the structures and functions of different species TEKS 5.13A. In this lesson, students expand on this knowledge of the structures and functions of organisms to understand the historical development of cell theory and explain the tenets of cell theory.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Energy Evaluation, TEKS		TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.8A	TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.5A, 6.8A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		259	Lesson Review, question 4, TEK		Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations.	Identify and apply patterns to understand and connect scientific phenomena or to design solutions.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		330	Teach, Naming Cells, sentence 1		Due to their small-scale size, cells cannot be observed with the unaided eye.	Due to their small size, cells cannot be observed with the unaided eye.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		22	Density Comparison, paragraph 1, sentence 1		Given that water has a known density, this can be used to measure the density of objects when directly measuring can not be done.	Water has a known density, so it can be used to determine the density of objects that cannot be measured directly.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		13	Volume of Gases, Explore Simulation, above paragraph, missing title		N/A	Compare Volume
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		116	Show What YOU Know, sentence 1		Plan and conduct your own investigation about how to help protect drivers when breaks fail.	Plan and conduct your own investigation about how forces can be used to protect drivers.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		118	Chapter TEKS Review, question 3, TEKS		TEKS 6.1A, 6.7B	TEKS 6.1G, 6.7B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: First Step to Discovery, TEKS		6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.4A, 6.5D, 6.5F, 6.13A	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.5D, 6.5F, 6.13A

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		243	Chapter TEKS Review, question 5, TEKS		TEKS 6.3A, 6.10C	TEKS 6.10C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		340	Explore Lab, Group Characteristics, sentence 2		Examine some extra terrestrial organisms and find out!	Examine some extraterrestrial organisms and find out!
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		37	Apply It, Explain question sample answer		Society uses the elements for the properties of the element. The shortage could prevent scientific and technologic advancement.	A shortage could prevent production of goods or the advancement of science and technology.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		85	Explore Simulation, TEKS		6.1A, 6.1B, 6.1F, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A	6.1B, 6.1C, 6.1E, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Popping Good Fun, TEKS		TEKS 6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.8A, 6.8B	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.8B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		259	Lesson Review, question 5, Dual Coded and sentence starting with "On the state assessment…"		Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1A On the state assessment, students may be asked to define problems.	Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3B On the state assessment, students may be asked to communicate solutions about resource management and conservation.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		340	TEKS Progressions, paragraph 1, sentence 1		In Grade 4, students explored and explained how structures and functions of plants enable them to survive in their environment, such as waxy leaves and deep roots TEKS 4.13A.	In Grade 4, students explored and explained how structures and functions of plants, such as waxy leaves and deep roots, enable them to survive in their environment TEKS 4.13A.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		22	Density Comparison, paragraph 1, sentence 3		You can take an object known to float in water, and measure how deep it sinks in the unknown fluid.	You can take an object known to float in water and measure how deep it sinks in the unknown fluid.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		44	TEKS Review, Assess, question 3, Dual Coded and "On the state assessment..." paragraph		Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 6.2B On the state assessment, students may be asked to identify significant descriptive statistical features.	Use mathematical calculations to assess quantitative relationships in data. TEKS 6.2C On the state assessment, students may be asked to use mathematical calculations to assess quantitative relationships.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		116	Show What YOU Know, bullet 1		In the Design Your Own Lab Crash Course, read the instructions and select what materials you might use to build a model.	In the Engineering Challenge Crash Course, read the instructions and select what materials you might use to build a model.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		119	Chapter TEKS Review, question 5, TEKS		6.7C	6.3A, 6.7C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: First Step to Discovery, Saftey Icons		Hand wash icon, Goggles icon, Gloves icon, Scissors icon	Hand wash icon
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		243	Chapter TEKS Review, question 6, TEKS		TEKS 6.3A, 6.10B	TEKS 6.10B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		342	Number of Cells, paragraph 1, sentence 3		Scientists identify organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.	Scientists sort organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		38	Mining for Elements, paragraph 1, sentence 2		With rich underground deposits of elements such as sulphur, iron, silver, and uranium, it’s no surprise mining paid off for them.	With rich underground deposits of elements such as sulfur, iron, silver, and uranium, it’s no surprise mining was so successful.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		88	Reducing Friction, Identify question sample answer		The surfaces could be flatter or smoother.	Using a lubricant creates less friction between two objects.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		183	The Moon's Position at High Tide, paragraph 2, sentence 1		The force of gravity exerted on Earth and its oceans decreases as you move away from the Moon.	The force of gravity on Earth and its oceans decreases as the distance from the Moon increases.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		261	Assess, Managing Natural Resources Globally, Teacher Explanation, last sentence		Managing natural resources globally can also reduce malnutrition and global energy poverty.	Managing natural resources globally can also reduce malnutrition, global energy, and poverty.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		340	TEKS Progressions, paragraph 1, sentence 3		In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, autotrophic and heterotrophic	In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		22	Density Comparison, paragraph 1, sentence 4		If it floats higher the fluid is more dense.	If it floats higher, the fluid is more dense.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		44	TEKS Review, Assess, question 4, choice A		A Correct Metalloids can only conduct electricity at high temperatures. DOK 2	A Correct Metalloids are semiconductors, so they can conduct electricity, but not as well as metals, which are good conductors of electricity. DOK 2
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		116	Show What YOU Know, bullet 2		Plan an investigation to determine the forces involved and how to reduce damage on the car.	Design a solution that uses forces to reduce damage on the car.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		84	TEKS Progression, sentence 1, TEKS		TEKS 5.7A	TEKS 5.7B

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Discovering Differences, introduction paragraph, last sentence		Record your observations.	Record your observations. Be sure to ask your teacher for clarification as needed.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		211	Lesson Review, Question 2		Answer should give an example for each sphere: Volcanic eruption puts gasses into the atmosphere, blocks out the sun, ash can get into the lungs of living things, ash can also provide nutrients to small life in the sea, impacts evaporation in an area since it can block sunlight, it can also affect water quality. DOK 3	Answer should give an example for each sphere. Biosphere: volcanic ash can get into the lungs of living things, but can also provide nutrients to small life in the sea; atmosphere: a volcanic eruption releases gases and blocks out the Sun; hydrosphere: a volcanic eruption can impact evaporation since it can block sunlight and it can affect water quality. DOK 3
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		342	Movement, last sentence		A unicellular organism called a paramecium (pa ruh MEE shee um) moves around its watery environment using its cilia.	A unicellular organism called a paramecium (per uh MEE see um) moves around its watery environment using its cilia.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		38	Mining for Elements, paragraph 1, sentence 3		These mines produced a lot of ore in their day adding elements to industry to build things that humans use in everyday life.	These mines produced a lot of ore in their day, adding elements to industry to build things that humans use in everyday life.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		94	Lesson 3.1 TEKS 6.7A Review, question 1, TEKS		TEKS 6.1A, 6.7A	TEKS 6.7A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		172	Seasons in the Northern Hemisphere, paragraph 2, sentence 1		The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the east is in January and February.	The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the eastern part is in January or February.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		267	Assess, Apply It, sentence 1		Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition or global energy poverty.	Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition, global energy, or poverty.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		363	TEKS Review, question 7		New species classification: multicellular eukaryotic autoroph	New species classification: multicellular eukaryote heterotroph DOK 2
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		23	Density of Gases, paragraph 1, sentence 3 and 4		As you compress a gas, the density of the gas rises. Likewise, when a gas expands to a larger container, the density of the gas lowers.	As you compress a gas, the density of the gas increases. Likewise, when a gas expands to a larger container, the density of the gas decreases.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		44	TEKS Review, Assess, question 4, choice B		B Incorrect Not all metals are magnetic.	B Incorrect Many rare earth elements are magnetic, but not all metals are magnetic.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		116	Show What YOU Know, bullet 3		Conduct your investigation.	Use the provided materials to build a model and test this solution.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		95	Lesson Review, question 4, answer statements		4. A Incorrect This statement is false because the forces would have to be balanced in order for there to be no change in motion. B Incorrect This statement is false because the friction force would have to be greater to slow down the object. C Correct The arrow for the force to the right is longer than the arrow for friction, so the object will accelerate to the right, in the direction of the stronger force. DOK 3 D Incorrect This statement is false because the friction force would have to be greater in order for the object to accelerate to the left.	4. A Incorrect The force of gravity is a noncontact force. B Incorrect The upward force from the table is a support force so it would be classified as a normal force, not an applied force. C Correct The object is at rest on the table because the table exerts a support force upward on the object. A support force exerted on an object that touches another stable object is a normal force. DOK 3 D Incorrect There is no magnetic force on the object.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Lots of Layers, TEKS		TEKS 6.1B, 6.1C, 6.1G, 6.2A, 6.10B	TEKS 6.1C, 6.1G, 6.2A, 6.10B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		343	Apply It, question		Evaluate Compare the main characteristics that identify unicellular and multicellular organisms.	Evaluate Compare the main characteristics that identify organisms as either unicellular and multicellular.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		38	Uranium, paragraph 1, sentence 1		In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County, while exploring for oil.	In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County while exploring for oil.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		94	Lesson 3.1 TEKS 6.7A Review, question 3, TEKS		TEKS 6.2D, 6.7A	TEKS 6.3A, 6.7A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		38	Silver, paragraph 2, sentence 1		Silver (Ag) is a white lustrous metal with excellent electrical conductivity.	Silver (Ag) is a white, lustrous metal with excellent electrical conductivity.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		99	Explore Lab, Calculate Net Forces, TEKS		6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2C, 6.3A, 6.7B	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A 6.7B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		174	Everyday Connection head		Everday Connection	Everyday Connection
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		269	Assess, Foldables, Lesson Content, last sentence		On the back of the Foldable, have students summarize a current event that illustrates global energy poverty.	On the back of the Foldable, have students summarize a current event that illustrates air pollution, water pollution, malnutrition, global energy, or poverty.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		363	TEKS Review, question 7, sentence starting with "If students..."		If students do not answer question 7 correctly, have them reread Variations and Autotrophs in Lesson 3.	If students did not answer question 7 correctly, have them reread Eurkaryotic Cells, Multicellular Organisms, and Heterotrophs in Lesson 2.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		23	Density of Water, paragraph 1, sentence 5		If a solid has a density less 1 g/cm^3, it will float.	If a solid has a density less than 1 g/cm^3, it will float.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		44	TEKS Review, question 4, Dual Coded statement, "On the state assessment..." paragraph, and "If students do not..." paragraph		Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1A On the state assessment, students may be asked to ask questions based on information from text. If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids in Lesson 3.	If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids and the Physical Properties of Metals sections in Lesson 3.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		116	Show What YOU Know, bullet 4, sentence 1		Make a claim about technologies used to help protect drivers in the event that breaks fail.	Make a claim about the effectiveness of your solution.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		95	Lesson Review, question 6, answer statements		6. A Incorrect This statement is false because neither the masses nor the distance between the object would change if the objects started to spin. B Correct The gravitational force between two objects depends on their masses and the distance between them. An increase in the mass of either object increases the gravitational force between them. DOK 2 C Incorrect This statement is false because a decrease in mass would decrease the gravitational force between the objects. D Incorrect This statement is false because the gravitational force decreases if the distance between the objects increases.	6. A Incorrect An increase in the distance between two objects causes the force of gravity to decrease. B Incorrect The Moon is moving away from Earth so the distance between them is increasing. C Correct The Moon is moving away from Earth so the distance between them in increasing. An increase in the distance between two objects causes the force of gravity to decrease. DOK 2 D Incorrect The Moon is moving away from Earth so the distance between them is increasing.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		249	Conserving Energy Resources, paragraph 1, sentence 1		Fossil fuels and nuclear energy provide about 88 percent of United States energy.	Fossil fuels and nuclear energy provide about 88 percent of the energy used in the United States.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		347	Making Connections, Compare question, sentence 1		You are a marine cell biologist that has been studying sea slugs.	You are a marine cell biologist who has been studying sea slugs.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		38	Silver, paragraph 2, sentence 3		It is commonly used in electronic devices, circuit boADards, superconductors, and electrical switches.	It is commonly used in electronic devices, circuit boards, superconductors, and electrical switches.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		104	Lesson 3.1 TEKS 6.7A Review, question 4, diagram		Box with two force arrows. The force arrow pointing left is labeled 5.9 N. The force arrow pointing right is labeled 6.2 N.	Force arrow lengths adjusted so the arrow on the right is longer than the arrow on the left.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Shine a Light, TEKS		TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.3C, 6.5A, 6.9A	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A, 6.9A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		273	Lesson Review, question 3, choice A		A In 2005, pH levels were around 5.0, which is normal for clean rain water.	Incorrect A In 2005, pH levels were around 5.0, which is normal for clean rain water.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		27	Making Connections, Design question sample answer, sentence 1		When planing the investigation students should be testing the three bodies of water mentioned in the text, they should start by forming a hypothesis then write the steps they would take to test their hypothesis.	When planning the investigation, students should be testing the three bodies of water mentioned in the text. They should start by forming a hypothesis and then writing the steps they would take to test their hypothesis.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		45	TEKS Review, Assess, question 5, choice D		D Incorrect To be a liquid, the molecules closer together, but they need to move slower, not faster.	D Incorrect To be a liquid, the molecules need to be closer together, but they need to move slower, not faster.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		100	STEM Connection, Focus on Math, TEKS		TEKS 6.1A, 6.1B	TEKS Math 6.1A, 6.1B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		249	Explore Simulation, TEKS		TEKS 6.1A, 6.1B, 6.1C, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.11B	TEKS 6.1A, 6.1B, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.11B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		347	Making Connections, Compare question, sentence 5		You also learn that the sea slug of the species Flabellina is not able to use chloroplasts from algae to photosynthesize.	You also learn that the sea slug of the species Flabellina affinis is not able to use chloroplasts from algae to photosynthesize.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		100	STEM Connection, Focus on Math, paragraph 2, sentences 2 and 3		One force is 26 newtons, upward. The other force is 46 newtons directed downward.	One force is 25 N upward. The other force is 45 N directed downward.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		258	Lesson 7.1 TEKS 6.11B Review, question 2, TEKS		TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		350	Quick Launch, Discovering Differences, paragraph 2, sentence 1		Check out the video Find the Differences to observe differences in other animals.	Check out the video Find the Differences to observe differences in other species.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		39	Making Connections, paragraph 1, sentence 1		Elements are everywhere and make up everything in our world from the soil you walk on to manufactured items.	Elements are everywhere and make up everything in our world, from the soil you walk on to manufactured items.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		105	Lesson 3.2 TEKS 6.7B Review, question 5, TEKS		TEKS 6.5D, 6.7B	TEKS 6.2C, 6.5D, 6.7B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Shine a Light, Introdution paragraph, sentence 2		Follow your teacher’s instructions to explore how sunlight interacts with Earth’s surface to get some ideas.	Complete the Quick Launch activity to get some ideas by modeling the interaction of sunlight with Earth's surface.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		273	Lesson Review, question 3, choice B		In 2006, pH levels were around 5.5, which is normal for clean rain water.	Incorrect In 2006, pH levels were around 5.3, which is normal for clean rain water.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		27	Take It Further		Explore the highest saltwater lake in the world on the boarder of India and China on the virtual field trip Salty Floats.	Explore the highest saltwater lake in the world on the border of India and China on the virtual field trip Salty Floats.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		45	TEKS Review, Assess, question 5, Dual Coded, TEK		Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		100	STEM Connection, Focus on Math, paragraph 2, sentence 6		If we let downward be positive, then the 46 N force is in the positive direction and the 25 N force is in the negative direction.	If we let downward be positive, then the 45-N force is in the positive direction and the 25-N force is in the negative direction.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		258	Lesson 7.1 TEKS 6.11B Review, question 3, TEKS		TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..."		Identify Describe three traits that are the same between this cat and her offspring. What traits are different?	Identify Describe two traits that are the same between this cat and her offspring. What traits are different?
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		39	Making Connections, paragraph 1, sentence 2 and 3		Smartphones are abundant in metallic elements. Look at the diagram to see components that make up a smartphone.	Smartphones contain an abundance of metallic elements. Examine the diagram to see components that make up a smartphone.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		105	Lesson 3.2 TEKS 6.7B Review, question 6, diagram		An object with two force arrows. The force pointing to the left is labeled 135 N. The force arrow pointing to the left is unknown. Beneath the object is a force arrow labeled 25 Net.	Remove arrow beneath object and replace with text: Net force = 25 N
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Shine a Light,introduction paragraph sentence 3 and 4		Record your observations. Be sure to ask your teacher for clarification as needed.	Record your observations.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		273	Lesson Review, question 3, choice D		Incorrect In 2008, pH levels were around 5.3, which is normal for clean rain water.	Incorrect In 2008, pH levels were around 5.0, which is normal for clean rain water.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		29	Lesson 1.2 TEKS 6.6D Review, question 5, sentence 2		In a series of experiments to measure the density of this gas, she collected the data shown in the chart.	In a series of experiments to measure the density of this gas, she collected the data shown in Table 1.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		45	TEKS Review, Assess, question 7, choice C		C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than a liquid, so they have the greatest amount of kinetic energy.	C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than those of a liquid, so they have the greatest amount of kinetic energy.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		107	Teach section, Essential Question		How do forces, such as gravity, friction, and magnetism, act on objects?	How can you identify force pairs that result from Newton's third law of motion?
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		273	Lesson 7.2 TEKS 6.11A Review, question 4, TEKS		TEKS 6.3A, 6.11A	TEKS 6.3A, 6.3B, 6.11A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..." Sample Answer		Similar—they have vertical stripes, white patches or similar ears. Differences—all white vs. all black spots	Similar: vertical stripes and similar ears Different: more gray and black fur vs. more white fur
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		SEP 19	Scientific Laws and Theories paragraph 4 sentence 2		A scientific law explains why a phenomenon occurs.	A scientific theory explains why a phenomenon occurs.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		39	Making Connections, Apply question, sample answer, sentence 2		For example, neodymium, gadolinium, and praseodymium are used in the magnets in the phone's speaker because these elements are magnetic.	For example, neodymium and praseodymium are rare earth elements used in the magnets in the phone's speaker because these elements are magnetic.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		106	Quick Launch, High Jump, paragraph 2		Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		209	Take It Further, last sentence, under video icon		Check out the widget Clean Air Policy.	Check out the interactive gallery Clean Air Policy.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		306	Lesson 8.2 TEKS 6.12A Review, Question 3		TEKS 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	TEKS 6.3B, 6.5B, 6.5G, 6.12A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		29	Lesson 1.2 TEKS 6.6D Review, question 6, Table 2, Sample 1 Mass		33.8 g	17.8 g
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		45	TEKS Review, Assess question 7, choice D		D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be the least, not the atoms and molecules of the liquid.	D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be lower than the kinetic energy of the atoms and molecules in a liquid.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Roll On, TEKS		6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		275	Chapter TEKS Review, question 1, TEKS		TEKS 6.1A, 6.2D, 6.11B	TEKS 6.11B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		356	Changing Climate, paragraph 1, last sentence		If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse its seeds.	If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse agave seeds.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		10	Volume of Solids, paragraph 1, sentence 3		The particles in solids hold them very close together and tightly held in their positions.	The particles in solids are very close together and are tightly held in their positions.

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		40	Lesson 1.3 TEKS 6.6C Review, question 1		TEKS 6.3A, 6.3B, 6.6C	TEKS 6.3A, 6.6C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		111	Noncontanct Forces, video box, paragraph 2, sentence 1		Now reflect on how gravity works with the third law of motion.	Now reflect on how gravity works with Newton's third law of motion.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		211	Lesson 6.1 TEKS 6.10A Review, question 4, TEKS		TEKS 6.5E, 6.10A	TEKS 6.10A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Let's Get Organized, TEKS		6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5D, 6.12C	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.4A, 6.5A, 6.5D, 6.12C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		29	Lesson 1.2 TEKS 6.6D Review, question 6		TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Sink or Swim, TEKS		6.1A, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.5B, 6.5C, 6.6D	6.1A, 6.1C, 6.1E, 6.2B, 6.3A, 6.3B, 6.5A, 6.6D
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		33	Explore Lab box, Identify Physical Properties of Elements, TEKS		TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Elementary Materials, TEKS		6.1C, 6.1E, 6.3A, 6.3B, 6.6C	6.1C, 6.1E, 6.3A, 6.3B, 6.5A, 6.6C

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Roll On, Go Online		Now check out the video Ramp Up to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		275	Chapter TEKS Review, question 2, TEKS		TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11B	TEKS 6.5G, 6.11B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		357	Making Connections, Analyze question, last sentence		Explain the benefits this variation of the population would have for the plants to survive.	Explain the benefits this variation in the population would have for plant survival.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		12	Life Science Connection, paragraph 1, sentence 3 and 4		This causes the blowfish to puff up, which deters predators from eating them. When danger has passed, the blowfish will slowly return to its normal size.	This causes the blowfish to puff up, which deters predators from eating it. When the danger has passed, the blowfish will slowly return to its normal size.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		41	Lesson 1.3 TEKS 6.6C Review, question 4		TEKS 6.2B, 6.6C	TEKS 6.6C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		112	A Competitor's Guide to Rowing, paragraph 1, last sentence		Whether you’re out for recreation or training to compete, the third law of motion will be involved with your sport.	Whether you’re out for recreation or training to compete, Newton's third law of motion will be involved with your sport.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		214	Temperature, Pressure, and Depth, paragraph 3, sentence 2		Drilling deeper into the crust, the high temperatures lead to people and machinery overheating.	When drilling deeper into the crust, the high temperatures lead to people and machinery overheating.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Feeding Frenzy, TEKS		6.1B, 6.1C, 6.1D, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	6.1B, 6.1C, 6.1E, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		223	Take It Further		Check out this virtual career fair to learn about more careers in the geosciences!	Check out the virtual career fair Working With Earth to learn about more careers in the geosciences!
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Catch Your Lunch, introduction paragraph, sentence 2		Follow your teacher's directions to complete an activity that models this type of relationship.	Follow your teacher's directions to complete an activity that models a feeding relationship between organisms.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		33	Physical Properties of Metals paragraph 3, sentence 2		Luster describes the ability of a metal to reflect light.	Luster describes the ability of a material to reflect light.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		64	Physical Changes, paragraph 2, sentence 4		Think about cutting the lawn.	Think about cutting the grass.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: Penny Balance, introduction paragraph, sentence 1		Follow your teacher's instructions and set up the demonstration.	Follow your teacher's instructions and set up the activity.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		275	Chapter TEKS Review, question 3, TEKS		TEKS 6.5B, 6.11A	TEKS 6.11A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		357	Making Connections, Analyze question, sample answer		Answers must include that the faster lifecycle means it can reach maturity faster. It can also produce more seeds and variation over a shorter time period, the agave population can react to environmental changes more quickly.	The faster life cycle means it can reach maturity faster. It can also produce more seeds and the number of variations will increase over a shorter time period, the agave population can react to environmental changes more quickly.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		12	STEM Connection, Focus on Engineering, paragraph 1, last sentence		These tanks can weigh about 11 to 13 kilograms, but in comparison to how much air they hold, that is quite a load!	They are also lightweight, which allows scuba divers to carry them on their backs.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		43	Chapter TEKS Review, question 3		TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		112	Olympic Training, paragraph 1, last sentence		An object that experiences a force will accelerate, but when the rowers stop rowing, the boat continues to glide through the water in a straight line.	An object that experiences a net force will change its motion, but when the rowers stop rowing, the boat will glide through the water in a straight line.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		225	Lesson 6.2 TEKS 6.10B Review, question 5, TEKS		TEKS 6.3A, 6.3D, 6.10B	TEKS 6.10B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		330	Naming Cells, paragraph 1, sentence 1		During the sixteenth century, an English scientist named Robert Hooke used a microscope he helped design.	During the seventeenth century, an English scientist named Robert Hooke used a microscope he helped design.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		36	Apply It, Explain question sample answer, sentence 2		Some properties of metals are observed, but some properties of nonmetals are observed.	It is shiny, like a metal, but it is brittle, like a nonmetal.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		65	Chemical Changes, paragraph 1, sentence 1		Sometimes a material will go through a change that causes its identity to change.	Sometimes a material will go through a process that causes its identity to change.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: High Jump, TEKS		6.1B, 6.1C, 6.1E, 6.3B, 6.3C, 6.5B, 6.7C	6.1B, 6.1C, 6.1E, 6.1G, 6.3B, 6.3C, 6.5B, 6.7C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		276	Chapter TEKS Review, question 6, TEKS		TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11A, 6.11B	TEKS 6.5G, 6.11A, 6.11B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		359	Lesson 9.3 TEKS 6.13C Review, Question 5		TEKS 6.2A, 6.5B, 6.13C	TEKS 6.2B, 6.5B, 6.13C

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		17	Lesson 1.1 TEKS 6.6A Review, question 5		Compare Which statement accurately compares the arrangement of atoms and molecules in the image to their arrangement in solids?	Compare Which statement accurately compares the arrangement of atoms in the image to their arrangement in solids?
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		43	Chapter TEKS Review, question 4		TEKS 6.1A, 6.6C	TEKS 6.6C
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		113	Making Connections, paragraph 1, sentence 1		All boating activities are subject to the third law of motion.	All boating activities are subject to Newton's third law of motion.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		226	Lesson 6.3, The Rock Cycle, Essential Question		How are different types of rocks formed and changed by the geologic proccesses of the rock cycle?	How are different types of rocks formed and changed by the geologic processes of the rock cycle?
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		331	History Connection, paragraph 1, last sentence		The discoveries of Hooke and Leewenhoek showed that living things, or organisms, can be composed of one cell or many cells.	The discoveries of Hooke and Leeuwenhoek showed that living things, or organisms, can be composed of one cell or many cells.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		36	Importance of Metals to Modern Life, paragraph 1, last sentence		Transportation, from cars to aircraft, use metals for their strength, yet malleable properties.	Vehicles, from cars to aircraft, use metals because they are strong, yet malleable.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		75	Lesson Review question 3, dual coding statement		Dual Coded engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence TEKS 6.3C	Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A
McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition	9781266737039		1	Quick Launch: High Jump, introduction paragraph		Following your teacher’s instructions, jump as high as you can. Draw a diagram of the forces acting on Earth. Describe the motion of you and Earth.	What forces enable you to stand on the floor, jump, and land on the floor again? Follow your teacher's instructions to get some clues. Think about the interactions between objects that occur when you jump. Record your observations. Be sure to ask your teacher for clarification as needed.

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McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		277	Chapter TEKS Review, question 7, TEKS		TEKS 6.5B, 6.11B	TEKS 6.11B
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		361	Chapter TEKS Review, Question 2, Answer Choice D		D There was not enough nutrients for the cells for two weeks so they all died.	D There were not enough nutrients for the cells to survive for two weeks, so they all died.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		22	Density Ratios, paragraph 1, sentence 1		Sometimes it is simpler to compare the of density of an object to other substances, such as water.	Sometimes it is simpler to compare the density of an object to other substances, such as water.
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		45	Chapter TEKS Review, question 6		TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition	9781266856112		114	Lesson 3.3 TEKS 6.7C Review, question 2, TEKS		TEKS 6.1A, 6.7C	TEKS 6.7C

Publisher: TPS Publishing

Ch. 112SP Science, (Spanish) Grade 6

STEAM into Science - Grade 6 Spanish Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	View Current Link	26	Top diagram		n/a	Reverse arrows

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para el profesor	9781788058865	View Current Link	91	diagram		n/a	Remove text from graphic
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	View Current Link	104	diagram		n/a	Remove text from graphic
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	View Current Link	100	Second paragraph, third line.		Construiremos aprendiendo sobre máquinas simples, y construiremos una para que pueda pasar fácilmente a la sala de robótica.	Aprenderemos sobre máquinas simples, y construiremos una para que puedas pasar fácilmente a la sala de robótica.
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para el profesor	9781788058865	View Current Link	34	Top diagram		n/a	Reverse arrows

Publisher: TPS Publishing

Ch. 112 Aquatic Science

STEAM into Aquatic Science - High School Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Teacher Textbook - Aquatic Science	9781788059602	View Current Link	Page 34	Interpreting and analyzing - First line		During or after you investigation	During or after your investigation
Teacher Textbook - Aquatic Science	9781788059602	View Current Link	Page 169	Bottom of page		Caverns of Sonora Caverns (TX)	Caverns of Sonora (TX)

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Student Textbook - Aquatic Science	9781788059619	View Current Link	Page 25	Interpreting and analyzing - First line		During or after you investigation	During or after your investigation
Student Textbook - Aquatic Science	9781788059619	View Current Link	Page 120	Bottom of page		Caverns of Sonora Caverns (TX)	Caverns of Sonora (TX)

Publisher: BIOZONE Corporation

Ch. 112 Biology

Biology for Texas: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	294	text box on diagram, under land mammals	View Updated Link	colonise	colonize
Biology for Texas	9781991014054	View Current Link	411	question 8	View Updated Link	Record new the beadfish counts	Record the new beadfish counts
Biology for Texas	9781991014177	View Current Link	127	4th bullet point on page	View Updated Link	Plants also have organs systems, although they are less complex that animals.	Plants also have organ systems, although they are less complex than animals'.
Biology for Texas	9781991014177	View Current Link	244	list of science concepts TEKS	View Updated Link	B9.A	B8.A
Biology for Texas	9781991014177	View Current Link	330	answer to qu2	View Updated Link	species biology	species' biology
Biology for Texas	9781991014177	View Current Link	398	first bullet point	View Updated Link	This often reduces, the biodiversity	This often reduces the biodiversity

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Biology for Texas	9781991014054	View Current Link	153	second bullet point	View Updated Link	an ageing placenta	an aging placenta
Biology for Texas	9781991014177	View Current Link	CG37	activity 195	View Updated Link	human populations,.	human populations.
Biology for Texas	9781991014054	View Current Link	354	second bullet point under Disturbance Frequency	View Updated Link	made it possible to coral to reestablish	made it possible for coral to reestablish
Biology for Texas	9781991014177	View Current Link	44	diagram	View Updated Link	Ebola haemorrhagic fever	Ebola hemorrhagic fever
Biology for Texas	9781991014177	View Current Link	210	text caption for top photo on page	View Updated Link	prebitoic	prebiotic
Biology for Texas	9781991014177	View Current Link	198	answer to qu 4	View Updated Link	more of less	more or less
Biology for Texas	9781991014177	View Current Link	346	fourth learning objective	View Updated Link	follow	following
Biology for Texas	9781991014054	View Current Link	52	second bullet point	View Updated Link	racoon dog	raccoon dog
Biology for Texas	9781991014177	View Current Link	CG28	activity 66	View Updated Link	as a the	as the
Biology for Texas	9781991014177	View Current Link	79	answer to qu 2	View Updated Link	response to environment	response to the environment
Biology for Texas	9781991014054	View Current Link	210	fourth bullet point	View Updated Link	animo acids	amino acids

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	301	question 3	View Updated Link	seemly	seemingly
Biology for Texas	9781991014054	View Current Link	416	first bullet point	View Updated Link	the need for of water	the need for water
Biology for Texas	9781991014177	View Current Link	132	first bullet point.	View Updated Link	even when the external environmental is changing.	even when the external environment is changing.
Biology for Texas	9781991014177	View Current Link	259	Key Question	View Updated Link	How can we predict the outcome of genetic crosses?	How can we use Mendelian genetics to predict the outcome of genetic crosses?
Biology for Texas	9781991014177	View Current Link	332	answer to qu 1b	View Updated Link	change in a the frequency	change in the frequency
Biology for Texas	9781991014177	View Current Link	408	second bullet point	View Updated Link	United Nation's	United Nations
Biology for Texas	9781991014054	View Current Link	171	first bullet point	View Updated Link	mobilised	mobilized
Biology for Texas	9781991014177	View Current Link	CG37	activity 197	View Updated Link	nylon. this	nylon. This
Biology for Texas	9781991014054	View Current Link	365	second bullet point	View Updated Link	50% or the population	50% of the population
Biology for Texas	9781991014177	View Current Link	50	photo on right of page	View Updated Link	How quickly an infectious disease spreads also depends of the population's mobility.	How quickly an infectious disease spreads also depends on the population's mobility.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	222	two instances on page: fourth bullet point NAD heading of left photo.	View Updated Link	ionising	ionizing
Biology for Texas	9781991014177	View Current Link	223	answer to qu 1b	View Updated Link	eigth	eighth
Biology for Texas	9781991014177	View Current Link	350	first paragraph	View Updated Link	environment in which an organism lives is	environment in which an organism lives.
Biology for Texas	9781991014054	View Current Link	61	title	View Updated Link	Cells Cycle	Cell Cycle
Biology for Texas	9781991014177	View Current Link	CG28	activity 72,73	View Updated Link	homeostatsis	homeostasis
Biology for Texas	9781991014177	View Current Link	83	answer to qu 3(b)	View Updated Link	genes results in	genes result in
Biology for Texas	9781991014054	View Current Link	210	text caption for top photo on page	View Updated Link	prebitoic	prebiotic
Biology for Texas	9781991014177	View Current Link	225	information under middle photo	View Updated Link	This mutation in beneficial	This mutation is beneficial
Biology for Texas	9781991014177	View Current Link	226	answer to qu 4	View Updated Link	in the an abnormal	in an abnormal
Biology for Texas	9781991014177	View Current Link	353	third bullet point	View Updated Link	with variations in the environmental	with variations in the environment

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Biology for Texas	9781991014054	View Current Link	63	third bullet point, last sentence	View Updated Link	axlotl	axolotl
Biology for Texas	9781991014177	View Current Link	CG29	activity 95	View Updated Link	theses	these
Biology for Texas	9781991014177	View Current Link	87	answer to 17(b)	View Updated Link	therefore, both cells a complete	therefore, both cells are a complete
Biology for Texas	9781991014054	View Current Link	222	two instances on page: fourth bullet point NAD heading of left photo.	View Updated Link	ionising	ionizing
Biology for Texas	9781991014054	View Current Link	304	Key Question	View Updated Link	hypothesises	hypotheses
Biology for Texas	9781991014054	View Current Link	354	Key Question	View Updated Link	a ecosystem	an ecosystem
Biology for Texas	9781991014177	View Current Link	151	third bullet point	View Updated Link	the developing follicle with surrounds the developing egg	the developing follicle which surrounds the developing egg
Biology for Texas	9781991014177	View Current Link	176	table- sixth text box on left	View Updated Link	to ensure pollinators brushes	to ensure pollinators brush
Biology for Texas	9781991014177	View Current Link	113	answer to qu 2b	View Updated Link	catabolic reaction break	catabolic reactions break
Biology for Texas	9781991014177	View Current Link	285	first paragraph	View Updated Link	desserts	deserts

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	ix	first sentence on page	View Updated Link	The tab system helps you identify the TEKS science concepts and scientific and engineering practices, and ELPS within each activity.	The tab system helps you identify the TEKS science concepts and scientific and engineering practices within each activity, and whether there are supporting features in the BIOZONE RESOURCE HUB.
Biology for Texas	9781991014177	View Current Link	335	answer to qu 9b	View Updated Link	cancelled	canceled
Biology for Texas	9781991014177	View Current Link	409	text under third photo, bottom row	View Updated Link	cumber	cucumber
Biology for Texas	9781991014054	View Current Link	176	table- fourth text box on left	View Updated Link	Pollen is often sticky, to ensure it in securely attached to pollinators.	Pollen is often sticky, to ensure it is securely attached to pollinators.
Biology for Texas	9781991014177	View Current Link	CG37	activity 201	View Updated Link	although will	although they will
Biology for Texas	9781991014054	View Current Link	234	text under diagram, bottom right of page	View Updated Link	The amino acid chains produce are purified	The amino acid chains produced are purified
Biology for Texas	9781991014054	View Current Link	366	final bullet point	View Updated Link	destabilzation	destabilization
Biology for Texas	9781991014177	View Current Link	51	third bullet point on page	View Updated Link	travelling	traveling
Biology for Texas	9781991014177	View Current Link	226	question 4	View Updated Link	don't shown any symptoms	don't show any symptoms
Biology for Texas	9781991014177	View Current Link	226	answer to qu 7	View Updated Link	students may used	stuents may use.

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	354	second bullet point under Disturbance Frequency	View Updated Link	made it possible to coral to reestablish	made it possible for coral to reestablish
Biology for Texas	9781991014054	View Current Link	84	third bullet point at top of page	View Updated Link	called carcinogens,.	called carcinogens.
Biology for Texas	9781991014177	View Current Link	CG31	activity 123	View Updated Link	visual	visualize
Biology for Texas	9781991014177	View Current Link	97	answer to 4c	View Updated Link	as as result	as a result
Biology for Texas	9781991014054	View Current Link	225	information under middle photo	View Updated Link	This mutation in beneficial	This mutation is beneficial
Biology for Texas	9781991014054	View Current Link	317	question 2	View Updated Link	finch's	finches
Biology for Texas	9781991014054	View Current Link	371	title	View Updated Link	dependance	dependence
Biology for Texas	9781991014177	View Current Link	153	second bullet point	View Updated Link	an ageing placenta	an aging placenta
Biology for Texas	9781991014177	View Current Link	177	second bullet point at bottom of page, just above questions	View Updated Link	which will provide nutrient for the seed	which will provide nutrients for the seed
Biology for Texas	9781991014177	View Current Link	114	answer to qu 1a	View Updated Link	cellular process	cellular processes

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	294	text box on diagram, under land mammals	View Updated Link	colonise	colonize
Biology for Texas	9781991014054	View Current Link	7	middle blue box on 'starch'	View Updated Link	It acts an energy storage molecule	It acts as an energy storage molecule
Biology for Texas	9781991014177	View Current Link	347	ELPS page title	View Updated Link	ELPS	ELPS English Language Proficiency Standards
Biology for Texas	9781991014177	View Current Link	411	question 8	View Updated Link	Record new the beadfish counts	Record the new beadfish counts
Biology for Texas	9781991014054	View Current Link	176	table- sixth text box on left	View Updated Link	to ensure pollinators brushes	to ensure pollinators brush
Biology for Texas	9781991014177	View Current Link	CG37	activity 201	View Updated Link	as a important	as an important
Biology for Texas	9781991014054	View Current Link	240	information under left photo	View Updated Link	Instead of three types of color sensitive cones in the retina a very few women have four.	Instead of three types of color sensitive cones in the retina, a few women have four.
Biology for Texas	9781991014054	View Current Link	367	Text under 'Red fire ant'	View Updated Link	competitvely	competitively
Biology for Texas	9781991014177	View Current Link	52	second bullet point	View Updated Link	racoon dog	raccoon dog
Biology for Texas	9781991014054	View Current Link	240	text under right photo	View Updated Link	difficultly	difficulty
Biology for Texas	9781991014054	View Current Link	368	point 1 on diagram	View Updated Link	paralyses	paralyzes

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	61	title	View Updated Link	Cells Cycle	Cell Cycle
Biology for Texas	9781991014177	View Current Link	228	diagram step 3	View Updated Link	synthesises	synthesizes
Biology for Texas	9781991014177	View Current Link	234	answer to qu 1	View Updated Link	synthesised	synthesized
Biology for Texas	9781991014177	View Current Link	365	second bullet point	View Updated Link	50% or the population	50% of the population
Biology for Texas	9781991014054	View Current Link	87	qu19	View Updated Link	How can there be are so many different types of cell	How can there be so many different types of cell
Biology for Texas	9781991014177	View Current Link	CG32	activity 131	View Updated Link	Use, and an initial	Use an initial
Biology for Texas	9781991014177	View Current Link	98	answer to qu3	View Updated Link	catalyses	catalyzes
Biology for Texas	9781991014054	View Current Link	226	question 4	View Updated Link	don't shown any symptoms	don't show any symptoms
Biology for Texas	9781991014054	View Current Link	321	text box beside moths image	View Updated Link	grey	gray
Biology for Texas	9781991014054	View Current Link	390	Key question	View Updated Link	implication	implications
Biology for Texas	9781991014177	View Current Link	167	qu1.	View Updated Link	what question is your is group…	what question is your group…

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	185	question 4	View Updated Link	Draw two conclusions fro the experiment	Draw two conclusions from the experiment
Biology for Texas	9781991014177	View Current Link	146	answer to 4b	View Updated Link	maximise	maximize
Biology for Texas	9781991014177	View Current Link	301	question 3	View Updated Link	seemly	seemingly
Biology for Texas	9781991014054	View Current Link	19	question 7	View Updated Link	When focusing a specimen, it necessary	When focusing a specimen, it is necessary
Biology for Texas	9781991014177	View Current Link	348	answer to qu 3(b)	View Updated Link	wider climate to cooler	wider climate to cool
Biology for Texas	9781991014177	View Current Link	416	first bullet point	View Updated Link	the need for of water	the need for water
Biology for Texas	9781991014054	View Current Link	177	second bullet point at bottom of page, just above questions	View Updated Link	which will provide nutrient for the seed	which will provide nutrients for the seed
Biology for Texas	9781991014177	View Current Link	CG39	activity 229/230	View Updated Link	eacher	teacher
Biology for Texas	9781991014054	View Current Link	241	question 3	View Updated Link	A chromosomes	A chromosome
Biology for Texas	9781991014054	View Current Link	368	third bullet point	View Updated Link	defence	defense
Biology for Texas	9781991014177	View Current Link	63	third bullet point, last sentence	View Updated Link	axlotl	axolotl

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	232	question 5(b)	View Updated Link	How can this be principle	How can this principle
Biology for Texas	9781991014177	View Current Link	197	first ELPS instructions	View Updated Link	incorrect italics	italics to be corrected
Biology for Texas	9781991014177	View Current Link	366	final bullet point	View Updated Link	destabilzation	destabilization
Biology for Texas	9781991014054	View Current Link	92	text to left of photo	View Updated Link	Sperm cells, heart cells, liver cells, and muscles cells	Sperm cells, heart cells, liver cells, and muscle cells
Biology for Texas	9781991014177	View Current Link	CG32	activity 132	View Updated Link	PCR, and PCR could be a familiar term to students, but they probably won't have without knowledge of the process. Create sequencing cards, students annotate them a summary of the process step.	PCR could be a familiar term to students, but they probably won't have knowledge of the process. Create sequencing cards: students annotate them with a summary of the process step.
Biology for Texas	9781991014177	View Current Link	102	answer to qu3	View Updated Link	refers the exchange	refers to the exchange
Biology for Texas	9781991014054	View Current Link	228	diagram step 3	View Updated Link	synthesises	synthesizes
Biology for Texas	9781991014054	View Current Link	329	third bullet point	View Updated Link	labelled	labeled
Biology for Texas	9781991014177	View Current Link	ix	first sentence on page	View Updated Link	The tab system helps you identify the TEKS science concepts and scientific and engineering practices, and ELPS within each activity.	The tab system helps you identify the TEKS science concepts and scientific and engineering practices within each activity, and whether there are supporting features in the BIOZONE RESOURCE HUB.
Biology for Texas	9781991014177	View Current Link	171	first bullet point	View Updated Link	mobilised	mobilized

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	187	paragraph under 'background' on right hand side of page	View Updated Link	which coverts precursors	which converts precursors
Biology for Texas	9781991014177	View Current Link	156	answer to qu 2	View Updated Link	catalyse	catalyze
Biology for Texas	9781991014177	View Current Link	304	Key Question	View Updated Link	hypothesises	hypotheses
Biology for Texas	9781991014054	View Current Link	22	diagram in middle of page, caption on the far right.	View Updated Link	Microbes trapped in the neck of the flask they could not reach the broth	Microbes trapped in the neck of the flask could not reach the broth.
Biology for Texas	9781991014177	View Current Link	377	answer to qu 1	View Updated Link	A food chain is sequence	A food chain is a sequence
Biology for Texas	9781991014177	View Current Link	354	Key Question	View Updated Link	a ecosystem	an ecosystem
Biology for Texas	9781991014054	View Current Link	185	question 4	View Updated Link	Draw two conclusions fro the experiment	Draw two conclusions from the experiment
Biology for Texas	9781991014177	View Current Link	CG39	activity 233	View Updated Link	will requires	will require
Biology for Texas	9781991014054	View Current Link	246	all instances	View Updated Link	labrador	Labrador
Biology for Texas	9781991014054	View Current Link	370	second bullet point	View Updated Link	is likely be	is likely to be

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	84	third bullet point at top of page	View Updated Link	called carcinogens,.	called carcinogens.
Biology for Texas	9781991014177	View Current Link	234	text under diagram, bottom right of page	View Updated Link	The amino acid chains produce are purified	The amino acid chains produced are purified
Biology for Texas	9781991014177	View Current Link	245	ELPS page title	View Updated Link	ELPS	ELPS English Language Proficiency Standards
Biology for Texas	9781991014177	View Current Link	367	Text under 'Red fire ant'	View Updated Link	competitvely	competitively
Biology for Texas	9781991014054	View Current Link	93	top diagram, bottom right label	View Updated Link	They organized so they do not to shade each other.	They are organized so they do not to shade each other.
Biology for Texas	9781991014177	View Current Link	CG32	activity 136	View Updated Link	ethisc	ethics
Biology for Texas	9781991014177	View Current Link	103	answer to qu6	View Updated Link	respiration on bacteria	respiration in bacteria
Biology for Texas	9781991014054	View Current Link	232	question 5(b)	View Updated Link	How can this be principle	How can this principle
Biology for Texas	9781991014054	View Current Link	333	final bullet point on page	View Updated Link	diversity often involve	diversity often involves
Biology for Texas	9781991014177	View Current Link	7	middle blue box on 'starch'	View Updated Link	It acts an energy storage molecule	It acts as an energy storage molecule
Biology for Texas	9781991014177	View Current Link	176	table- fourth text box on left	View Updated Link	Pollen is often sticky, to ensure it in securely attached to pollinators.	Pollen is often sticky, to ensure it is securely attached to pollinators.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	192	question 2	View Updated Link	Recall the photo showing of a Venus fly trap	Recall the photo of a Venus fly trap
Biology for Texas	9781991014177	View Current Link	158	answer to qu3	View Updated Link	bodies	body's
Biology for Texas	9781991014177	View Current Link	317	question 2	View Updated Link	finch's	finches
Biology for Texas	9781991014054	View Current Link	24	left hand box on Prokaryotic (bacterial) cells, 5th bullet point	View Updated Link	DNA a single, circular chromosome.	DNA is a single, circular chromosome.
Biology for Texas	9781991014177	View Current Link	387	answer to qu 6	View Updated Link	cycle though	cycle through
Biology for Texas	9781991014177	View Current Link	371	title	View Updated Link	dependance	dependence
Biology for Texas	9781991014054	View Current Link	187	paragraph under 'background' on right hand side of page	View Updated Link	which coverts precursors	which converts precursors
Biology for Texas	9781991014177	View Current Link	CG39	activity 235	View Updated Link	Mt Saint Helens is provided as a case study as its eruption in 1980	Mt Saint Helens is provided as a case study.
Biology for Texas	9781991014054	View Current Link	246	question 3	View Updated Link	How do you think we could we tell	How do you think we could tell
Biology for Texas	9781991014054	View Current Link	370	text in blue box	View Updated Link	Researchers have found live blind snakes in some of Eastern screech owl nests	Researchers have found live blind snakes in some Eastern screech owl nests

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	87	qu19	View Updated Link	How can there be are so many different types of cell	How can there be so many different types of cell
Biology for Texas	9781991014177	View Current Link	240	information under left photo	View Updated Link	Instead of three types of color sensitive cones in the retina a very few women have four.	Instead of three types of color sensitive cones in the retina, a few women have four.
Biology for Texas	9781991014177	View Current Link	271	answer to qu 6	View Updated Link	alleles in seen	alleles is seen
Biology for Texas	9781991014177	View Current Link	368	point 1 on diagram	View Updated Link	paralyses	paralyzes
Biology for Texas	9781991014054	View Current Link	94	qu3	View Updated Link	Identify the three distinct components of the space filing model	Identify the three distinct components of the space filling model
Biology for Texas	9781991014177	View Current Link	CG32	activity 142, 143, 144	View Updated Link	if for review	it for review
Biology for Texas	9781991014054	View Current Link	333	final bullet point on page	View Updated Link	sub-species	subspecies
Biology for Texas	9781991014177	View Current Link	19	question 7	View Updated Link	When focusing a specimen, it necessary	When focusing a specimen, it is necessary
Biology for Texas	9781991014177	View Current Link	143	title of investigation	View Updated Link	Investigating effect of exercise on breathing rate.	Investigating the effect of exercise on breathing rate.
Biology for Texas	9781991014177	View Current Link	172	answer to qu3	View Updated Link	structure	structures
Biology for Texas	9781991014177	View Current Link	321	text box beside moths image	View Updated Link	grey	gray

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	31	third bullet point at top of page	View Updated Link	such as respiration and photosythesis	such as respiration and photosynthesis
Biology for Texas	9781991014177	View Current Link	392	answer to qu 1b	View Updated Link	The rate of has been accelerating	The rate of pH change has been accelerating
Biology for Texas	9781991014177	View Current Link	390	Key question	View Updated Link	implication	implications
Biology for Texas	9781991014054	View Current Link	192	question 2	View Updated Link	Recall the photo showing of a Venus fly trap	Recall the photo of a Venus fly trap
Biology for Texas	9781991014177	View Current Link	CG41	activity 259	View Updated Link	results a logical way	results in a logical way
Biology for Texas	9781991014177	View Current Link	156	Key question at top of page	View Updated Link	clothing	clotting
Biology for Texas	9781991014177	View Current Link	183	answer to qu 2a	View Updated Link	dominate shoot growths	dominant shoot grows
Biology for Texas	9781991014177	View Current Link	329	third bullet point	View Updated Link	labelled	labeled
Biology for Texas	9781991014054	View Current Link	34	first bullet point	View Updated Link	signalling	signaling
Biology for Texas	9781991014177	View Current Link	396	answer to qu3	View Updated Link	consequences	consequence
Biology for Texas	9781991014177	View Current Link	3	answer to qu2	View Updated Link	cell wall	a cell wall

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	143	title of investigation	View Updated Link	Investigating effect of exercise on breathing rate.	Investigating the effect of exercise on breathing rate.
Biology for Texas	9781991014054	View Current Link	253	question 2	View Updated Link	How does variation can arise during meiosis	How can variation arise during meiosis
Biology for Texas	9781991014054	View Current Link	373	first bullet point	View Updated Link	kilometres	kilometers
Biology for Texas	9781991014177	View Current Link	92	text to left of photo	View Updated Link	Sperm cells, heart cells, liver cells, and muscles cells	Sperm cells, heart cells, liver cells, and muscle cells
Biology for Texas	9781991014177	View Current Link	240	text under right photo	View Updated Link	difficultly	difficulty
Biology for Texas	9781991014177	View Current Link	284	ELPS page title	View Updated Link	ELPS	ELPS English Language Proficiency Standards
Biology for Texas	9781991014177	View Current Link	368	third bullet point	View Updated Link	defence	defense
Biology for Texas	9781991014054	View Current Link	114	second bullet point	View Updated Link	and cellular process that take place	and cellular processes that take place
Biology for Texas	9781991014177	View Current Link	CG33	activity 156	View Updated Link	than	then
Biology for Texas	9781991014054	View Current Link	334	several instances	View Updated Link	sub-species	subspecies
Biology for Texas	9781991014177	View Current Link	22	diagram in middle of page, caption on the far right.	View Updated Link	Microbes trapped in the neck of the flask they could not reach the broth	Microbes trapped in the neck of the flask could not reach the broth.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	174	key question at top of page	View Updated Link	How do the structures of flowers carry out	How do the structures of insect pollinated flowers carry out
Biology for Texas	9781991014177	View Current Link	184	answer to qu 2	View Updated Link	This in only occurs	This only occurs
Biology for Texas	9781991014177	View Current Link	333	final bullet point on page	View Updated Link	diversity often involve	diversity often involves
Biology for Texas	9781991014054	View Current Link	34	second bullet point	View Updated Link	freeze fracture, is the freezing of a cell	freeze fracture is the freezing of a cell
Biology for Texas	9781991014177	View Current Link	414	answer to qu2 c	View Updated Link	plants are no longer are able to grow	plants are no longer able to grow
Biology for Texas	9781991014177	View Current Link	11	answer to qu 9(a)	View Updated Link	the interactions between the amino acids is broken.	the interactions between the amino acids are broken.
Biology for Texas	9781991014054	View Current Link	156	Key question at top of page	View Updated Link	clothing	clotting
Biology for Texas	9781991014054	View Current Link	263	label above left punnett square	View Updated Link	homozyogous	homozygous
Biology for Texas	9781991014054	View Current Link	375	fourth bullet point	View Updated Link	maximise	maximize
Biology for Texas	9781991014177	View Current Link	93	top diagram, bottom right label	View Updated Link	They organized so they do not to shade each other.	They are organized so they do not to shade each other.
Biology for Texas	9781991014177	View Current Link	241	question 3	View Updated Link	A chromosomes	A chromosome

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	298	answer to qu3	View Updated Link	After the apoptosis	After apoptosis
Biology for Texas	9781991014177	View Current Link	370	second bullet point	View Updated Link	is likely be	is likely to be
Biology for Texas	9781991014054	View Current Link	114	question 1(b)	View Updated Link	Why does an organism needs so many different enzymes?	Why does an organism need so many different enzymes?
Biology for Texas	9781991014177	View Current Link	CG34	activity 170	View Updated Link	ask student	ask students
Biology for Texas	9781991014054	View Current Link	339	first bullet point	View Updated Link	large scale	large-scale
Biology for Texas	9781991014177	View Current Link	24	left hand box on Prokaryotic (bacterial) cells, 5th bullet point	View Updated Link	DNA a single, circular chromosome.	DNA is a single, circular chromosome.
Biology for Texas	9781991014054	View Current Link	339	text in blue box	View Updated Link	eastern united States	Eastern United States
Biology for Texas	9781991014177	View Current Link	32	third bullet point at top of page	View Updated Link	such as respiration and photosythesis	such as respiration and photosynthesis
Biology for Texas	9781991014177	View Current Link	182	key question at top of page	View Updated Link	How do plants respond to their surroundings?	How do plants respond to external stimuli?
Biology for Texas	9781991014177	View Current Link	191	answer to qu 2b	View Updated Link	cells that above and below	cells above and below
Biology for Texas	9781991014177	View Current Link	333	final bullet point on page	View Updated Link	sub-species	subspecies

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	34	bulleted list about the procedure, left of page, next to diagram	View Updated Link	immobilise	immobilize
Biology for Texas	9781991014177	View Current Link	416	answer to qu2	View Updated Link	receives	receive
Biology for Texas	9781991014177	View Current Link	32	answer ro qu 5(b)	View Updated Link	re tested	re-tested
Biology for Texas	9781991014054	View Current Link	174	key question at top of page	View Updated Link	How do the structures of flowers carry out	How do the structures of insect pollinated flowers carry out
Biology for Texas	9781991014054	View Current Link	282	first bullet point	View Updated Link	genetic	genetics
Biology for Texas	9781991014054	View Current Link	386	first bullet point	View Updated Link	All things on Earth are made of up of chemical elements	All things on Earth are made up of chemical elements
Biology for Texas	9781991014177	View Current Link	94	qu3	View Updated Link	Identify the three distinct components of the space filing model	Identify the three distinct components of the space filling model
Biology for Texas	9781991014177	View Current Link	246	all instances	View Updated Link	labrador	Labrador
Biology for Texas	9781991014177	View Current Link	298	answer to qu3	View Updated Link	wing of bat	wings of bats
Biology for Texas	9781991014177	View Current Link	370	text in blue box	View Updated Link	Researchers have found live blind snakes in some of Eastern screech owl nests	Researchers have found live blind snakes in some Eastern screech owl nests
Biology for Texas	9781991014054	View Current Link	121	label on y axis of graph.	View Updated Link	Partial pressure of oygen	Partial pressure of oxygen

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	CG35	activity 174	View Updated Link	time line	timeline
Biology for Texas	9781991014054	View Current Link	315	investigation title numbering	View Updated Link	Investigation 8.2	Investigation 8.1
Biology for Texas	9781991014177	View Current Link	34	first bullet point	View Updated Link	signalling	signaling
Biology for Texas	9781991014177	View Current Link	188	key question at top of page	View Updated Link	What is the mechanisms	What are the mechanisms
Biology for Texas	9781991014177	View Current Link	192	answer to qu3	View Updated Link	passes	pass
Biology for Texas	9781991014177	View Current Link	334	several instances	View Updated Link	sub-species	subspecies
Biology for Texas	9781991014054	View Current Link	44	first bullet point.	View Updated Link	Viruses are disease-causing agents (pathogens), that replicate	Viruses are disease-causing agents (pathogens) that replicate
Biology for Texas	9781991014177	View Current Link	CG25	activity 12	View Updated Link	key words	keywords
Biology for Texas	9781991014177	View Current Link	44	answer to qu 3.	View Updated Link	fibres	fibers
Biology for Texas	9781991014054	View Current Link	182	key question at top of page	View Updated Link	How do plants respond to their surroundings?	How do plants respond to external stimuli?
Biology for Texas	9781991014054	View Current Link	282	fifth bullet point	View Updated Link	organise	organize

Proclamation 2024: Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	387	question 6	View Updated Link	Why it is	Why is it
Biology for Texas	9781991014177	View Current Link	114	second bullet point	View Updated Link	and cellular process that take place	and cellular processes that take place
Biology for Texas	9781991014177	View Current Link	246	question 3	View Updated Link	How do you think we could we tell	How do you think we could tell
Biology for Texas	9781991014177	View Current Link	301	answer to qu3	View Updated Link	artefact	artifact
Biology for Texas	9781991014177	View Current Link	373	first bullet point	View Updated Link	kilometres	kilometers
Biology for Texas	9781991014054	View Current Link	122	qu9	View Updated Link	What is the most likely results if the shape of an enzyme changes?	What are the most likely results if the shape of an enzyme changes?
Biology for Texas	9781991014177	View Current Link	CG35	content anchor	View Updated Link	How does an elephant..	"How does an elephant
Biology for Texas	9781991014054	View Current Link	346	ninth learning objective	View Updated Link	to represent amount of	to represent the amount of
Biology for Texas	9781991014177	View Current Link	34	second bullet point	View Updated Link	freeze fracture, is the freezing of a cell	freeze fracture is the freezing of a cell
Biology for Texas	9781991014177	View Current Link	197	ELPS title	View Updated Link	English Language Proficiency Standarads	English Language Proficiency Standards
Biology for Texas	9781991014177	View Current Link	192	answer to qu3	View Updated Link	systems	system

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	339	first bullet point	View Updated Link	large scale	large-scale
Biology for Texas	9781991014054	View Current Link	44	diagram	View Updated Link	long tail fibres	long tail fibers
Biology for Texas	9781991014177	View Current Link	CG25	activity 23,24,25	View Updated Link	endocyctosis	endocytosis
Biology for Texas	9781991014177	View Current Link	56	answer to qu 8.	View Updated Link	life threatening	life-threatening
Biology for Texas	9781991014054	View Current Link	188	key question at top of page	View Updated Link	What is the mechanisms	What is the mechanism
Biology for Texas	9781991014054	View Current Link	282	top of page second line	View Updated Link	though	thought
Biology for Texas	9781991014054	View Current Link	390	text in blue box, under seasonal	View Updated Link	cancelled	canceled
Biology for Texas	9781991014177	View Current Link	114	question 1(b)	View Updated Link	Why does an organism needs so many different enzymes?	Why does an organism need so many different enzymes?
Biology for Texas	9781991014177	View Current Link	253	question 2	View Updated Link	How does variation can arise during meiosis	How can variation arise during meiosis
Biology for Texas	9781991014177	View Current Link	311	ELPS page title	View Updated Link	ELPS	ELPS English Language Proficiency Standards
Biology for Texas	9781991014177	View Current Link	375	fourth bullet point	View Updated Link	maximise	maximize

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	126	ELPS - overview of body systems	View Updated Link	Use the images on the page to recall the different organs systems in the human body.	Use the images on the page to recall the different organ systems in the human body.
Biology for Texas	9781991014177	View Current Link	CG35	activity 180	View Updated Link	follow by a	follow with a
Biology for Texas	9781991014177	View Current Link	263	label above left punnett square	View Updated Link	homozyogous	homozygous
Biology for Texas	9781991014177	View Current Link	311	ELPS 1.E.i instructions	View Updated Link	What two different ways you can begin	What two different ways can you begin
Biology for Texas	9781991014177	View Current Link	386	first bullet point	View Updated Link	All things on Earth are made of up of chemical elements	All things on Earth are made up of chemical elements
Biology for Texas	9781991014054	View Current Link	127	4th bullet point on page	View Updated Link	Plants also have organs systems, although they are less complex that animals.	Plants also have organ systems, although they are less complex than animals'.
Biology for Texas	9781991014177	View Current Link	CG36	activity 186	View Updated Link	eaten by new predator	eaten by a new predator
Biology for Texas	9781991014054	View Current Link	346	fourth learning objective	View Updated Link	follow	following
Biology for Texas	9781991014177	View Current Link	34	bulleted list about the procedure, left of page, next to diagram	View Updated Link	immobilise	immobilize
Biology for Texas	9781991014177	View Current Link	198	first bullet point at top of page	View Updated Link	superheros	superheroes
Biology for Texas	9781991014177	View Current Link	195	answer to qu 17	View Updated Link	have	has

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014177	View Current Link	339	text in blue box	View Updated Link	eastern united States	Eastern United States
Biology for Texas	9781991014054	View Current Link	44	diagram	View Updated Link	Ebola haemorrhagic fever	Ebola hemorrhagic fever
Biology for Texas	9781991014177	View Current Link	CG27	activity 53	View Updated Link	emphasising	emphasizing
Biology for Texas	9781991014177	View Current Link	57	answer to qu 2	View Updated Link	choropyll	chlorophyll
Biology for Texas	9781991014054	View Current Link	197	ELPS title	View Updated Link	English Language Proficiency Standarads	English Language Proficiency Standards
Biology for Texas	9781991014054	View Current Link	244	list of science concepts TEKS	View Updated Link	B9.A	B8.A
Biology for Texas	9781991014054	View Current Link	398	first bullet point	View Updated Link	This often reduces, the biodiversity	This often reduces the biodiversity
Biology for Texas	9781991014177	View Current Link	121	label on y axis of graph.	View Updated Link	Partial pressure of oygen	Partial pressure of oxygen
Biology for Texas	9781991014177	View Current Link	282	first bullet point	View Updated Link	genetic	genetics
Biology for Texas	9781991014177	View Current Link	320	answer to qu3 c	View Updated Link	disruption	disruptive
Biology for Texas	9781991014177	View Current Link	387	question 6	View Updated Link	Why it is	Why is it

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	132	first bullet point.	View Updated Link	even when the external environmental is changing.	even when the external environment is changing.
Biology for Texas	9781991014177	View Current Link	CG36	activity 189	View Updated Link	how it's use	how it is used
Biology for Texas	9781991014054	View Current Link	350	first paragraph	View Updated Link	environment in which an organism lives is	environment in which an organism lives.
Biology for Texas	9781991014177	View Current Link	44	first bullet point.	View Updated Link	Viruses are disease-causing agents (pathogens), that replicate	Viruses are disease-causing agents (pathogens) that replicate
Biology for Texas	9781991014177	View Current Link	207	first bullet point under Hershey and Chase (1952)	View Updated Link	the scientific community were slow	the scientific community was slow
Biology for Texas	9781991014177	View Current Link	195	answer to qu 18	View Updated Link	time	times
Biology for Texas	9781991014177	View Current Link	315	investigation title numbering	View Updated Link	Investigation 8.2	Investigation 8.1
Biology for Texas	9781991014054	View Current Link	50	photo on right of page	View Updated Link	How quickly an infectious disease spreads also depends of the population's mobility.	How quickly an infectious disease spreads also depends on the population's mobility.
Biology for Texas	9781991014177	View Current Link	CG27	activity 65	View Updated Link	of amylase enzyme	of the amylase enzyme
Biology for Texas	9781991014177	View Current Link	60	answer to qu 19 c	View Updated Link	travelling	traveling
Biology for Texas	9781991014054	View Current Link	198	first bullet point at top of page	View Updated Link	superheros	superheroes

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	259	Key Question	View Updated Link	How can we predict the outcome of genetic crosses?	How can we use Mendelian genetics to predict the outcome of genetic crosses?
Biology for Texas	9781991014054	View Current Link	408	second bullet point	View Updated Link	United Nation's	United Nations
Biology for Texas	9781991014177	View Current Link	122	qu9	View Updated Link	What is the most likely results if the shape of an enzyme changes?	What are the most likely results if the shape of an enzyme changes?
Biology for Texas	9781991014054	View Current Link	285	first paragraph	View Updated Link	desserts	deserts
Biology for Texas	9781991014054	View Current Link	409	text under third photo, bottom row	View Updated Link	cumber	cucumber
Biology for Texas	9781991014177	View Current Link	126	ELPS - overview of body systems	View Updated Link	Use the images on the page to recall the different organs systems in the human body.	Use the images on the page to recall the different organ systems in the human body.
Biology for Texas	9781991014177	View Current Link	282	fifth bullet point	View Updated Link	organise	organize
Biology for Texas	9781991014177	View Current Link	320	answer to qu5	View Updated Link	parents birds	parent birds
Biology for Texas	9781991014177	View Current Link	390	text in blue box, under seasonal	View Updated Link	cancelled	canceled
Biology for Texas	9781991014054	View Current Link	151	third bullet point	View Updated Link	the developing follicle with surrounds the developing egg	the developing follicle which surrounds the developing egg
Biology for Texas	9781991014177	View Current Link	CG37	activity 195	View Updated Link	examples are provide	examples are provided

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology for Texas	9781991014054	View Current Link	353	third bullet point	View Updated Link	with variations in the environmental	with variations in the environment
Biology for Texas	9781991014177	View Current Link	44	diagram	View Updated Link	long tail fibres	long tail fibers
Biology for Texas	9781991014177	View Current Link	210	fourth bullet point	View Updated Link	animo acids	amino acids
Biology for Texas	9781991014177	View Current Link	198	answer to qu 4	View Updated Link	produce	produced
Biology for Texas	9781991014177	View Current Link	346	ninth learning objective	View Updated Link	to represent amount of	to represent the amount of
Biology for Texas	9781991014054	View Current Link	51	third bullet point on page	View Updated Link	travelling	traveling
Biology for Texas	9781991014177	View Current Link	CG28	activity 66	View Updated Link	understating	understanding
Biology for Texas	9781991014177	View Current Link	62	ELPS page title	View Updated Link	ELPS	ELPS English Language Proficiency Standards
Biology for Texas	9781991014054	View Current Link	207	first bullet point under Hershey and Chase (1952)	View Updated Link	the scientific community were slow	the scientific community was slow

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Cengage Learning Inc.

Ch. 112 Biology

National Geographic Biology, Texas Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology | Texas Teacher Edition	9780357859063	View Current Link	583	page numbers for Index and Credits	View Updated Link	Index ... 583 Credits ... 598	Index ... 580 Credits ... 595

Publisher: Discovery Education Inc

Ch. 112 Biology

Science Techbook for Texas by Discovery Education - Biology: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Biology	9781616291518		https://app.discoveryeducation.com/learn/assessment/a3cd5571-b813-44c8-b574-0395d69d58ba/preview	Unit 2 > Concept 1 > Cell Structure and Function Concept Summative Assessment > Item 7		What is the structure of nucleic acids in a cell? A. Nucleic acids serve as a source of energy for the cell. B. They provide channels that allow for the passage of molecules through a membrane. C. Nucleic acids are extremely large and complex molecules when found within cells. D. They form a membrane around a cell to provide a protective layer.	How do nucleic acids function to support the operation of key cellular processes? A. Nucleic acids serve as the primary source of energy for the cell. B. They create channels that let molecules travel through the membrane. C. Nucleic acids use stored genetic information to make new proteins. D. They form a membrane around a cell to provide a protective layer.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Biology	9781616291518		https://app.discoveryeducation.com/learn/player/7cd950a4-b5cf-4c3d-95cd-718c2fbc8c49	Unit 1 > Concept 1 > Lesson 8 > Lesson Planning		What Are the Characteristics of Enzymes? (45mins)	What Are the Characteristics of Enzymes? (25 mins)
Science Techbook for Texas by Discovery Education: Biology	9781616291518		https://app.discoveryeducation.com/learn/player/7cd950a4-b5cf-4c3d-95cd-718c2fbc8c49	Unit 1 > Concept 1 > Lesson 8 > Lesson Planning > Facilitating the Learning		FACILITATING THE LEARNING Time: 30 min	FACILITATING THE LEARNING Time: 15 min
Science Techbook for Texas by Discovery Education: Biology	9781616291518		https://app.discoveryeducation.com/learn/player/7cd950a4-b5cf-4c3d-95cd-718c2fbc8c49	Unit 1 > Concept 1 > Lesson 8 > Lesson Planning > Check for Understanding		CHECK FOR UNDERSTANDING Time: 10 min	CHECK FOR UNDERSTANDING Time: 5 min

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Biology	9781616291518		https://app.discoveryeducation.com/learn/assessment/037c1c40-0a51-47c8-bbba-c56782717793/preview	Unit 7 > Concept 1 > The History of Life on Earth Concept Summative Assessment > Item 18		Part A The ranges of leopards (in Africa) and jaguars (in South America) are shown in the map below. [image] Millions of years ago, South America and Africa were connected in one landmass called Pangaea. Using this knowledge, what can we conclude about leopards and jaguars? A. They are the same species. B. They share a common ancestor. C. They are able to mate with one another. D. They are unrelated because it has been a long time.	Part A The map shows the ranges of two different species of large cats: jaguars in South America and leopards in Africa. They share many physical characteristics, but differ in some ways. [updated image: jaguar that has spots] Which of the following claims best describes how these two animals, despite living in different parts of the world, share so many traits? A. Some leopards have relocated to South America by water and adapted to fit in with their new surroundings. B. Jaguars traveled from South America into Asia and eventually migrated into Africa and adapted accordingly. C. They shared a common ancestor from millions of years ago when the two continents were connected. When the continents split, the groups were separated on the land masses now known as Africa and South America. D. When humans traveled from Africa to the Americas, they brought domesticated leopards with them. As the interest in large cats declined, they were reintroduced into the wild and were forced to adapt there.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Biology	9781616291518		https://app.discoveryeducation.com/learn/assessment/aa109132-9d53-4b3e-9443-f5c69c27492e/preview	Unit 3 > Concept 1 > Interactions of Biological Systems Concept Summative Assessment > Item 9		This question has two parts. First, answer Part A. Then answer Part B. Part A A student is building a model of the digestive system. They place mashed food into a long tube, which travels to a sac where food is churned and compressed, and a second, longer tube where liquids are absorbed away. The student notices that what is left behind at the end is still fairly undigested. Why is this the case? A. The student forgot to include the stomach, which helps break things down. B. The student did not include enzymes, which are a major component in digestion. C. The student did not include the physical chewing of the mouth to break down food. D. The student did not include the intestine, which is where most of the digestive process occurs. correct answer: B	This question has two parts. First, answer Part A. Then answer Part B. Part A Katelyn's doctor recently told her that her pancreas is not able to help her body absorb nutrients. Which of the following statements accurately explains this pancreatic condition? A. The pancreas is not producing essential digestive enzymes. B. It is no longer able to recognize highly nutritious foods. C. The pancreas is not churning the food sufficiently enough. D. It is not able to push food through the digestive system. correct answer: A

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Biology	9781616291518		https://app.discoveryeducation.com/learn/assessment/aa109132-9d53-4b3e-9443-f5c69c27492e/preview	Unit 3 > Concept 1 > Interactions of Biological Systems Concept Summative Assessment > Item 10		Part B Why is the aspect of the missing piece from the model in Part A important in aiding digestion? A. Stomach acid has a pH of two, and that is acidic enough to break down most foods. B. Amylase, pepsin, and maltase are major digestive enzymes, which speed up the digestive process. C. If food is not chewed, it will come out only partially digested, because at no other point does it get compressed or churned. D. The small and large intestines make up the majority of the digestive tract and are where food spends the longest amount of time.	Part B Which statement supports your answer to Part A? A. The pancreas releases hormones that help to recognize nutrients and absorb them. B. Digestive enzymes aid in the breakdown of food, which helps to absorb nutrients. C. Malnutrition occurs if the pancreas is unable to move food through the gastrointestinal tract. D. Food that is not broken down by pancreatic churning gets stuck in the gastrointestinal tract.

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: McGraw Hill

Ch. 112 Biology

McGraw Hill Texas Biology: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Biology Teacher Edition	9781265765026		952	TEKS at a Glance		[TEKS 13.A] Investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability. (Beyond the TEKS)	[TEKS 13.D] Explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability. (Beyond the TEKS)
McGraw Hill Texas Biology Student Edition	9780077006754		557	Monkeys header, 1st sentence		Monkeys include both old world monkeys and new world monkeys.	Monkeys include both Old World monkeys and New World monkeys.
McGraw Hill Texas Biology Teacher Edition	9781265765026		1158	Unpack the TEKS, bottom of page		By exploring how human body systems interact with each other to affect changes in blood pressure, regulate glucose homeostasis, regulate body temperature, and protect against injury, this lesson is designed to complete the coverage of [TEKS 12.A].	By exploring how human body systems interact with each other to affect changes in blood pressure, regulate glucose homeostasis, regulate body temperature, and protect against injury, this lesson is designed to complete the coverage of [TEKS 12.A]. This lesson also covers [TEKS 5.C].
McGraw Hill Texas Biology Student Edition	9780077006754		568	LESSON 2 Vocabulary, center column		• era • eon • Cambrian explosion	• era • eon
McGraw Hill Texas Biology Student Edition	9780077006754		613	1st paragraph, line 5		need water to reproduce as shown in Figure 15.	need water to reproduce, as shown in Figure 15.
McGraw Hill Texas Biology Student Edition	9780077006754		613	2nd paragraph, line 2		changes in abiotic factors like nutrients, temperature	changes in abiotic factors like nutrients, temperature,

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Biology Student Edition	9780077006754		705	Amphibians header, 1st paragraph, sentence 2		Ecotherms[highlight] are animals whose body temperature is regulated by external sources such as sunlight.	Ectotherms[highlight] are animals whose body temperature is regulated by external sources, such as sunlight.
McGraw Hill Texas Biology Student Edition	9780077006754		778	LESSON 2 Vocabulary, center column		• lung • artery	• lung • alveolus • artery
McGraw Hill Texas Biology Student Edition	9780077006754		vi	Front Matter TOC: Chapter 0		Chapter 0 TEKS 13.A, 13.B, 13.C	Chapter 0 TEKS 1.A, 1.B, 1.G, 1.H, 2.A, 2.D, 3.B, 3.C, 4.B
McGraw Hill Texas Biology Teacher Edition	9781265765026		xxvi	CHAPTER 0, top of page		TEKS 1.A, 1.B, 1.G, 1.H, 2.A, 2.B, 2.D, 3.C, 4.B	TEKS 1.A, 1.B, 1.G, 1.H, 2.A, 2.D, 3.B, 3.C, 4.B
McGraw Hill Texas Biology Student Edition	9780077006754		50	Parasitism header, 2nd paragraph, line 4		does not kill the host, Instead, it only harms or	does not kill the host. Instead, it only harms or
McGraw Hill Texas Biology Teacher Edition	9781265765026		xxvi	Lesson 4		1.A, 1.B, 1.G, 2.A, 2.B, 3.C	TEKS 1.A, 1.B, 1.G, 2.A, 3.B, 3.C
McGraw Hill Texas Biology Student Edition	9780077006754		67	Eutrophication header, line 2		fertilizers, And, like	fertilizers. And, like
McGraw Hill Texas Biology Student Edition	9780077006754		157	Seasons header, paragraph 1 last sentence, and Ask Yourself		During the spring and fall, neither pole points toward the Sun, as shown in Figure 22B. Ask Yourself Relate the tilt of Earth's axis to seasons.	During the spring and fall, the Sun shines equally on both the northern and southern hemispheres, as shown in Figure 22B.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Biology Teacher Edition	9781265765026		2	TEKS at a Glance		TEKS 2.A Identify advantages and limitations of models such as their size, scale, properties, and materials. (Build to the TEKS)	N/A
McGraw Hill Texas Biology Student Edition	9780077006754		157	Figure 22B		Image 22B: Arrows to left of the global and globe is half shaded	Image 22B: Arrows are below globe, and all of globe is the same (not shaded)
McGraw Hill Texas Biology Teacher Edition	9781265765026		57	Unpack the TEKS, 4.C		[TEKS 4.C] Research and explore connections between grade-level appropriate science concepts and STEM careers.	[TEKS 4.C] Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field in order to investigate STEM careers.
McGraw Hill Texas Biology Student Edition	9780077006754		267	Figure 9 caption		The energy used when forming the bonds to make carbon dioxide and water is less than the energy required to break the bonds of glucose and oxygen, and energy is released during the reaction.	The energy released when forming the bonds to make carbon dioxide and water is more than the energy required to break the bonds of glucose and oxygen.
McGraw Hill Texas Biology Teacher Edition	9781265765026		256	TEKS at a Glance		[TEKS 13.D] Explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability. (Beyond the TEKS)	N/A

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Biology Student Edition	9780077006754		267	Energy of Reactions header, 1st paragraph, 1st-4th sentence		Metabolic reactions can release energy. For example, inside animal and plant cells, glucose is metabolized into carbon dioxide and water in an exergonic reaction that releases energy, as shown in Figure 9. Exergonic reactions are reactions that release energy. In exergonic reactions, products contain less energy than reactants, because the energy to form the bonds of the products is less than the energy needed to break the bonds of the reactants.	Metabolic reactions can release energy. For example, in the cells of most organisms, glucose is converted into carbon dioxide and water in an exergonic reaction that releases energy, as shown in Figure 9. Exergonic reactions are reactions that release energy. In exergonic reactions, the energy released when the bonds in the products are formed is more than the energy needed to break the bonds in the reactants.
McGraw Hill Texas Biology Teacher Edition	9781265765026		598	VIDEOS & INTERACTIVES, Lesson 3 row		Interactive Visual Literacy: Multiple Alleles: Blood; Sexlinked Traits: Colorblindness	Interactive Visual Literacy: Multiple Alleles: Blood; Sexlinked Traits: Color Blindness
McGraw Hill Texas Biology Student Edition	9780077006754		455	Genome editing header, paragraph 1, line 4		A well-known genome editing tool is CRIPSR-Cas9.	A well-known genome editing tool is CRISPR-Cas9.
McGraw Hill Texas Biology Teacher Edition	9781265765026		674	Answer Key, Page 444		Page 444 Figure 11 Look Closer Determine the order of nucleotides by reading the DNA gel from bottom edge to top edge. ACACGTCTGCAG	Page 444 Figure 11 Look Closer Determine the order of nucleotides by reading the DNA gel from bottom edge to top edge. TGTGCAGACGTC
McGraw Hill Texas Biology Teacher Edition	9781265765026		693	Targeted Strategies table, Listening column/Lesson 1 row		2C	2C, 3G

Proclamation 2024: Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Biology Student Edition	9780077006754		506	Driving Question		How is it that scientists are still discovering new species such as the blue-throated hillstar?	How is it that scientists are still discovering new species, such as the blue-throated hillstar?
McGraw Hill Texas Biology Teacher Edition	9781265765026		700	ELPS Support		2C	2C, 3G
McGraw Hill Texas Biology Student Edition	9780077006754		549	Paleozoic era header, 1st paragraph,, last line		the Cambrian explosion.[highlighted]	the Cambrian explosion. [not highlighted]
McGraw Hill Texas Biology Teacher Edition	9781265765026		898	Figure 19		Tabaco moasic virus	Tobacco moasic virus
McGraw Hill Texas Biology Student Edition	9780077006754		557	Figure 22, caption, Look Closer		Incorrect art placed; Figure 22 Primate lineage is thought to have begun about 60 mya from a common ancestor into prosimians, monkeys, and hominoids. Look Closer Identify which of the following primates would be considered hominids.	Place new art, which is larger. Figure 22 Primate lineage began about 60 mya from a common ancestor.

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Smart Biology

Ch. 112 Biology

BIOLOGY Texas: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
BIOLOGY Texas | Student Edition	9781777945053		N/A	Chapter 4, Module 3, Lesson 9, Paragraph 2 (log into www.smart-biology.com with provided credentials to view)		COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the plasma membrane via adaptor proteins, COPII proteins pull out spherical pieces of plasma membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.	COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the membrane via adaptor proteins, COPII proteins pull out spherical pieces of membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.
BIOLOGY Texas | Teacher Edition	9781777945060		N/A	Chapter 2, Module 1, Lesson 3, Figure 1 caption (log into www.smart-biology.com with provided credentials to view)		Figure 1. Charge is something we're all familiar with in our everyday world. For example, A. lightning, B. magnets, C. static electricity, and D. batteries.	Figure 1. A molecule of water. Notice that each shared pair of electrons consists of one electron that belongs to a hydrogen atom and another electron that belongs to the oxygen atom.
BIOLOGY Texas | Student Edition	9781777945053		N/A	Chapter 2, Module 1, Lesson 3, Figure 1 caption (log into www.smart-biology.com with provided credentials to view)		Figure 1. Charge is something we're all familiar with in our everyday world. For example, A. lightning, B. magnets, C. static electricity, and D. batteries.	Figure 1. A molecule of water. Notice that each shared pair of electrons consists of one electron that belongs to a hydrogen atom and another electron that belongs to the oxygen atom.
BIOLOGY Texas | Teacher Edition	9781777945060		N/A	Chapter 2, Module 2, Lesson 3, Paragraph 3, last sentence (log into www.smart-biology.com with provided credentials to view)		(Figure 1, Right)	(Figure 2, Right)

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
BIOLOGY Texas | Student Edition	9781777945053		N/A	Chapter 2, Module 2, Lesson 3, Paragraph 3, last sentence (log into www.smart-biology.com with provided credentials to view)		(Figure 1, Right)	(Figure 2, Right)
BIOLOGY Texas | Teacher Edition	9781777945060		N/A	Chapter 2, Module 4, Lesson 3, Paragraphs 2-4 (log into www.smart-biology.com with provided credentials to view)		Each nucleotide possesses one of the four main types of nitrogenous bases: adenine, guanine, thymine, or cytidine. Technically there are five types of nitrogenous bases, the fifth being uridine (Figure 1, Right). However as we'll see in a later section, when uridine is used, it is used only as a substitute for thymine. Thymine and uridine are structurally very similar and function in the same way, so for now we can think of them as two very similar versions of the same nitrogenous base. These five nitrogenous bases can be divided into two categories: purines and pyrimidines. Adenine and guanine are purines while cytidine, thymine, and uridine are pyrimidines (Figure 1, Right). Nucleotides are named after the type of nitrogenous base that they contain. For example, the nucleotides adenosine, guanosine, cytosine, thymine, and uracil possess the nitrogenous bases adenine, guanine, cytidine, thymidine, and uridine respectively (Figure 2). Furthermore, the term "mono-", "di-", or "triphosphate" is added to the end to indicate the number of phosphate groups present. So for example, the nucleotide guanosine diphosphate possesses the purine nitrogenous base guanine as well as two phosphate groups.	Each nucleotide possesses one of the four main types of nitrogenous bases: adenine, guanine, thymine, or cytosine. Technically there are five types of nitrogenous bases, the fifth being uracil (Figure 1, Right). However as we'll see in a later section, when uracil is used, it is used only as a substitute for thymine. Thymine and uracil are structurally very similar and function in the same way, so for now we can think of them as two very similar versions of the same nitrogenous base. These five nitrogenous bases can be divided into two categories: purines and pyrimidines. Adenine and guanine are purines while cytosine, thymine, and uracil are pyrimidines (Figure 1, Right). Nucleotides are named after the type of nitrogenous base that they contain. For example, the nucleotides adenosine, guanosine, cytidine, thymidine, and uridine possess the nitrogenous bases adenine, guanine, cytosine, thymine, and uracil respectively (Figure 2). Furthermore, the term "mono-", "di-", or "triphosphate" is added to the end to indicate the number of phosphate groups present. So for example, the nucleotide guanosine diphosphate possesses the purine nitrogenous base guanine as well as two phosphate groups.

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

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
BIOLOGY Texas | Student Edition	9781777945053		N/A	Chapter 3, Module 4, Lesson 4, Paragraph 2, last sentence (log into www.smart-biology.com with provided credentials to view)		The only difference between DNA and RNA macromolecules other than the difference in sugar is that in RNA the nucleotide uracil is used in place of thymidine.	The only difference between DNA and RNA macromolecules other than the difference in sugar is that in RNA the nucleotide uridine is used in place of thymidine.
BIOLOGY Texas | Teacher Edition	9781777945060		N/A	Chapter 4, Module 1, Lesson 1, Paragraph 2, fourth sentence (log into www.smart-biology.com with provided credentials to view)		It represents the minimum distance from the center of each atom for which van Der Walls interactions, hydrogen bonds, and ionic bonds can occur.	It represents the minimum distance from the center of each atom for which van der Waals interactions, hydrogen bonds, and ionic bonds can occur.
BIOLOGY Texas | Student Edition	9781777945053		N/A	Chapter 4, Module 1, Lesson 1, Paragraph 2, fourth sentence (log into www.smart-biology.com with provided credentials to view)		It represents the minimum distance from the center of each atom for which van Der Walls interactions, hydrogen bonds, and ionic bonds can occur.	It represents the minimum distance from the center of each atom for which van der Waals interactions, hydrogen bonds, and ionic bonds can occur.
BIOLOGY Texas | Teacher Edition	9781777945060		N/A	Chapter 4, Module 3, Lesson 9, Paragraph 2 (log into www.smart-biology.com with provided credentials to view)		COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the plasma membrane via adaptor proteins, COPII proteins pull out spherical pieces of plasma membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.	COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the membrane via adaptor proteins, COPII proteins pull out spherical pieces of membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.

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Publisher: TPS Publishing

Ch. 112 Biology

STEAM into Biology - High School Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Student Textbook - Biology	9781788059572	View Current Link	Page 419	Plenary - Slide numbers corrected		Students should come up with their own hypotheses based on slides 29-30, or they can try to interpret the graph on slide 29. Slides 17-18: Students should be thinking about the differing body sizes, food sources and temperatures (warm-blooded, coldblooded) of the 2 host animals. Slide 19: The different hosts provide the ideal conditions for the different stages in the heartworm's life cycle.	Students should come up with their own hypotheses based on slide 16-20, or they can try to interpret the graph on slide 19. Slides 16-18: Students should be thinking about the differing body sizes, food sources and temperatures (warm-blooded, coldblooded) of the 2 host animals. Slide 18: The different hosts provide the ideal conditions for the different stages in the heartworm's life cycle.
Teacher Textbook - Biology	9781788059565	View Current Link	Page 458	Practive question 2, first bullet answer		cc,ccc	cccc,ccc
Teacher Textbook - Biology	9781788059565	View Current Link	Page 162	Last bullet		• Speak using grade-level content area vocabular in context to build academic language proficiency.	• Speak using grade-level content area vocabulary in context to build academic language proficiency.

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Kiddom

Ch. 112 Chemistry

OpenStax Chemistry powered by Kiddom - Online and Print: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
OpenStax Chemistry powered by Kiddom - Online and Print	9781960634580	View Current Link		**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omissions: Each chapter has an Exercises section which has additional assessment questions for each Lesson. https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59699718-d96e-11ed-b76e-02ac80d4242c	View Updated Link	Omissions: Each chapter has an Exercises section which has additional assessment questions for each Lesson. https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59699718-d96e-11ed-b76e-02ac80d4242c	**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omissions: Each chapter has an Exercises section which has additional assessment questions for each Lesson. https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59699718-d96e-11ed-b76e-02ac80d4242c
OpenStax Chemistry powered by Kiddom - Online and Print 9	7819606 34580	View Current Link		**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omission: Introduction to Chapter 1 suggests students, alone, with a partner, or in a group, use a KWL chart to support their learning https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59698861-d96e-11ed-b4b0-02ac80d4242c Show less	View Updated Link	Omission: Introduction to Chapter 1 suggests students, alone, with a partner, or in a group, use a KWL chart to support their learning https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59698861-d96e-11ed-b4b0-02ac80d4242c Show less	**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omission: Introduction to Chapter 1 suggests students, alone, with a partner, or in a group, use a KWL chart to support their learning https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59698861-d96e-11ed-b4b0-02ac80d4242c Show less

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
OpenStax Chemistry powered by Kiddom - Online and Print	9781960634580			Omission: The EB guidance in section 4.2 suggests that EB students present to fellow ELL student OR to a group of students that includes native speakers https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:5969969c-d96e-11ed-b74e-02ac80d4242c Give students a list of topics to choose from based on the current chapter being studied. Have language learners present to a small audience consisting of either their fellow ELL classmates or a group of classmates that includes native speakers. Guide beginning ELLS to select topics that lend themselves to their limited vocabulary. Beginning language learners will rely on a bank of high-frequency words to communicate their ideas. However, as they participate in classroom activities and listen to their peers' speaking assignments, beginning learners will naturally acquire and begin to incorporate abstract and content-based vocabulary.		**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omission: The EB guidance in section 4.2 suggests that EB students present to fellow ELL student OR to a group of students that includes native speakers https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:5969969c-d96e-11ed-b74e-02ac80d4242c Give students a list of topics to choose from based on the current chapter being studied. Have language learners present to a small audience consisting of either their fellow ELL classmates or a group of classmates that includes native speakers. Guide beginning ELLS to select topics that lend themselves to their limited vocabulary. Beginning language learners will rely on a bank of high-frequency words to communicate their ideas. However, as they participate in classroom activities and listen to their peers' speaking assignments, beginning learners will naturally acquire and begin to incorporate abstract and content-based vocabulary.	**Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing** Omission: The EB guidance in section 4.2 suggests that EB students present to fellow ELL student OR to a group of students that includes native speakers https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:5969969c-d96e-11ed-b74e-02ac80d4242c Give students a list of topics to choose from based on the current chapter being studied. Have language learners present to a small audience consisting of either their fellow ELL classmates or a group of classmates that includes native speakers. Guide beginning ELLS to select topics that lend themselves to their limited vocabulary. Beginning language learners will rely on a bank of high-frequency words to communicate their ideas. However, as they participate in classroom activities and listen to their peers' speaking assignments, beginning learners will naturally acquire and begin to incorporate abstract and content-based vocabulary.

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Publisher: McGraw Hill

Ch. 112 Chemistry

McGraw Hill Texas Chemistry : TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Student Edition	9780077006808		509	Page 509, simulations blurb		Simulations and Virtual Labs Explore the Reversible Reactions simulation and Equilibrium Constants virtual lab to further understand chapter concepts.	Simulations and Virtual Labs Explore the Salts and Solubility simulation to further understand chapter concepts.
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		964	Videos & Interactives, Lesson 3		IVL**: Naming Alkanes	IVL**: Naming Alkenes
McGraw Hill Texas Chemistry Student Edition	9780077006808		348	Page 348, Example Problem 4		40.°C	40.0°C
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		121	Elaborate		SEP: Obtaining, Evaluating, and Communicating Information 10 min	SEP: Obtaining, Evaluating, and Communicating Information 60 min
McGraw Hill Texas Chemistry Student Edition	9780077006808		213	page 213		Figure 18	Figure 15
McGraw Hill Texas Chemistry Student Edition	9780077006808		518	Page 518, third paragraph		[swap labels below equation:] Base Acid	[swap labels below equation:] Acid Base
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		988	(top of page)		Ask Yourself Describe the belief known as vitalism. Vitalism says that a “vital force” exists in organisms that is not found in inorganic substances.	Ask Yourself Describe how the belief known as vitalism was discredited. Vitalism was discredited after scientists realized they could synthesize organic compounds.
McGraw Hill Texas Chemistry Student Edition	9780077006808		348	Page 348, Example Problem 4		75.°C	75.0°C

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		128	(top of page)		Obtaining, Evaluating, and Communicating Information | 10 minutes	Obtaining, Evaluating, and Communicating Information | 60 minutes
McGraw Hill Texas Chemistry Student Edition	9780077006808		215	page 215		Figure 19	Figure 16
McGraw Hill Texas Chemistry Student Edition	9780077006808		215	page 215		Figure 20	Figure 17
McGraw Hill Texas Chemistry Student Edition	9780077006808		219	page 219		Figure 25	Figure 22
McGraw Hill Texas Chemistry Student Edition	9780077006808		529	Page 529, last paragraph		[swap labels below equation for both reactants and products:] Acid Base Conjugate base Conjugate acid	[swap labels below equation for both reactants and products:] Base Acid Conjugate acid Conjugate base
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		1148	(top of page)		Chapter 5	Chapter 24
McGraw Hill Texas Chemistry Student Edition	9780077006808		348	Page 348, Example Problem 4		Slove	Solve
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		133	TEKS Progression		TEKS 7.6A	TEKS 7.6.A

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7		121.01 amu	12.01 u
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		133	Unpack the TEKS		TEKS 5.A	TEKS 6.D
McGraw Hill Texas Chemistry Student Edition	9780077006808		216	page 216		Figure 21	Figure 18
McGraw Hill Texas Chemistry Student Edition	9780077006808		220	page 220		Figure 26	Figure 23
McGraw Hill Texas Chemistry Student Edition	9780077006808		529	Page 529, last paragraph		H2O(1)	H2O(l)
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		1148	Labs, Chapter 24		GeoLAB: Pinpoint a Source of Pollution	ChemLAB: Pinpoint a Source of Pollution
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7		1. 01 amu	1.01 u
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		189	(middle of page)		Figure 19	Figure 20
McGraw Hill Texas Chemistry Student Edition	9780077006808		216	page 216		Figure 22	Figure 19
McGraw Hill Texas Chemistry Student Edition	9780077006808		221	page 221		Figure 26	Figure 23
McGraw Hill Texas Chemistry Student Edition	9780077006808		541	Page 541, Figure 18		[wrong photo placed]	[placing correct photo, showing titration with pH meter]

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		1149	Chapter Close		GeoLAB: Pinpoint a Source of Pollution | Labs |45 minutes Students will analyze data to pinpoint the source of pollution.	ChemLAB: Pinpoint a Source of Pollution | Labs |50 minutes Students will analyze possible pollution sources and causes of a cyanobacteria bloom near a city and make recommendations to residents of the city about proposed developments based on their analysis. Students should complete this lab after Lesson 3.
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7		12.01 amu	12.01 u
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		241	(middle of page)		Say: This is an ion. It has a positive charge, so we call it ….	Say: This is an ion. It has a negative charge, so we call it ….
McGraw Hill Texas Chemistry Student Edition	9780077006808		217	page 217		Figure 23	Figure 20
McGraw Hill Texas Chemistry Student Edition	9780077006808		223	page 223		Figure 27	Figure 24
McGraw Hill Texas Chemistry Student Edition	9780077006808		541	Page 541, below Acid-base titration head		[fix bad break; Mg(OH)2 should not break across line:] Mg (OH)2	[bad break fixed:] MgOH2
McGraw Hill Texas Chemistry Teacher Edition	9781265763015		Digital Suite (eBook page 222)	Table 5 (eBook--long description)		N/A	A central gray sphere is connected to two green spheres, one to its left and one to its right. The angle formed by the three spheres is labeled as one hundred and eighty degrees. A second label indicates that the molecular shape is linear.
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7		4.04 amu	4.04 u

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		241	(middle of page)		which word means a positively charged ion?	Which word means a negatively charged ion?
McGraw Hill Texas Chemistry Student Edition	9780077006808		217	page 217		Figure 24	Figure 21
McGraw Hill Texas Chemistry Student Edition	9780077006808		224	page 224		Figure 28	Figure 25
McGraw Hill Texas Chemistry Student Edition	9780077006808		654	Page 654, Example Problem 2		elpased	elapsed
McGraw Hill Texas Chemistry Teacher Edition	9781265763015		Digital Suite, Assessment	Digital Suite		How would this technology most likley impact society?	How would this technology most likely impact society?
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7		16.05 amu	16.05 u
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		278	Videos & Interactives, Lesson 3			
McGraw Hill Texas Chemistry Student Edition	9780077006808		225	page 225		Figure 29	Figure 26
McGraw Hill Texas Chemistry Student Edition	9780077006808		657	Page 657, Figure 16 art label		atom	nucleus
McGraw Hill Texas Chemistry Student Edition	9780077006808		226	page 226		Figure 30	Figure 27
McGraw Hill Texas Chemistry Student Edition	9780077006808		687	Page 687, Table 3		[incorrect art of strucural formula placed]	[correct structural formula art placed]

Proclamation 2024: Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Student Edition	9780077006808		13	page 13 narrative		1.8(35) + 32 = 95°F	1.8(35°C) + 32 = 95°F
McGraw Hill Texas Chemistry Student Edition	9780077006808		383	page 383, Table 3		Table 4	Table 3
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		489	Answer Key		Chemical energy is stored in food as the chemical potential energy in the bonds of molecules. Increasing the temperature will reduce the yield.	The temperature of the reaction is kept below 400oC because the reaction yield decreases if the temperature is allowed to rise.
McGraw Hill Texas Chemistry Student Edition	9780077006808		226	page 226		Figure 31	Figure 28
McGraw Hill Texas Chemistry Student Edition	9780077006808		696	Page 696, Example Problem 3		NAMING BRANCED-CHAIN ALKANES Name the alkane shown.	NAMING BRANCED-CHAIN ALKENES Name the alkene shown.
McGraw Hill Texas Chemistry Student Edition	9780077006808		13	page 13 narrative		35°F - 32/1.8 = 1.7°C	(35°F - 32)/1.8 = 1.7°C
McGraw Hill Texas Chemistry Student Edition	9780077006808		383	page 383, Table 3		and	,
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		505	(top of page)		8.92	2.99
McGraw Hill Texas Chemistry Student Edition	9780077006808		227	page 227		Figure 32	Figure 29
McGraw Hill Texas Chemistry Student Edition	9780077006808		717	Page 717, Table 1		Carbonyl	Carboxyl

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Student Edition	9780077006808		77	page 77, last sentence of last paragraph		…within % of the…	…within 1% of the…
McGraw Hill Texas Chemistry Student Edition	9780077006808		409	page 409, Example Problem 2		(0.283 mol C6H12O6/0.1005 L solution)	0.282 mol C6H12O6/1 L solution
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		505	(top of page)		[formatting: square root symbols incorrectly set as separate symbols for numerator and denominator]	[formatting: extend square root symbol to cover entire fractions]
McGraw Hill Texas Chemistry Student Edition	9780077006808		228	page 228		Figure 33	Figure 30
McGraw Hill Texas Chemistry Student Edition	9780077006808		733	Page 733, Table 10		N/A	* represents a hydrogen atom, carbon chain, or ring bonded to the functional group
McGraw Hill Texas Chemistry Student Edition	9780077006808		81	page 81, Table 3		1/840	1/1840
McGraw Hill Texas Chemistry Student Edition	9780077006808		424	page 424, Example Problem 6		Example Problem 5	Example Problem 6
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		674	Engage		Quick Demo: An Endothermic Exchange 5 min	Quick Demo: An Endothermic Change 5 min
McGraw Hill Texas Chemistry Student Edition	9780077006808		229	page 229		Figure 34	Figure 31
McGraw Hill Texas Chemistry Student Edition	9780077006808		734	Page 734, Table 11		N/A	* represents a hydrogen atom, carbon chain, or ring bonded to the functional group
McGraw Hill Texas Chemistry Student Edition	9780077006808		107	page 107, Table 1		Orbt	Orbit

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Student Edition	9780077006808		431	Page 431, Example Problem 7		Example Problem 6	Example Problem 7
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		769	TEKS Progression		Grade 6	Grade 8
McGraw Hill Texas Chemistry Student Edition	9780077006808		278	page 278, Example Problem 4		[missing calculation added in]	mass Au × (1 mol Au/grams Au) = moles Au [blue anno]Apply the conversion factor[end blue anno] 31.1 g Au × 1 mol Au/196.97g Au = 0.158 mol Au [blue anno]Substitute mass Au = 31.1 g and inverse molar mass Au = 1 mol/196.97 g. Multiply and divide numbers and units.[end blue anno]
McGraw Hill Texas Chemistry Student Edition	9780077006808		847–866	Index		[Index entries off by two pages for several chapters]	[Repour index across entire page range with corrected page references.]
McGraw Hill Texas Chemistry Student Edition	9780077006808		209	page 209		Figure 15	Figure 12
McGraw Hill Texas Chemistry Student Edition	9780077006808		453	Page 453, Table 3		ΔH°comb	ΔH°comb (kJ/mol)
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		847	(top of page)		about 0.3 mol/L·s	Using the right triangle shown in the graph, [ΔH2O2] is about 0.40 mol/L and Δt is about 4 s. 0.40 mol/L/4s = 0.1 mol/L·s.
McGraw Hill Texas Chemistry Student Edition	9780077006808		460	Page 460, Look Closer		…for the decomposition of SO3 to form S and O2.	…for the decomposition of 2SO3 to form 2S and 3O2.
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		868	Elaborate		SEP: Obtaining, Evaluating, and Communication Information 10 min	SEP: Obtaining, Evaluating, and Communicating Information 10 min

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Chemistry Student Edition	9780077006808		326	page 326		05.00 g AgNO3	0.500 g AgNO3
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		xxvi	(top of page)		1.A, 1.B, 1.G, 1.H, 2.A, 2.B, 2.D, 3.B, 3.C, 4.A, 4.B	1.A, 1.B, 1.G, 1.H, 2.A, 2.D, 3.B, 3.C, 4.B
McGraw Hill Texas Chemistry Student Edition	9780077006808		210	page 210, Figure 13		Figure 16	Figure 13
McGraw Hill Texas Chemistry Student Edition	9780077006808		506	Page 506, Figure 24		[A/B photos in figure 24 changing places]	[A/B photos in figure 24 changing places]
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		868	Differentiation Resources		Science Literary Essentials 15 min	Science Literacy Essentials 15 min
McGraw Hill Texas Chemistry Student Edition	9780077006808		345	page 345, Example Problem 3		MOLAR VOLUME	Boyle's Law
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		53	Answer Key		peak is ~280 DU, minimum is ~140 DU; variation = 280 DU − 140 DU = 140 D	peak is ~250 DU, minimum is ~110 DU; variation = 250 DU − 110 DU = 140 D
McGraw Hill Texas Chemistry Student Edition	9780077006808		212	page 212		Figure 17	Figure 14

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: TPS Publishing

Ch. 112 Chemistry

STEAM into Chemistry - High School Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Teacher Textbook	9781788059480	View Current Link	Page 352	Sodium box		Box shows 11 in top left and 2 in bottom left	Change to 23 in top left and 11 in bottom left
Student Textbook	9781788059497	View Current Link	Page 225	Sodium box		Box shows 11 in top left and 2 in bottom left	Change to 23 in top left and 11 in bottom left

Publisher: Cengage Learning Inc.

Ch. 112 Earth Systems Science

Earth Systems, Texas Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Systems, Texas Edition | Assessment Handbook	9798214076768		251	answer #5		5. D	5. B, E
Earth Systems, Texas Edition | Assessment Handbook	9798214076768		264	answer #4		4. C	4. C, E, F
Earth Systems, Texas Edition | SE Print	9798214068589		TX26	E(iii) correlationG correlation		11.4 p. 369; 19.3 p. 630; 22.4 p. 741; 25.2 p. 819 8.2 p. 251; 11.3 p. 331	11.4 p. 355; 19.3 p. 630; 22.4 p. 741; 25.2 p. 819 8.2 p. 251; 11.3 p. 341
Earth Systems, Texas Edition | SE Print	9798214068589		TX27	G correlation		1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 11.3 p. 649; 22 CS p. 724; 25 CS p. 810	1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 20 EAW p. 649; 22 CS p. 724; 25 CS p. 810

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Systems, Texas Edition | SE Print	9798214068589		TX29	C(iii) correlation		9.4 p. 634; 22.2 p. 729	19.4 p. 634; 22.2 p. 729
Earth Systems, Texas Edition | SE Print	9798214068589		121	Data Analysis #6		Generalize Patterns In Yellowstone Park, hot magma lies closer to the surface than it does in most places on Earth. How would you need to adjust both Figure 4-9A and Figure 4-9B to represent metamorphism in the rocks under Yellowstone?	Generalize Patterns In Yellowstone Park, hot magma lies closer to the surface than it does in most places on Earth. How would you need to adjust both Figure 4-199A and Figure 4-199B to represent metamorphism in the rocks under Yellowstone?
Earth Systems, Texas Edition | SE Print	9798214068589		627	Figure 19-9 art labels		letters "fl" in art labels rendering as symbol	updated art so that letters "fl" rendering correctly
Earth Systems, Texas Edition | SE Print	9798214068589		817	Data Analysis #5		Evaluate Do all the data support Hubble's hypothesis about an expanding universe?	Evaluate Does all the data support Hubble's hypothesis about an expanding universe?
Earth Systems, Texas Edition | TE Print	9798214068725		549	3rd line orange box		Possessives Remind students that most singular nouns form the possessive with's, while most plural nouns form the possessive with s'.	Possessives Remind students that most singular nouns form the possessive with 's, while most plural nouns form the possessive with s'.
Earth Systems, Texas Edition | TE Print	9798214068725		TX26	(1) E(iii) correlation(1) G correlation		11.4 p. 369; 19.3 p. 630; 22.4 p. 741; 25.2 p. 819 8.2 p. 251; 11.3 p. 331	11.4 p. 355; 19.3 p. 630; 22.4 p. 741; 25.2 p. 819 8.2 p. 251; 11.3 p. 341

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Earth Systems, Texas Edition | TE Print	9798214068725		TX27	(2) G correlation		1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 11.3 p. 649; 22 CS p. 724; 25 CS p. 810	1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 20 EAW p. 649; 22 CS p. 724; 25 CS p. 810
Earth Systems, Texas Edition | TE Print	9798214068725		TX29	(4) C(iii) correlation		9.4 p. 634; 22.2 p. 729	19.4 p. 634; 22.2 p. 729
Earth Systems, Texas Edition | Assessment Handbook	9798214076768		199	answer #11		11. biomass	11. biomass fuel
Earth Systems, Texas Edition | Assessment Handbook	9798214076768		240	answer #6		6. B	6. B, C
Earth Systems, Texas Edition | Assessment Handbook	9798214076768		243	answers #1, 8		1. B, C, D 8. C, D	1. A, C, E 8. C, D, E
Earth Systems, Texas Edition | Assessment Handbook	9798214076768		244	answer #9		9. pediment	9. fjord

Proclamation 2024: Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Publisher: McGraw Hill

Ch. 112 Integrated Physics and Chemistry

McGraw Hill Texas Integrated Physics and Chemistry: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		19	Text after TEKS Pill 1.F at the bottom of the page		Organize quantitative and qualitative data using oral or written lab reports, labeled drawings, particle diagrams, charts, tables, graphs, journals, summaries, or technology-based reports.	Organize quantitative and qualitative data using labeled drawings and diagrams, graphic organizers, charts, tables, and graphs.
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		38	First paragraph under header Adding displacements		You know that you can add distances to get the total distance. For example, 2 m + 3 m = 5 m. But how would you add the displacements 5 m east and 10 m east? Directions in math problems are much like units: you can add numbers with like directions. For example, suppose a student walks 5 m east, stops at a crosswalk, and then walks another 5 m east, as modeled on the left in Figure 5. His displacement is	You know that you can add distances to get the total distance. For example, 2 m + 3 m = 5 m. But how would you add the displacements 5 m east and 5 m east? Directions in math problems are much like units: you can add numbers with like directions. For example, suppose a student walks 5 m east, stops at a crosswalk, and then walks another 5 m east, as modeled in Figure 5A. His displacement is

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		72	After TEKS 5.C at the bottom of the page		Apply the concepts of momentum and impulse to design, evaluate, and refine a device to minimize the net force on objects during collusions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices.	Apply the concepts of momentum and impulse to design, evaluate, and refine a device to minimize the net force on objects during collisions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices.
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		137	Equation below the second paragraph under header Coulomb's Law		d2	d2
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		355	Last sentence in the Biology Connection paragraph		This lowers its density and helps it sink.	This increases the fish's overall density and helps it sink.
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		451	Paragraph below Mass-Energy Equation box.		The speed of light in a vacuum is about 3.80 × 108 (380 billion) m/s. The example problem on the next page will help you understand mass-energy equivalence.	The speed of light in a vacuum is about 3.00 × 108 (300 billion) m/s. The example problem here will help you better understand mass-energy equivalence.
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		550	Second sentence of paragraph under header Salts		(Ca2+)	(Ca2+)
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		551	Second sentence of third paragraph under header Common Salts		(Ca2+)	(Ca2+)

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		554	Inside the Apply Science, under header Identify the Problem		Al(OH)2	Al(OH)3
McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition	9781265771430		698	In Table, column Ge, row Formula od the Oxide		GeO2	GeO2

Publisher: TPS Publishing

Ch. 112 Integrated Physics and Chemistry

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Student Textbook - Integrated Physics and Chemistry	9.78E+12	View Current Link	Page 163	Plenary		n/a	Move Planery to top of page 164.

Proclamation 2024: Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Publisher: Kiddom

Ch. 112 Physics

OpenStax Physics powered by Kiddom - Online and Print: TEKS

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

Publisher: TPS Publishing

Ch. 112 Physics

STEAM into Physics - High School Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Teacher Textbook	9781788058766	View Current Link	53	Second box		van de Graaff	Van de Graaff
Teacher Textbook	9781788058766	View Current Link	60	First line		van de Graaff	Van de Graaff

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Teacher Textbook	9781788058766	View Current Link	363	Line 1 & 3		van de Graaff	Van de Graaff
Teacher Textbook	9781788058766	View Current Link	373	Line 8		van de Graaff	Van de Graaff
Teacher Textbook	9781788058766	View Current Link	379	Resources box		van de Graaff	Van de Graaff
Teacher Textbook	9781788058766	View Current Link	405	Top line		van de Graaff	Van de Graaff

Publisher: Goodheart-Wilcox Publisher

Ch. 113 Personal Financial Literacy and Economics

Foundations of Financial Literacy - Online Learning Suite: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Foundations of Financial Literacy	9798888176566	View Current Link	page ii	ISBN line, center of copyright page		978-1-68311-732-2	979-8-88817-656-6
Foundations of Financial Literacy	9798888176566	View Current Link	page 234	Chapter Summary: Section 8.2 Using Credit, last sentence of second bullet		However, many borrowers cannot repay the money are quickly sunk into serious, compounding debt.	However, many borrowers cannot repay the money and are quickly sunk into serious, compounding debt.
Foundations of Financial Literacy	9798888176566	View Current Link	page 639	Second column, under Metric Conversion, last sentence of example text		Divide 100 kilometers by 1.6093 and round to the hundredth place.	Divide 100 kilometers by 1.6093 and round to the thousandth place.

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Foundations of Financial Literacy	9798888176566	View Current Link	page 644	Second column, under Data Analysis and Statistics, last sentence of example text		These data are illustrated below in bar and line graphs.	These data are illustrated in the following line graph.
Foundations of Financial Literacy	9798888176566	View Current Link	page 644	Second column, under Data Analysis and Statistics, line graph art		The words "Line Graph" are above the chart and the words "Account balance" are below the chart.	The words "Account balance" are above the chart and the words "Line Graph" are below the chart.

Ch. 113 Personal Financial Literacy and Economics

Foundations of Financial Literacy - Online Learning Suite: ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Foundations of Financial Literacy	9798888176566	View Current Link	page 644	Second column, under Data Analysis and Statistics, last sentence of example text		These data are illustrated below in bar and line graphs.	These data are illustrated in the following line graph.
Foundations of Financial Literacy	9798888176566	View Current Link	page 644	Second column, under Data Analysis and Statistics, line graph art		The words "Line Graph" are above the chart and the words "Account balance" are below the chart.	The words "Account balance" are above the chart and the words "Line Graph" are below the chart.
Foundations of Financial Literacy	9798888176566	View Current Link	page ii	ISBN line, center of copyright page		978-1-68311-732-2	979-8-88817-656-6
Foundations of Financial Literacy	9798888176566	View Current Link	page 234	Chapter Summary: Section 8.2 Using Credit, last sentence of second bullet		However, many borrowers cannot repay the money are quickly sunk into serious, compounding debt.	However, many borrowers cannot repay the money and are quickly sunk into serious, compounding debt.

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This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Foundations of Financial Literacy	9798888176566	View Current Link	page 639	Second column, under Metric Conversion, last sentence of example text		Divide 100 kilometers by 1.6093 and round to the hundredth place.	Divide 100 kilometers by 1.6093 and round to the thousandth place.

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Ch. 113 Personal Financial Literacy and Economics

Foundations in Personal Finance High School 4th Edition: TEKS

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

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Ch. 126 Technology Applications, Grade 2

Texas Technology Applications - 2: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Technology Applications - 2	9798987914526001	View Current Link	6	Procedure 2, Step 4a	View Updated Link	a. Encourage students to demonstrtea effective communication during this part of the process.	a. Encourage students to demonstrate effective communication during this part of the process.

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: Coder Kids, Inc. DBA Ellipsis Education

Ch. 126 Technology Applications, Grade 3

Texas Technology Applications - 3: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Technology Applications - 3	9798987914533001	View Current Link	2	Procedure 1, Step 6d	View Updated Link	d. If you think someone has access to your passwords or accounts, what can you do? i. Tell a trusted adult right away. a. Tell students to keep passwords stored somewhere safe for reference. Students should also practice procedures for logging off accounts and devices regularly to protect identities, as well.	d. If you think someone has access to your passwords or accounts, what can you do? i. Tell a trusted adult right away. e. Tell students to keep passwords stored somewhere safe for reference. Students should also practice procedures for logging off accounts and devices regularly to protect identities, as well.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Ch. 126 Technology Applications, Grade 4

Texas Technology Applications - 4: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Technology Applications - 4	9798987914540001	View Current Link	4	Procedure 3, Step 1b	View Updated Link	b. What are some solutions that can help alleviate the effects of the e-waste problem? (Documnet the solutions in a shared space.)	b. What are some solutions that can help alleviate the effects of the e-waste problem? (Document the solutions in a shared space.)

Proclamation 2024: Publisher-Identified Error Corrections

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Technology Applications - 4	9798987914540001	View Current Link	6 to 7	Procedure 3, Step 3	View Updated Link	1. Ensure students understand their next steps by sharing the following information: a. During the next coding lesson, you will put your plans into motion and create the code needed to complete the program. b. You will need to code Cam's portion of the dance battle. c. Finally, you will work with a peer to provide and receive feedback in order to improve your programs. 2. As work time comes to an end, remind students of the class procedures for storing devices and ask students to safely log off the website and their devices. 3. Collect students' Planning Sheets for safekeeping as they will be needed in the next coding lesson. 4. Distribute one Exit Ticket to each student to assess understanding of sequencing broadcasting blocks within a program.	3. Ensure students understand their next steps by sharing the following information: a. During the next coding lesson, you will put your plans into motion and create the code needed to complete the program. b. You will need to code Cam's portion of the dance battle. c. Finally, you will work with a peer to provide and receive feedback in order to improve your programs. 4. As work time comes to an end, remind students of the class procedures for storing devices and ask students to safely log off the website and their devices. 5. Collect students' Planning Sheets for safekeeping as they will be needed in the next coding lesson. 6. Distribute one Exit Ticket to each student to assess understanding of sequencing broadcasting blocks within a program.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Ch. 126 Technology Applications, Grade 8

Texas Technology Applications - 8: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas Technology Applications - 8	9798987914588001	View Current Link	1	Materials and Resources section	View Updated Link	The History of Computer Science video	The Origin and History of Computer Science?

Proclamation 2024: Publisher-Identified Error Corrections

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Publisher: B.E. Publishing, Inc.

Ch. 127 Anatomy and Physiology

Understanding Anatomy & Physiology (Texas Edition): TEKS

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

Publisher: McGraw Hill

Ch. 127 Anatomy and Physiology

Holes Essentials of Human Anatomy and Physiology TX: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)	9781265337018	View Current Link	720	Top paragraph		Birth control is the voluntary regulation of the number of offspring produced and the time they are conceived. This control requires a method of contraception (kon”trah-sep’shun) designed to avoid fertilization of an egg cell following sexual intercourse (coitus) or to prevent implantation of an embryo. The several methods of contraception have varying degrees of effectiveness	Birth control is the voluntary regulation of the number of offspring produced and the time they are conceived. This control requires a method of contraception (kon”trah-sep’shun) designed to avoid fertilization of an egg cell following sexual intercourse (coitus) or to prevent implantation of an embryo. Abstinence, the choice to not have sexual intercourse, is the most effective form of birth control when practiced continuously. Several other methods of contraception have varying degrees of effectiveness

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

Publisher: CodeHS, Inc.

Ch. 127 Computer Science I

Texas Computer Science 1: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Time Management and Prioritizing Tasks	9798987718209	View Current Link	15.4.3	First paragraph	View Updated Link	"Fued"	"Feud"
Improve Your Prototype	9798987718209	View Current Link	14.4.10	Assignment desription	View Updated Link	"recieved"	"received"
Daily Activities	9798987718209	View Current Link	5.2 Lesson Plan	Teaching and Learning Strategies, Activites section, Complete Daily Activites bullet point	View Updated Link	"In the evening, I go to bed at 11."	Updated text in activity description: "In the evening, I go to bed at 10."
Choosing a Visualization	9798987718209	View Current Link	4.5.9	Assignment description, graph analysis questions 1-4	View Updated Link	"The five states are California, Montana, Kansas, New York, and the District of Columbia."	"The same four states (California, Montana, Kansas, and New York) and the District of Columbia are highlighted in the visualizations."

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Program Testing	9798987718209	View Current Link	10.2.1	Testing with Valid Test Data section	View Updated Link	"max(230, 1050)" and "miinmum"	"min(230, 1050)" and "minimum"
Encoding with Binary	9798987718209	View Current Link	1.3.1	Video: 8:15 - 9:00, 11:10 - 12:00	View Updated Link	"Hexidecimal"	"Hexadecimal"
Pausing the Carnival Game	9798987718209	View Current Link	11.4.4	Assignment description, In this exercise section, second paragraph (starting with "Start by copying...")	View Updated Link	"reverse the the status"	"reverse the status"

Publisher: CEV Multimedia

Ch. 127 Engineering Design and Presentation II

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
iCEV Engineering Design & Presentation II (Individual Course): TEKS	9798888640050		Project - Socratic Seminar	Directions #1 in the Socratic Seminar Project found in the Ethics in Advanced Engineering Design lesson.		Thernos	Theranos

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Publisher: CEV Multimedia

Ch. 127 Food Science

iCEV Food Science (Individual Course): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
iCEV Food Science (Individual Course): TEKS	9798888640067		Slide 12	The slide is located in the Professionalism in the Sciences: Food Science lesson.		• new technology constantly emerging	• new technology is constantly emerging

Publisher: CodeHS, Inc.

Ch. 127 Fundamentals of Computer Science

Fundamentals of Computer Science: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
More Basic Karel	9798987718247	View Current Link	2.2.1	Slide 1 and Video starting at 0:00	View Updated Link	AP CSP (in slide deck file name)	(removed the course name from asset)
Structure of an HTML Page	9798987718247	View Current Link	8.2.1	Slide 1 and Video starting at 0:00	View Updated Link	AP Computer Science Principles	(removed the course name from asset)
Introduction to CSS	9798987718247	View Current Link	8.10.1	Slide 1 and Video starting at 0:00	View Updated Link	AP Computer Science Principles	(removed the course name from asset)
HTML Styling	9798987718247	View Current Link	8.8.1	Slide 1 and Video starting at 0:00	View Updated Link	AP Computer Science Principles	(removed the course name from asset)

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Lesson 8.8 HTML Styling	9798987718247	View Current Link	8.8 Lesson	Bottom of lesson plan under TX FOCS Standards	View Updated Link	TX FOCS Standards 127.761.c.1.e Create web pages using a mark-up language;	(removed from the lesson plan)
Variables	9798987718247	View Current Link	6.2.1	Video 2:13-2:30	View Updated Link	gaveOver	gameOver

Publisher: eDynamic Holdings LP

Ch. 127 Health Science Theory

Health Science Theory 1a/1b: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Health Science Theory 1a/1b	9781959433514	View Current Link		Health Science Theory 1b, Unit 5, Lesson 3		Rise limb above the hart	Rise limb above the heart (Note: art needs to be redrawn to address typo)

Publisher: Goodheart-Wilcox Publisher

Ch. 127 Health Science Theory

Health Science Concepts and Skills - Online Learning Suite: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Health Science Concepts and Skills	9781649257628	View Current Link	522	#15		"early childhood"	"young adulthood"

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Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Health Science Concepts and Skills	9781649257628	View Current Link	537	#4		"Which guideline should you not follow when correcting an error in an HER?"	"Which guideline should you follow when correcting an error in an EHR?"
Health Science Concepts and Skills	9781649257628	View Current Link	78	#13		"bachelor's degree"	"certification"
Health Science Concepts and Skills	9781649257628	View Current Link	415	#1		"DNA" was discovered in the early 1900s."	"DNA is shaped in a single spiral strand."
Health Science Concepts and Skills	9781649257628	View Current Link	485	#5		"Standing up to peer pressure, managing stress effectively, assessing your risk factors, seeking help for mental health disorders, and keeping balance in your life are all strategies for preventing what? (13.3-5)"	"Which of the following is caused primarily by peer pressure?"
Health Science Concepts and Skills	9781649257628	View Current Link	494	#5		"Cardio"	"Excessive"
Health Science Concepts and Skills	9781649257628	View Current Link	494	#14		"are good strategies"	"are not good strategies"
Health Science Concepts and Skills	9781649257628	View Current Link	512	#5		"Parental approval"	"Parental disapproval"

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Publisher: CEV Multimedia

Ch. 127 Medical Billing and Coding

iCEV Medical Coding & Billing (Individual Course): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
iCEV Medical Coding & Billing (Individual Course): TEKS	9798888640142		Activity - Information Types Compare & Contrast	This activity is located in the Legal and Ethical Responsibilities in Medical Coding and Billing PPT.		1. What is the use of information? **Communicating information within the specific covered entity.** 3. What is disclosure of information? **Communicating information outside of a specific covered entity.**	1. What is the use of information? **Communicating information within the specific covered entity. The information is only available to those with a direct patient-care relationship.** 3. What is disclosure of information? **Communicating information to those specified or allowed by a patient within or outside an entity.**
iCEV Medical Coding & Billing (Individual Course): TEKS	9798888640142		Slides 11-12	These slides are located in the Medica Coding and Billing: Cardiovascular System PPT. The reviewers said that this error (The word Lymphoma) was in The PPT and Activities however, we could not find the error in the Activities. Only the PPT was touched to fix the issue.		Common Pathologies Include: –lymphedema •excess fluid collects in tissue and causes swelling –Hodgkin's lymphoma •type of cancer in the lymphatic system –non-Hodgkin's lymphoma •cancer of the lymphoid system –lymphangitis •inflammation of the lymphatics –splenomegaly •condition in which the spleen becomes enlarged, tender and painful	Deleted text form the PPT because it was incorrect.

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Publisher: CEV Multimedia

Ch. 127 Medical Microbiology

iCEV Medical Microbiology (Individual Course): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
iCEV Medical Microbiology (Individual Course): TEKS	9798888640159		Activity - Categorizing Statements	This Activity is located in Science Explained Medical Microbiology. The error being fixed is in the Categorizing Statements Activity.		Viruses consist of membrane-encased cells. Listed as the Second Law of Biology	All living organisms consist of membrane-encased cells. Listed as the Second Law of Biology

Publisher: CEV Multimedia

Ch. 127 Principles of Applied Engineering

iCEV Principles of Applied Engineering (Individual Course): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
iCEV Principles of Applied Engineering (Individual Course): TEKS	9798888640180		Project - Turning Ideas into Reality	Step 3 of Citation for the Project - Turning Ideas into Reality found in the Engineering Design lesson.		One	Once

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Publisher: CEV Multimedia

Ch. 127 Principles of Education and Training

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
iCEV Principles of Education & Training (Individual Course): TEKS	9798888640197		Activity-Investigation	This Activity is found in the Teaching Career Preparation lesson beneath the Interactive Assignments heading.		This occupation needs to be a teaching, training or early learning careers.	This occupation needs to be a teaching, training or early learning career.
iCEV Principles of Education & Training (Individual Course): TEKS	9798888640197		Slide 56	This slide is located in the Employability Skills in Education PowerPoint.		•Refers to the ability to remain dedicated to a task or job and be entrusted to see it through •Can be shown by: −daily dedication to student learning −showing responsibility, by showing up to teach consistently −remaining patient and determined in tedious tasks, such as grading	•Refers to an individual's dedication and personal values to complete a task or job −centered around the importance of work and the internal satisfaction received from successfully completing a job •Can be positively shown by: −daily dedication to student learning −showing responsibility, by showing up to teach consistently −remaining patient and determined in tedious tasks, such as grading

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Publisher: Goodheart-Wilcox Publisher

Ch. 127 Principles of Education and Training

Teaching - Online Learning Suite: TEKS

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