

Proclamation 2024 Comprehensive Report of Editorial Changes (Publishers M–T)

This comprehensive report includes publishers' editorial changes and responses to feedback submitted by the state review panels. These changes will be included in the final versions provided to schools as a condition of adoption by the SBOE.

Publisher: McGraw Hill

Science, Grade K

Program: McGraw Hill Texas Science, Kindergarten: TEKS

Editorial Changes

Component: *McGraw Hill Texas Science, Grade K Teacher Edition*
ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 101

Location: Digital Spotlight

Original Text: photo of garden

Updated Text: image of GrowNYC logo

Component: *McGraw Hill Texas Science, Grade K Student Edition*
ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 102

Location: Bottom half of the page in the Write About It! section

Original Text: [2-5 Word Web graphic organizer]

Updated Text: [K-2 Simple Word Web graphic organizer]

Component: *McGraw Hill Texas Science, Grade K Teacher Edition*
ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 11

Location: 2nd column, under Apply It, 4th paragraph

Original Text: Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato.

Updated Text: [THEME] Scale, Proportion, and Quantity Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato. [TEKS] K.5C

Component: *McGraw Hill Texas Science, Grade K Teacher Edition*
ISBN: 9781265514716

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 13

Location: 2nd Column, ASSESS bar and the content below it

Original Text: ASSESS 10 min Check for Understanding Quick Check Ask: Which step of the engineering design process involves drawing a design? Sample answer: Make a Plan Back to the Big Idea.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 134

Location: Top of the page, next to the Build Your Skill heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 14

Location: Top of the page, next to the heading "Models and Visuals"

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 14A

Location: Above the Brainstorm head

Original Text: N/A

Updated Text: Science Mindset Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 14A

Location: Top Right, Next to Clock Icon

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 14A

Location: Under HOI Video Screenshot

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 14A

Location: HOI: Test the Design/Improve the Design: Step 4

Original Text: Students should test their prototypes to determine if they make noise as they intended.

Updated Text: Students should test their prototypes to determine whether they make noise as they intended.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 14A

Location: Under Communicate

Original Text: what worked and did not work about them

Updated Text: in terms of what worked and what did not work.

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 164

Location: Top of the page, next to the Sun and Clouds heading

Original Text: N/A

Updated Text: [Talk About It icon]

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 164

Location: Bottom of the page, below "DIRECTIONS"

Original Text: N/A

Updated Text: Talk About It How can the descriptions in the text help you illustrate objects in the sky?

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 165

Location: Under ASSESS bar, Quick Check, First Sentence

Original Text: Have students complete the Frayer Model graphic organizer to practice lesson vocabulary.

Updated Text: Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 165

Location: Below the Key Moment

Original Text: N/A

Updated Text: Talk About It Have students discuss the words that describe the color, shape, and texture of the Sun and clouds. Discuss how these words can help them illustrate the objects.

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 178

Location: Top of the page, next to the Patterns heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 208A

Location: First column, the paragraph that begins with "NOTE"

Original Text: soak seeds in water

Updated Text: the lima beans

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 208A

Location: Second column, Under Investigate, Step 7

Original Text: N/A

Updated Text: Insert as first sentence in Step 7: Explain that scientists draw pictures, write descriptions, and take photos to record life cycle changes. Demonstrate how to draw pictures and add labels.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 208A

Location: Second column, Under Investigate

Original Text: Step 8

Updated Text: Steps 8–10

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 208A

Location: Second column, Under Communicate, First Paragraph

Original Text: Have students share their drawings with another group.

Updated Text: Have students share their drawings in the data table with another group.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 215

Location: 2nd column, under TEACH, 2nd paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe. Have students go to the corner representing the response they agree with and discuss as a class.

Updated Text: Use the Fingers Under Chin/Five Fingers strategy. Explain to students that the number of fingers they hold up will represent the person from the probe that they agree with. Charlotte can be one finger, Mateo can be two fingers, and Mirabel can be three fingers. Ask students to use their fingers to show who they agree with.

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 221

Location: Sample answer annotation circles on both photos

Original Text: N/A

Updated Text: Sample answers:

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 223

Location: Sentences 4-6

Original Text: But she didn't mind. Ynes Mexia loved learning. Ynes Mexia loved plants.

Updated Text: She helped people learn more about plants. She helped save Redwood trees.

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 248

Location: Middle right, photo of woodpecker

Original Text: Photo of woodpecker

Updated Text: Photo of spotted nutcracker

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Engineering | Observe Categories REINFORCE | Use to Intervene Students observe categorized groups of objects and find the object that does not belong. They compare answers with a partner to practice communicating explanations and collaborating with others. EXTEND | Use to Accelerate Solidify understanding. Students draw a group of objects in their notebook, including one object that does not belong. If there is time, their partner finds the object that does not belong. TEKS K.3B, K.3C FINE ARTS Art K.1A, K.2A

Updated Text: Technology | Design an App REINFORCE | Use to Intervene Build real-world connections. Students work with their classroom device to observe and discuss the colors and shapes used to design icons. EXTEND | Use to Accelerate Students practice engineering by creating, drawing, and labeling their own application icon. [TEKS] K.1G [TECH] K.5A, K.6A [FINE ARTS] Art K.2A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Photo of Legos

Updated Text: Photo of boy with laptop

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Math Station, after EXTEND | Use to Accelerate

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Original Text: Have students complete the picture graph by adding circles in the empty row.

Updated Text: Students complete the picture graph by adding circles in the empty row.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Science Station, sentence after Reinforce | Use to Intervene

Original Text: Provide pattern blocks and prompt students to sort them by color, shape, and more.

Updated Text: Students sort pattern blocks by color, shape, and more.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Science Station, sentence after EXTEND | Use to Accelerate, 2nd sentence

Original Text: Once students have sorted their pattern blocks, they can create designs with their groups.

Updated Text: After sorting their pattern blocks, students can create designs with their groups.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 34

Location: ASSESS Notebooking

Original Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning.

Updated Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning to the class claim.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 34

Location: Write About It, 4 Points

Original Text: The student (1) created a video game character; (2) identified the different colors and shapes used to draw the character; (3) included vocabulary words; (4) used vocabulary words correctly.

Updated Text: The student (1) drew a video game character; (2) wrote a sentence about their character; (3) identified the different colors and shapes used to draw the character; (3) used vocabulary words to label their drawing; (4) used vocabulary words correctly.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 37E

Location: STEAM Stations, Science Station, sentence after Reinforce / Use to intervene, 1st sentence

Original Text: Have students

Updated Text: Students

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: Technology | Design an App REINFORCE | Use to Intervene Build real-world connections. Have students work with their classroom device to observe and discuss the colors and shapes used to design icons. EXTEND | Use to Accelerate Students practice engineering by creating, drawing, and labeling their own application icon. TEKS K.1G TECH K.5A, K.6A FINE ARTS Art K.2A

Updated Text: Engineering | Build It! REINFORCE | Use to Intervene Have students build their own pencil holder or other useful product. They should discuss the color, shape, size, texture, and material of their product. EXTEND | Use to Accelerate Students apply the engineering design process by testing and improving the design of their product. [TEKS] K.1B [FINE ARTS] Art K.2A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: photo of child

Updated Text: photo of pencil case

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3I

Location: Day 2 Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 5 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3J

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Day 5 Teach, gray bar

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Teach, Make a Noise Maker

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Teach

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Teach

Original Text: Make a Noise Maker Students design and build something that makes noise. 10 min Continue to add words, students' work, and artifacts to the Interactive Word Wall. 1 min Connect to the Chapter Question 1 min

Updated Text: Connect to the Chapter Question Continue to add words, students' work, and artifacts to the Interactive Word Wall. 1 min Make a Noise Maker Students design and build something that makes noise. 10 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Assess, Gray Bar

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Assess

Original Text: Quick Check Ask which step of the engineering design process involves drawing a design. 5 min

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3 Teach:

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Type: Editorial Change

Current Page Number(s): 52

Location: Top of the page, next to the heading "Magnets Pull Objects"

Original Text: [Engage with the Page icon]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 8, sentence after Sample answer

Original Text: The other group said that the magnet pulled the objects made of steel.

Updated Text: The other group said that the magnet picked up the objects made of steel.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 9, sentence after Sample answer

Original Text: No. I thought the magnet would pull all metal objects, but it only pulled some metal objects.

Updated Text: Yes, I thought the magnet would pick up some metals and not pick up others and that is what I observed.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 6, sentence after Sample answer

Original Text: The magnet pulled the paper cilp, the metal ball, the metal spoon, and the other bar magnet toward it.

Updated Text: The magnet picked up the paper clip, the metal ball, the metal spoon, and the other bar magnet.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 7, sentence after Sample answer

Original Text: I was surprised that the magnet did not pull the penny or the aluminum foil.

Updated Text: I was surprised that the magnet did not pick up the penny or the aluminum foil.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, Key Moment

Original Text: Virtual Field trip inside Key Moment

Updated Text: Virtual Field Trip moved outside Key Moment

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, sentence before Investigation Connection

Original Text: Read and discuss the text with students.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, heading after Virtual Field Trip

Original Text: Recycling Center

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, Claim, Evidence, Reasoning section, sample answer, 1st sentence

Original Text: I claim that magnets pull some metals. My claim is valid because the magnet pulled a paper clip.

Updated Text: I claim that a magnet can pull objects made of some metals. My claim is valid because the magnet pulled a paper clip made of metal but did not pull other metals.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, Check for Understanding section, after REINFORCE | Use to Intervene, 1st sentence

Original Text: have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, Visual Literacy section, 2nd sample answer

Original Text: the window

Updated Text: the window on the first photo and the light bulb in the second photo

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, between Key Moment and Visual Literacy

Original Text: N/A

Updated Text: Read and discuss text with students.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, between 2nd Key Moment and Investigation Connection

Original Text: Read and discuss text with students.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, TEACH section, Key Moment and Investigation Connection section

Original Text: Key Moment Investigation Connection Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, TEACH section, after IWW

Original Text: N/A

Updated Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see. Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 64

Location: Visual Literacy head

Original Text: Incorrect heading size

Updated Text: Corrected heading size

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 65

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon and "10 min".

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 65

Location: top of the wrap

Original Text: N/A

Updated Text: KEY MOMENT Investigation Connection Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 65

Location: 2nd column, 2nd and 3rd paragraph

Original Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see. Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 65

Location: Science Mindset last sentence

Original Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Updated Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different from each different place.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 65

Location: 2nd column, under Claim, Evidence, Reasoning, 2nd paragraph

Original Text: Sample answer: I claim that we see objects better in bright light. My claim is valid because I saw my mystery object better in bright light.

Updated Text: Sample answer: I claim that bright light makes objects easier to see. You cannot see objects without light. My claim is valid because I saw my mystery object better in bright light but not as well when it was dark."

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 79

Location: Right Column, Bottom

Original Text: N/A

Updated Text: NOTE: Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 79

Location: 2nd column, under GET READY, after 1st sentence

Original Text: N/A

Updated Text: Download the Show What YOU Know support and rubric. Download the STEM Project Teacher Support. Preview the Chapter Test.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 79

Location: 1st column, Digital Spotlight, after 1st sentence

Original Text: 1:37

Updated Text: 2:33

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 9

Location: Talk About It section

Original Text: N/A

Updated Text: Students should name the five senses (touch, taste, smell, hearing, and sight) and describe how they use them to observe. They may mention different plants that George Washington Carver used in his inventions.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 98

Location: 1st column, after Interactive Word Wall

Original Text: THEME Structure and Function Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections. [THEME] Structure and Function Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 98

Location: 1st column, Below Interactive Word Wall box

Original Text: N/A

Updated Text: KEY MOMENT Visual Literacy Read the Photo Guide students through the See-Scan-Analyze thinking process. Ask: How can some houses use soil? Sample answer: They may be made of bricks. Ask: How do people play in soil? Sample answer: They play in sand.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 99

Location: 2nd column, before THEME

Original Text: N/A

Updated Text: [play button icon]

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 99

Location: ASSESS: CER, sample answer

Original Text: I claim that people use soil to grow plants and build things. My claim is valid because I read about how soil is used.

Updated Text: I claim that people use rocks for building and soil for growing plants. My claim is valid because I saw and read about how soil and rocks are used for buildings and growing grass.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 99

Location: ASSESS: after REINFORCE

Original Text: N/A

Updated Text: | Use to Intervene

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 99

Location: 2nd column, KEY MOMENT box

Original Text: KEY MOMENT Visual Literacy Read the Photo Guide students through the See-Scan-Analyze thinking process. Ask: How can some houses use soil? Sample answer: They may be made of bricks. Ask: How do people play in soil? Sample answer: They play in sand.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Type: Editorial Change

Current Page Number(s): 99

Location: 2nd column, above Differentiation Tip

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss ways they have use rocks and soil in small groups. Students may have used rocks to create art or as a paperweight.

Feedback and Publisher Responses

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Page Number(s): 164

URL:

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Feedback Text: The illustration discussion/teaching does not occur until page 166. Is there a way to make this clearer for the teacher?

Publisher Response: We are adding the following text to page 164 of the Student Edition: How can the descriptions in the text help you illustrate objects in the sky? In addition, the support for this feature will be added to page 165 of the Teacher's Edition: Have students discuss the words that describe the color, shape, and texture of the Sun and clouds. Discuss how these words can help them illustrate the objects. CHANGES MADE: Student Edition, p. 164 Teacher Edition, p. 165

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Page Number(s): 208-209

URL:

[View Content](#)

Feedback Text: There is no explicit discussion/demonstration of recording the life cycle changes here. Could this be added?

Publisher Response: We think the best time to discuss and demonstrate recording life cycle changes is before the investigation. We are adding the following statement in the Teacher's Edition support for the investigation on p. 208A: "Explain that scientists draw pictures, write descriptions, and take photos to record life cycle changes. Demonstrate how to draw pictures and add labels." CHANGES MADE: Teacher Edition, p. 208A

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Page Number(s): 248

URL:

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Feedback Text: I really love this activity, but the pictures are confusing to Kindergarten students, especially if they have limited real life experiences. Could you switch the picture to show the woodpecker drilling a hole or switch it to a parrot cracking a nut. This will avoid confusion about how the woodpeckers use their beak.

Publisher Response: Using the picture of the woodpecker does introduce the misconception that woodpeckers are able to crack nuts with their beaks in the same way a nutcracker cracks nuts. We are changing the image to a photo of a spotted nutcracker which does use its beak as a double lever to break open nuts and seeds. CHANGES MADE: Student Edition, p. 248

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Page Number(s): 62

URL:

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Feedback Text: This needs an addition of an instruction to talk, draw, etc. that leads to communication. ie., "Something that makes a light is called a light source. Tell your neighbor a light source that you have observed today."

Publisher Response: Thank you for your feedback and thorough review of Grade K Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further. Students are asked to communicate about sources of light by responding to this question in the Teacher's Edition on page 62: What are some sources of light? ADDITIONAL EXAMPLE: Teacher Edition, p. 62 [https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0ddd0/ae0b93bc-c359-44f4-8a1a-84445aaaa5c0/epub?cfi=epubcfi\(%2F6%2F284%5Bdata-uuid-2ab43ad420a445c29c4a8a6487e80047%5D!%2F4%2F2%5Bpage0142-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p142%5D%2F2%2F8%5Bp142-textid48%5D%2C%2F2%5Bword157%5D%2F1%3A0%2C%2F8%2F1%3A1\)&epubid=92eb7dec9a654d49ad30aa636c33e894](https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0ddd0/ae0b93bc-c359-44f4-8a1a-84445aaaa5c0/epub?cfi=epubcfi(%2F6%2F284%5Bdata-uuid-2ab43ad420a445c29c4a8a6487e80047%5D!%2F4%2F2%5Bpage0142-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p142%5D%2F2%2F8%5Bp142-textid48%5D%2C%2F2%5Bword157%5D%2F1%3A0%2C%2F8%2F1%3A1)&epubid=92eb7dec9a654d49ad30aa636c33e894)

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Page Number(s): 74

URL:

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Feedback Text: The TEKS does not include the vocabulary of "opaque" or "transparent". These should be removed from the word wall AND be made clear in the teacher's instructions that this is not age appropriate vocabulary for Kindergarten.

Publisher Response: We have decided to keep "opaque" and "transparent" as vocabulary words. These terms are used in the Science and Engineering Practices TEKS K.1D and our Texas author, Dr. Julie Jackson, recommended their use. Our philosophy is to introduce vocabulary early to help students gain familiarity. Please note that the text of the Kindergarten Student Edition is intended to be read aloud by the teacher. We are adding the following note to page 79 of the Teacher's Edition: "Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them." CHANGES MADE: Teacher Edition, p. 79

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Page Number(s): 76

URL:

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Feedback Text: The academic vocabulary of "opaque" and "transparent" is not appropriate at this age level. Please change vocabulary to something age appropriate, such as totally blocks, partially/somewhat blocks, does not block.

Publisher Response: We have decided to keep "opaque" and "transparent" as vocabulary words. These terms are used in the Science and Engineering Practices TEKS K.1D and our Texas author, Dr. Julie Jackson, recommended their use. Our philosophy is to introduce vocabulary early to help students gain familiarity. Please note that the text of the Kindergarten Student Edition is intended to be read aloud by the teacher. We are adding the following note to page 79 of the Teacher's Edition: "Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them." CHANGES MADE: Teacher Edition, p. 79

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Page Number(s): 87

URL:

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Feedback Text: Might add some other methods of communication, not just talk/describe.

Publisher Response: Thank you for your feedback and thorough review of Grade K Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further. Every lesson offers opportunities for students to communicate by speaking, writing, or drawing. Question 2 at the bottom of p. 225 requires students to write to communicate their answer. It reads "How are the plants alike?" and provides a write-on line for students to write their answers. The first prompt on p. 225 requires students to draw to communicate their response. ADDITIONAL EXAMPLE: Student Edition, p. 225

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Page Number(s): 36-37

URL:

[View Content](#)

Feedback Text: This is not the best example, but the tuning fork is a "tool" as listed in the TEKS.

Publisher Response: Thank you for your feedback and thorough review of Grade K Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further. We strove to include most of the materials listed in TEKS K.1D as tools. Examples of traditional tools include the hand lens and flashlight that are used in the In the Shadows investigation on page 74A, the dropper used in the Life of a Lima Bean investigation on page 208A, and the demonstration thermometer and rain gauge used in the Weather Watch investigation on page 130A. ADDITIONAL EXAMPLES: Teacher Edition, p. 74A Teacher Edition, p. 130A Teacher Edition, p. 208A

[https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi\(%2F6%2F320%5Bdata-uuid-9fc5bb50e7194898b0ee8a39c79a1d1d%5D!%2F4%2F2%5Bpage0160-](https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi(%2F6%2F320%5Bdata-uuid-9fc5bb50e7194898b0ee8a39c79a1d1d%5D!%2F4%2F2%5Bpage0160-)

[https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi\(%2F6%2F564%5Bdata-uuid-071baff4833e493b879bc3e2e515e457%5D!%2F4%2F2%5Bpage0282-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p282%5D%2F14%2F2%5Bp282-textid25%5D%2C%2F2%5Bword117%5D%2F1%3A0%2C%2F10%5Bword119%5D%2F1%3A11\)&epubid=92eb7dec9a654d49ad30aa636c33e894](https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi(%2F6%2F564%5Bdata-uuid-071baff4833e493b879bc3e2e515e457%5D!%2F4%2F2%5Bpage0282-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p282%5D%2F14%2F2%5Bp282-textid25%5D%2C%2F2%5Bword117%5D%2F1%3A0%2C%2F10%5Bword119%5D%2F1%3A11)&epubid=92eb7dec9a654d49ad30aa636c33e894)

[https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi\(%2F6%2F892%5Bdata-uuid-d7a457d3b7524f7eb3c4fc46c7151182%5D!%2F4%2F2%5Bpage0446-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p446%5D%2F22%2F2%5Bp446-textid28%5D%2C%2F2%5Bword153%5D%2F1%3A0%2C%2F14%5Bword156%5D%2F1%3A6\)&epubid=92eb7dec9a654d49ad30aa636c33e894](https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi(%2F6%2F892%5Bdata-uuid-d7a457d3b7524f7eb3c4fc46c7151182%5D!%2F4%2F2%5Bpage0446-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p446%5D%2F22%2F2%5Bp446-textid28%5D%2C%2F2%5Bword153%5D%2F1%3A0%2C%2F14%5Bword156%5D%2F1%3A6)&epubid=92eb7dec9a654d49ad30aa636c33e894)

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Page Number(s): 37

URL:

[View Content](#)

Feedback Text: Instructions might be more specific about sharing / collaborating with a partner, neighbor, teacher, etc.

Publisher Response: The Teacher Edition suggests that this activity be done in small groups, thus encouraging collaboration. In addition, we will add the following Science Mindset note to page 14A of the Teacher Edition: "Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation."CHANGES MADE: Teacher Edition, p. 14A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Page Number(s): 37

URL:

[View Content](#)

Feedback Text: Would like for them to have more collaboration in this activity....Is it explicit in the Teacher's Edition?

Publisher Response: The Teacher Edition currently suggests that this activity be done in small groups, thus encouraging collaboration. In addition, we will add the following Science Mindset note to page 14A of the Teacher Edition: "Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation."CHANGES MADE: Teacher Edition, p. 14A

Publisher: McGraw Hill

Science, Grade 1

Program: McGraw Hill Texas Science, Grade 1: TEKS

Editorial Changes

Component: *McGraw Hill Texas Science, Grade 1, Teacher Edition*

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 109

Location: Assess, last blue question and sample answer

Original Text: Ask: What tools might you need to plan your investigation? Sample answer: to car, ball, masking tape, ramp"

Updated Text: Ask: What pushes and pulls have you used today? Sample answer: I pushed my chair in. I pulled my socks up.

Component: *McGraw Hill Texas Science, Grade 1, Teacher Edition*

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10A

Location: Top of the page, Heading

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: *McGraw Hill Texas Science, Grade 1, Teacher Edition*

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10A

Location: Note, under Materials

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: *McGraw Hill Texas Science, Grade 1, Teacher Edition*

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10A

Location: Predict

Original Text: Students should use their observations to answer the explorable question: Ask: How can you use a magnet to investigate?

Updated Text: Students should discuss and record potential questions they have about magnets. They will choose one question to answer in the following steps.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10A

Location: Communicate

Original Text: For each item in their bowl, students should be able to answer “yes” for magnetic and “no” for not magnetic. Their results should match what they circled in the table.

Updated Text: For each item in their bowl, students should write out their observations. Their conclusions should match their observations.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10B

Location: Assess, first paragraph, first sentence

Original Text: "Make a Prediction"

Updated Text: "Predict"

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10B

Location: Top of the page, Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10B

Location: Under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10B

Location: Guided Inquiry

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10B

Location: Guided Inquiry box

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10B

Location: Open Inquiry

Original Text: Ask students to test other classroom items and predict whether they are magnetic. Investigations must answer the explorable question.

Updated Text: Step 1: Test items individually to determine if it is magnetic or not. Step 2: Record their findings in the table. Step 3: Test other items around the classroom to determine if they are magnetic or not. Step 4: Discuss the properties of the items that were magnetic. Talk about the properties of the items that were not magnetic.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 10B

Location: Open Inquiry box

Original Text: Students might investigate

Updated Text: Students might investigate different ways to determine if an object is magnetic or not.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 113

Location: The text in Ellie, Sita, and Ren's texting bubbles.

Original Text: Ellie: My mom and I are planting a garden. The soil is clumpy and brown. Is all soil clumpy and brown?
Sita: I think soil is all the same color and texture. Ren: I think soil can be different colors and textures.

Updated Text: Ellie: My mom and I are planting a garden. I think soil is tiny pieces of rock. Sita: I think soil is tiny pieces of rock and bits of dead plants and animals that are alive. Ren: I think soil is tiny pieces of rock and bits of dead plants and animals.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116

Location: Interactive Word Wall, fourth paragraph

Original Text: Ask: How can you document what you observe during your investigation? Sample answer: I can record my observations in a table.

Updated Text: Ask: How can you document what you observe about the shape of soil particles during your investigation? Sample answer: I can document my observations about the different shapes of soil particles in a table.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Purpose

Original Text: Students will observe, compare, describe, and sort components of soil by size, texture, and color

Updated Text: Students will observe, compare, and describe components of soil by size, texture, and color

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Summary

Original Text: flashlight

Updated Text: tweezers

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Note, third sentence

Original Text: plates

Updated Text: pans

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Materials

Original Text: N/A

Updated Text: crayons

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Note

Original Text: label cup 1, 2, and 3

Updated Text: label each cup Soil 1, 2, or 3

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Note, last two sentences

Original Text: cups. Prepare the cups with soil prior to the start of the lesson.

Updated Text: cups prior to the start of the lesson.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Investigate

Original Text: Step 1 Students may notice the color of the soil, the grain size, and the texture. Steps 2–4 When students pour the soil and use the tweezers they may notice small rocks, particles, or clumps in the soil samples.

Updated Text: Steps 1-4 When students pour the soil and use the hand lens and tweezers they may notice small rocks, particles, or clumps in the soil samples.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Investigate

Original Text: samples.

Updated Text: samples. [TEKS] 1.1D

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Tools and Safety Handbook

Original Text: goggles and gloves using the Tools and Safety Handbook.

Updated Text: goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1C

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Above Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Review how to use goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1.C" above the Investigate heading.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Zoom In on Soil, Investigate

Original Text: N/A

Updated Text: Step 5: Review the meaning of the verb document. Ask: What are some ways you can document the colors, sizes, textures, and shapes of soil particles? Sample answer: I can document the properties of soil particles by drawing pictures or writing observations.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Under the video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation video, Zoom In on Soil. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support. 1:31

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, title

Original Text: Zoom in on Soil

Updated Text: Zoom In on Soil

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116D

Location: Hands On Investigation

Original Text: shape.

Updated Text: shape, and I observed that in the soil samples.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 116D

Location: Hands On Investigation, Make a Claim

Original Text: Sample answer: soil can have different colors, textures, particle sizes, and shapes.

Updated Text: Sample answer: I claim that soil can have different colors, textures, particle sizes, and shapes.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 12

Location: Bottom of the page, Talk About It

Original Text: N/A

Updated Text: Talk About It Identify an engineer you have learned about.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 12

Location: First sentence

Original Text: An engineer identifies problems.

Updated Text: Engineers identify problems.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 12

Location: Sentence on the page above "DIRECTIONS"

Original Text: "prototype" is bold and highlighted

Updated Text: remove bold and highlight

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 13

Location: Below the third paragraph, the ASSESS gray bar and the text below it

Original Text: ASSESS 10 min Check for Understanding Quick Check Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask: What is the last step of the engineering design process? Sample answer: Develop the Prototype Back to the Big Idea Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Updated Text: Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask: What is the last step of the engineering design process? Sample answer: Develop the Prototype Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 139

Location: Above Looking For More? Try This!

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to use the word because as they explain their thinking. [TEKS] 1.5B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 139

Location: Assess, Check for Understanding

Original Text: Earth materials.

Updated Text: Earth's materials.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 139

Location: Science Song

Original Text: Science Song Water All Around

Updated Text: Science Song: Water All Around Reinforce concepts about moving water by listening to this song.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 139

Location: Looking For More? Try This!

Original Text: N/A

Updated Text: Move "Ask: How can rain move soil? Sample answer: It can wash loose soil particles down a hill. Ask: How does flowing water change after it goes downhill and reaches flat land? Sample answer: The water slows down as it reaches flat land." to the top of the column.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Get Ready, last two checkboxes

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Get Ready, second checkbox

Original Text: Cue up the video Earth Materials Move.

Updated Text: Cue up the video Earth Materials Move!

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Get Ready

Original Text: Download the Cause and Effect graphic organizer.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: N/A

Updated Text: 1:47

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [Key Moment] Read and Discuss the text with students.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Interactive Word Wall, new paragraph

Original Text: Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence: Water can move _____ and _____. [TEKS] 1.5B

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections. [THEME] Cause and Effect Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence: Water can move _____ and _____. [TEKS] 1.5B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Teach, Below Interactive Word Wall

Original Text: N/A

Updated Text: [icon] EXPLAIN It Video Earth Materials Move! Remind students to be on the lookout for evidence for their claim as they watch the video.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Video: Earth Materials Move Students observe how Earth materials move with the help of water.

Updated Text: EXPLAIN It Video: Earth Materials Move! Students observe how Earth materials move with the help of water.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight, under Explain It video information

Original Text: N/A

Updated Text: WordLab Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Digital Spotlight Video: Earth Materials Move Students observe how Earth materials move with the help of water.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 141

Location: Visual Literary, first sentence

Original Text: N/A

Updated Text: Guide students through the See-Scan-Analyze thinking process.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 141

Location: Assess, gray bar

Original Text: N/A

Updated Text: [clock icon] 10 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 141

Location: Assess, Essential Question Check-In

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 141

Location: Assess, Reinforce

Original Text: N/A

Updated Text: | Use to Intervene

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 141

Location: Claim, Evidence, Reasoning

Original Text: Sample answer: water can move rocks downhill from a mountain. It can also move soil downhill from a stream.

Updated Text: Sample answer: when water was poured on the mound during the investigation, it moved rocks and soil. From the diagram, I observed that a stream carries rocks from the top of a mountain to the ocean.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14A

Location: Materials, after NOTE

Original Text: N/A

Updated Text: Encourage students to save and bring in cardboard tubes in the weeks prior to this activity.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14A

Location: Heading below Purpose

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14A

Location: Track Time, Materials, NOTE, first sentence

Original Text: structured inquiry

Updated Text: guided inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14A

Location: Second column, first heading

Original Text: Identify a Problem/Brainstorm Solutions

Updated Text: Identify

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm Solutions

Original Text: Think about how things get from one place to another. Ask: How can you build a track that gets a marble from one place to another?

Updated Text: Ask: How can you build a track that gets a marble from one place to another? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Under header, second gray box, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Assess, first sentence

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation.

Updated Text: For this investigation, revisit the "Identify" question from the start of the investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Header

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Header

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Under header, first gray box

Original Text: Provide explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Under Header, first gray box, Example

Original Text: Ask students to make a marble track that is at least one foot long. Investigations must answer the explorable question.

Updated Text: Step 1: Build a track with materials that are provided to get a marble from one place to another. Step 2: Use objects from the classroom to make an inclined plane for the marble to move. Step 3: Test the design and think of ways to improve it. Think about what works and what does not work in the design.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 14B

Location: Open Inquiry box, first two sentences

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 16

Location: Photo on the left side of the page, under first paragraph of text.

Original Text: Photo of two young students

Updated Text: Different photo of young students collaborating in a classroom setting.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162A

Location: Plan/Develop, Step 2

Original Text: N/A

Updated Text: [TEKS] 1.1G

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162A

Location: Structured Inquiry

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162A

Location: Structured Inquiry, Note, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Guided Inquiry

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Guided Inquiry, Example

Original Text: Students may change one aspect of their design and see how it changes the results. Investigations must answer the explorable question.

Updated Text: Option 1: Students may use rocks to build. Stack rocks to build a dam, house, or walkway. Option 2: Students may work with another group to develop a presentation about one, two, or three of the materials. Option 3: Students can use soil to build and grow food. The soil can be turned into a garden to grow food. It can also be used to build a soil dam.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Open Inquiry, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Claim, Evidence, Reasoning, under Talk About It

Original Text: Sample answer: humans use earth materials by using rocks to make stepping stones in a garden.

Updated Text: Sample answer: humans use earth materials in different ways and for different reasons.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Interactive Word Wall, questions and answers

Original Text: Ask: What problem does your design solve? Sample answer: not being able to walk through a garden easily

Ask: What did you consider while designing a solution? Sample answer: The rocks had to be big enough to step on.

Updated Text: Say: Identify a problem your design solves. Sample answer: walking through a garden easily Say: Describe what you considered while designing a solution. Sample answer: The rocks had to be big enough to step on.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: EB/EL, first sentence

Original Text: Write about ways people use rocks, water, and soil.

Updated Text: Ensure students understand how to write about ways people use rocks, water, and soil.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 162B

Location: Heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 166

Location: Teach, beginning of third paragraph

Original Text: N/A

Updated Text: [icon] Talk About It

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 166

Location: Apply It

Original Text: Allow students time to talk about which materials would be helpful for crossing the stream and which would not.

Updated Text: Encourage students to think about structure and function as they share ideas. TEKS 1.5F

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 166

Location: Get Ready gray bar

Original Text: Text Complexity: 510L

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 166

Location: Notebooking Tip

Original Text: Chunking Over and Above Use notebooks to scaffold chunked content. Recurring Themes and Concepts can be written on quarter- or half-sheets that are anchor tabbed in margins around and over past entries. Tabs can open

sideways or upside down. By raising and lowering tabs, students kinesthetically work their way from present (on top) to past (underneath) learning

Updated Text: Student Response to the Text Students use speech bubbles in their notebooks to ask a question, self-question, shout a claim, share something they are thinking, and make a statement. The anchor tabs of speech bubbles are glued in margins near or around related content in the notebook. Students may add speech bubbles independently or when assigned. Change caption under cover photo to See page 34.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 167

Location: Assess, under Claim, Evidence, Reasoning

Original Text: N/A

Updated Text: "Guide students as they review what they have learned and reflect on their learning. Have them complete the Am I Ready? activity.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 172D

Location: Below student mini, Communicate section

Original Text: 5. Sample answer: Yes. All living things depend on water.

Updated Text: 6. Sample answer: Yes. My research materials showed that all living things depend on water.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 172D

Location: Student mini, Communicate, under Item 4

Original Text: N/A

Updated Text: Add 5. Describe a water condition that causes organisms to change.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 172D

Location: Student mini, above Make a Claim

Original Text: 5. Did your research support your prediction? Use evidence to explain why or why not.

Updated Text: 6. Did your research support your prediction? Use evidence to explain why or why not.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 172D

Location: Below student mini, Communicate, below item 3

Original Text: N/A

Updated Text: Add 4. Sample answer: We need enough water for all living things to survive. (renumber existing #4 to #5)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 172D

Location: Below student mini, Make a Claim

Original Text: Sample claim: I claim that water conservation is important because all living things need water.

Updated Text: Sample answer: I claim that water conservation is important because all living things need water to survive.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Predict

Original Text: Look at the photo of the girl with the flower:

Updated Text: Students should use their observations to answer the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 2

Updated Text: Steps 2-5

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 3

Updated Text: Steps 6-7

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Communicate

Original Text: Discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Updated Text: Discuss how the seasons are a repeating pattern. Have students determine what time of year comes next in the pattern. Also discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 219

Location: Bottom of the page, left, video screenshot

Original Text: Photo of bird nest

Updated Text: Illustration of a bird drinking water

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 219

Location: Bottom of the page, center, blue text box

Original Text: Watch Is It Living?

Updated Text: Check out Is It Living?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 222

Location: Teach, under Apply It

Original Text: Ask: What are an animal’s basic needs? Sample answer: food and water

Updated Text: [THEME] Patterns Ask: What are an animal’s basic needs? Sample answer: food and water. [TEKS] 1.5A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 222

Location: Write About It

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: The student (1) observed and identified living and nonliving things; (2) drew what they observed; (3) labeled their drawing; (4) used vocabulary to label their drawing.

Updated Text: The student (1) drew living things they observed; (2) drew nonliving things they observed; (3) labeled their drawings; (4) used vocabulary.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 235

Location: Header at the top of the page

Original Text: Lesson 2 TEKS 1.12B Aquariums and Terrariums

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 243

Location: Digital Spotlight

Original Text: N/A

Updated Text: EXPLAIN It Video blurb: Word Lab Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 270

Location: About the Photo

Original Text: The photo may help students recognize the process that some animals go through as they grow and reproduce.

Updated Text: The photo may help students understand how some animals grow and reproduce.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 270

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 270

Location: Get Ready, checklist items

Original Text: Plan for the Simulation on page 272A.

Updated Text: Preview the simulation and plan for the investigation on page 272A.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 270

Location: About the Photo

Original Text: The photo shows a skate case with its young inside, which is known as a mermaid's purse.

Updated Text: The photo shows a skate case with the young skate inside. A skate case is also known as a mermaid's purse.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 271

Location: Digital Spotlight, Engage Video screenshot photo

Original Text: photo of wolves

Updated Text: Photo of two first grade girls working together on a laptop.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 272

Location: Question and answer under Interactive Word Wall heading

Original Text: Ask: Can you describe a life cycle? Sample answer: the stages a living thing goes through during its life

Updated Text: Say: Describe your observations of the fish life cycle. How can you record your observations? Sample answer: A fish starts life as an egg and changes as it grows. I can draw pictures of the different ways fish look as they grow.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Video Screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Fish, Bird, Mammal. 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support. 6:40

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: Encourage students to use evidence from the simulation to answer the questions.

Updated Text: Encourage students to use evidence from the simulation to respond to each prompt.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: N/A

Updated Text: Guide students to share different ways observations can be recorded. Ask: How can you record your observations of the fish? Sample answers: I can draw pictures of what an adult fish looks like. I can write words to describe fish eggs.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1D

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1E, 1.1F

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 273

Location: Teach, Investigation Connection, Notebooking

Original Text: After reading, students build on what they have learned by looking back to compare the life cycles of the animals they read about to the life cycles of the fish, bird, and mammal they explored during the simulation. They should be able to indicate that the life cycles of all the animals follow the same order.

Updated Text: After reading, students build on what they have learned by looking back to compare the life cycles of a goose and a chicken.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 274

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 274

Location: Teach, below Key Moment

Original Text: N/A

Updated Text: Talk About It Start a class discussion about the life cycle of a pig.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 274

Location: Key Moment, after Read and discuss text with students.

Original Text: N/A

Updated Text: Visual Literacy Read the Diagram Guide students through the See-Scan-Analyze thinking process. Ask: What does the diagram show? Sample answer: It shows how a pig changes and grows during its life cycle. Ask: How does a pig change during its life cycle? Sample answer: Pigs become bigger as they get older.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 28C

Location: Top right corner of the page

Original Text: N/A

Updated Text: [GO ONLINE] Student recording sheets are available in flexible formats.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 28C

Location: 2nd student mini, under Communicate:

Original Text: N/A

Updated Text: Add a new Item 5: How can you describe the properties of the objects in terms of quantity?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 28C

Location: Below 2nd student mini: Communicate, after Item 4

Original Text: N/A

Updated Text: [insert] 5. Sample answer: There are more crayons than pencils. (renumber existing answers to 6-8)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 28C

Location: Below 2nd student mini: Make a Claim

Original Text: you can observe objects and put them into groups by ways they are the same.

Updated Text: objects can be classified by the different shapes, variety of colors, and texture.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 31

Location: Assess, paragraph after "My claim is valid because _____."

Original Text: I claim that objects can be classified by shape, color, and texture by putting them into groups. My claim is valid because. I put objects with the same color, texture, and shape together.

Updated Text: My claim is valid because objects were classified and sorted by color, texture, and shape. For example, I sorted crayons with the same color and observed the rough texture of a rope made it easier to climb.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 31

Location: Under Extend, above Assess

Original Text: N/A

Updated Text: Talk About It Start a classroom discussion about what the students circled on the infographic.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3I

Location: Day 2, Assess, under Quick Check

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3, Teach, under Magnet Investigation

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3, Teach, Magnet Investigation

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Teach, under Track Time

Original Text: N/A

Updated Text: Move "Continue to add words, students' work, and artifacts to the Interactive Word Wall. [2 min]" above the Track Time section

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: Quick Check Students answer questions about the steps of the engineering design process. [5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Teach

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Teach, Track Time

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 40B

Location: Assess, under Claim, Evidence, Reasoning

Original Text: Ask: How can we classify objects by size?

Updated Text: Ask: How can objects be classified by size?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 40B

Location: Assess, under Talk About It

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Sample answer: you can find out which things are smaller or larger or heavier or lighter and put them into groups.

Updated Text: Sample answer: objects can be sorted into groups by their size and how heavy they are.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 5

Location: Science Notebooks, last paragraph on the page

Original Text: [icon] Talk About It Begin a classroom discussion about engineers and inventors and what they do. Talk about how a new invention might help children learn even more than a television.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 50D

Location: Communicate

Original Text: I used modeling clay and straws to disassemble and assemble a new object.

Updated Text: I disassembled an object made of modeling clay and straws and assembled a new object using the same clay and straws.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 50D

Location: Bottom of the page, Make a Claim

Original Text: Sample answer: I claim you can take an object apart and put it back together.

Updated Text: Sample answer: I claim that objects can be taken apart and put back together.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 51

Location: Talk About It at the bottom of the page

Original Text: N/A

Updated Text: Talk About It How can you describe the structures by counting and comparing the number of red, blue, and yellow blocks? Tell a partner.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 52

Location: Teach, second paragraph

Original Text: Read the text with students.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 52

Location: below Interactive Word Wall box

Original Text: N/A

Updated Text: [EB/EL] Scaffold to Support Access Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 52

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [KEY MOMENT] Read and discuss the text with students.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 53

Location: Access, Claim, Evidence, Reasoning

Original Text: Sample answer: I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts.

Updated Text: Sample answer: My claim is valid because I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts. The parts of an object can be the same or different.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 53

Location: EB/EL Scaffold to Support Access

Original Text: [EB/EL] Scaffold to Support Access Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 53

Location: Digital Spotlight box

Original Text: A Toy Store

Updated Text: Toy Store

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 53

Location: Assess, Back to the Big Idea

Original Text: objects

Updated Text: materials

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 57D

Location: During Explain, EB/EL Leveled Support

Original Text: Beginning Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action? Intermediate Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task. Ask: What did I do? Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they’re doing to reverse it.

Updated Text: Beginning Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action? Now have students write about it using the word reverse. Use the following sentence frame: I tied a knot. I can _____ the knot by untying it. Intermediate Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task. Ask: What did I do? Now have students write about it using the word reserve. Sample answer: You tied a knot. You can reverse the knot by untying it. Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they’re doing to reverse it. Have students write about it using the word reverse. Sample answer: I took the cap off a marker. When I put it back on, I reverse the action.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: heat-resistant gloves (teacher use only)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: tile trivet (teacher use only)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 60A

Location: NOTE last sentence

Original Text: N/A

Updated Text: Set the pan on the trivet after heating.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: 8-in. × 8-in. aluminum foil pan (teacher use only)

Updated Text: 8-in. × 8-in. aluminum foil pan with water (teacher use only)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 60A

Location: NOTE, after first sentence

Original Text: N/A

Updated Text: Fill the pan with a half-inch of water.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 60A

Location: Investigate

Original Text: Step 4

Updated Text: Steps 3, 4

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 61

Location: Above Explain It Video

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss whether cooling reversed changes caused by heating during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 61

Location: Bottom of the page, left

Original Text: Video Screenshot of glass blowing in progress

Updated Text: Video Screenshot of finished, blown glass

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 79D

Location: During Explain, EB/EL leveled support

Original Text: Beginning Push a light object off your desk. Say: I caused the [notebook] to fall. Repeat with another object, repeating what you did, and having students chime in with caused along with you. Intermediate Push a light object off your desk. Say: I caused the [notebook] to fall. Repeat with another object. Ask: Did I cause the [pencil] to fall? Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused a notebook to fall? Ask students to explain their answer

Updated Text: Beginning Push a notebook off your desk. Say: I caused the notebook to fall. Have students write using the word cause. Use the following sentence frame: You _____ the notebook to fall. Repeat with another object, repeating what you did, and have students chime in with cause along with you. Provide students with a sentence frame to write about the second object. Intermediate Push a notebook off your desk. Say: I caused the notebook to fall. Repeat with a pencil. Ask: Who caused the pencil to fall? Have students write using the word cause. Use the following sentence stem: When you moved the pencil, _____. Sample answer: you caused it to fall Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused the notebook to fall? Have students write using the word cause. Sample answer: My classmate caused the notebook to fall.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 8

Location: Heading

Original Text: Descriptive Investigation

Updated Text: Descriptive Investigations

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 8

Location: Bottom of the page, Talk About It

Original Text: Why would a scientist investigate popcorn?

Updated Text: Identify a scientist you have learned about.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 82A

Location: Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Teach how to use a thermometer and proper safety practices using the Tools and Safety Handbook." above Steps 1, 2, 7, 8

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 82A

Location: Investigate, Steps 1, 2, 7, and 8

Original Text: Show groups how you measure the temperature of the water. Tell them the temperature and have them record it in the data table.

Updated Text: Help students measure the temperature of the water. Have them record it in the data table.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 82D

Location: Below 2nd student mini, Make a Claim

Original Text: Sample answer: I claim that heating butter causes changes to the butter that can change back, or be reversed.

Updated Text: Sample answer: I claim that heating causes changes to food that can be reversed.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 95

Location: Above Connect to the Chapter Question

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to back up their answers with evidence and reasoning.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, Sample answer

Original Text: Sample answer: I claim that pushes and pulls can change the speed and direction of an object. My claim is valid because I changed the motion of a marble by pushing it in different directions.

Updated Text: Sample answer: My claim is valid because I changed the motion of a marble by pushing it in different directions.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, third sentence

Original Text: I also saw pushes and pulls shown in photos.

Updated Text: I also saw pushes and pulls shown in photos, like a boy kicking a ball. That is a push.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Type: Editorial Change

Current Page Number(s): 96

Location: Heading

Original Text: Meet an Engineer

Updated Text: Meet an Engineer and an Astronaut

Publisher: McGraw Hill

Science, Grade 2

Program: McGraw Hill Texas Science, Grade 2: ELPS

Editorial Changes

Component: McGraw Hill Texas Science, Grade 2 Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 164

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: after third paragraph, adding new (4th paragraph) text

Original Text: N/A

Updated Text: Thanks to Mario Molina's research, a treaty was signed in 1987. More than 190 countries have signed this treaty. It banned the use of many harmful chemicals. This helped protect the ozone layer.

Component: McGraw Hill Texas Science, Grade 2 Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 164

Location: Bottom of page

Original Text: illustration of ozone layer for the years 1980, 1989, and 2010

Updated Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama.

Caption: Mario Molina was given the Presidential Medal of Freedom for his important work. (This is not new content, it is being moved from page 165 to 164.)

Component: McGraw Hill Texas Science, Grade 2 Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 164

Location: About the Photo, Questions and sample answers

Original Text: Ask: When did the hole begin to close up? Sample answer: 2010 Ask: Why do you think this is? Sample answer: Mario Molina discovered that CFCs were damaging the ozone layer, and people stopped using products with CFCs.

Updated Text: [delete questions and sample answers]

Component: McGraw Hill Texas Science, Grade 2 Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 165

Location: top of page

Original Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama. Caption: Mario Molina was given the Presidential Medal of Freedom for his important work.

Updated Text: Chart showing the Ozone Hole from the years 1981-2020. Caption: This chart shows the improvements in the ozone layer from 1981 to 2020.

Component: McGraw Hill Texas Science, Grade 2 Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 165

Location: paragraph of text, center of page

Original Text: The discovery won Mario Molina and his partners the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

Updated Text: Mario Molina and his partners won the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

Component: McGraw Hill Texas Science, Grade 2 Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 165

Location: Use to Intervene

Original Text: How do the photos help you understand how the hole in the ozone layer has changed over time? Sample answer: From the photos, I can see that the hole grew from 1990 to the early 2000s. After 2010, the hole over Antarctica began to decrease in size.

Updated Text: How do the photos help you understand how the hole in the ozone layer changes over time? Sample answer: From the photos, I can see that the size of the hole changes from year to year.

Program: McGraw Hill Texas Science, Grade 2: TEKS

Editorial Changes

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: Right column, Conduct an Investigation, Steps 1-2

Original Text: If students need help choosing an animal, display photos of different animals as suggestions.

Updated Text: As students observe the photo cards, encourage them to work together to sort them into groups, asking questions and listening to one another.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: Right column, Conduct and Investigation, Step 3, Step 4

Original Text: • Step 3 Help students who are struggling by assisting them with research and suggesting different sites to visit. • Step 4 Students may use illustrations or text to record data in the table.

Updated Text: Steps 3-4 Help students record data in the correct columns and brainstorm other foods as needed.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Right column, Communicate Information

Original Text: Students will use evidence from the research they collected to determine which kind of food their animal primarily eats. They will also analyze and categorize their data using a graphic organizer.

Updated Text: Students will analyze and categorize data learned from small-group and class discussions as well as prior knowledge using a graphic organizer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: Right column, Science Mindset, first sentence

Original Text: Scientists often ask questions as they are conducting research to learn about new topics.

Updated Text: Scientists often ask questions as they are researching and learning about new topics.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: The Foods We Eat, next to clock icon

Original Text: 25 min

Updated Text: 35 min

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: Under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, The Foods We Eat. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, [ital]Photo Cards Support.[/ital] 1:31

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: Structured Inquiry, Summary

Original Text: Students use technology to research a chosen animal’s diet. They then create a Venn diagram to compare it to what humans eat.

Updated Text: Students observe photo cards of different types of food and decide whether they eaten by humans or animals. They record their data in a table.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: Structured Inquiry, Expected Outcome

Original Text: Results will vary, based on the animal chosen, but students will typically find both similarities and differences between what the animal eats and what humans eat.

Updated Text: Students will determine that some animals eat only plants or animals while some, including humans, eat both.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10A

Location: Structured Inquiry, Short on Time?

Original Text: Choose an animal as a class and conduct the research whole group.

Updated Text: Complete this as a whole class activity.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 10D

Location: Communicate Information, item 5, item 6

Original Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food students' chosen animals eat. 6. Sample answer: My animal eats only plants.

Updated Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food animals eat. 6. Sample answer: The results of the investigation supported my prediction because some animals eat only plants or animals and some eat both. Humans also eat both.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 11

Location: Above ASSESS bar

Original Text: N/A

Updated Text: [THEME] Systems and System Models Ask: How do the combined materials form a system? Sample answer: The hot plate heats the beaker, which in turn heats the thermometer. You can read the temperature of the water using the thermometer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Red heading on the top of the page

Original Text: Structured Inquiry Station 1 Summary Students will plan and conduct an investigation to demonstrate how the strength of a push changes an object’s motion.

Updated Text: Guided Inquiry Station 1 Summary Students plan and conduct their own investigations about how the strength of pushes changes motion.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Top of the page, next to Purpose

Original Text: Plan and conduct an investigation to demonstrate how strengths of pushes and pulls can change an object’s motion

Updated Text: Students plan and conduct investigations to demonstrate how strengths of pushes and pulls can change the motion of objects.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Left column, Teacher Tips and top of right column

Original Text: Remind students to push the ball rather than throwing it. It may help to demonstrate pushing the ball down the ramp so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls. You may want to set this investigation up in a large open area like the gym.

Updated Text: You may want to set this investigation up in a large open are like a gymnasium. Remind students to push the ball rather than throw it. It may help to demonstrate pushing the ball so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Right column

Original Text: N/A

Updated Text: Short on time? If students are struggling to create an investigation plan, provide a list of possible steps they could use for investigating pushes.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Steps 1–2 Have students record the steps of their plan to investigate pushes in the data table, revising the steps as necessary as they conduct their investigation.

Updated Text: Steps 1–2 Ask students questions to help them determine the steps needed in their investigations. Students should revise their written plan as they make changes during the investigation. [TEKS pill] 2.1B

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116A

Location: Under Science Mindset heading

Original Text: Provide time for students to share with a partner their reasoning in Step 4.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116B

Location: Right column, Assess heading

Original Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause an object to move faster.

Updated Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause some objects to move faster. Ask: How did you change your procedures after conducting the investigations? Sample answer: I added more steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116B

Location: EB/EL Leveled Support

Original Text: Before students do the investigation, provide them with the vocabulary they need to complete the tables.

Updated Text: Before students do the investigation, provide them with the vocabulary they need to make and complete the tables.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116B

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry. Place the heavy books in the box.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116B

Location: Left column under Summary heading

Original Text: Students will plan and conduct an investigation to demonstrate how the strength of a pull changes an object's motion.

Updated Text: Students plan and conduct an investigation to demonstrate how the strength of a pull changes an object's motion.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116B

Location: Left column, Conduct an Investigation heading

Original Text: Step 7

Updated Text: Step 5

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 116B

Location: Communicate Information

Original Text: Steps 8–9

Updated Text: Steps 6-8

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 118

Location: Under Interactive Word Wall yellow box

Original Text: n/a

Updated Text: [notebook icon] Notebooking Have students plan and conduct another investigation using one of the objects they have listed in the table. Investigations can be simple. Students should record their procedure and their observations in their notebook.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 118

Location: Around the table and heading

Original Text: No visual literacy treatment

Updated Text: Add Visual literacy treatment

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 122

Location: STEM Connection, Write About It!, next to 3, first sentence

Original Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos.

Updated Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos or another toy.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 13

Location: Fourth paragraph

Original Text: ASSESS 10 min Check for Understanding Quick Check Have students use vocabulary words to describe how engineers make innovations to solve problems. Sample answer: Engineers use the steps of the Engineering Design Process and follow criteria to make innovations. Back to the Big Idea

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, under Step 3

Original Text: N/A

Updated Text: Steps 6-9 Students will add pieces of rock to the container and will note the differences between what happens to the pieces of rock and the sand.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, Step 2

Original Text: 2.1E

Updated Text: 2.1E, 2.1F

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 130A

Location: Right column, Communicate Information, REINFORCE

Original Text: If needed, rephrase Questions 6–8 to make them more accessible for students. For example, you might rephrase Question 6 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Updated Text: If needed, rephrase Questions 10-12 to make them more accessible for students. For example, you might rephrase Question 10 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, under the second question and answer

Original Text: N/A

Updated Text: Ask: How did you use your observations as evidence? Sample answer: I used my observations to explain how wind moves materials. [TEKS] 2.1E

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, fourth sentence

Original Text: Ask: How did you use tools to make observations?

Updated Text: Say: Describe how you used tools to make observations.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, top

Original Text: Before you begin, fill each pan with about 2cm of top soil and fill the 250mL beakers with 180mL of water.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Make a Prediction, second sentence

Original Text: Ask: What will happen when water flows over Earth’s surface?

Updated Text: Ask: What will happen when water flows over a model of Earth’s surface?

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Conduct an Investigation, below Step 1

Original Text: N/A

Updated Text: • Step 2 Make sure students hold the cup in one place as they pour the water.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, under Step 2

Original Text: Steps 2-4

Updated Text: Step 4

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Communicate Information

Original Text: Students make a real-world connection to the science concept being investigated.

Updated Text: Students describe how water changes Earth's surface and describe the limitations of their models.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 140B

Location: Left Column, Guided Inquiry, second sentence

Original Text: What will happen when water flows over Earth's surface?

Updated Text: What will happen when water flows over a model of Earth's surface?

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 140B

Location: Right column, ASSESS, gray bar

Original Text: N/A

Updated Text: 10 min

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution

Original Text: Students should use their observations to answer the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients?

Updated Text: Ask: How can a pantry be organized to help make it easy to find ingredients? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14A

Location: Above Steps 3-5

Original Text: N/A

Updated Text: Develop the Design/Test the Design

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients? Example Students might choose to incorporate organization tools such as organizer bins or can rack organizers into their designs. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients? Example Option 1: Students can sort the food by sizes of the containers they are in. They could put all of the larger containers together and all of the smaller containers together. Option 2: Students can sort the food by the type of food it is. They could put all of the spices together in a group. All of the pasta could go together in another group. The cereal could make another group. Then consolidate the others into another group. Option 3: The students could sort the food by wet and dry food. Option 4: The students could introduce food storage solutions and sort the food using food containers.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14B

Location: Open Inquiry box

Original Text: Students write their own explorable question. Ask: What questions do you have when you observed the photo of the messy pantry? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 14B

Location: Right column under Assess bar

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation. Ask: How can this pantry be organized to help make it easy to find ingredients?

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation. Ask: How can a pantry be organized to help make it easy to find ingredients?

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 153

Location: Last image in table

Original Text: photo of oil barrels

Updated Text: Replace with different photo of oil barrels, three black barrels with white text "Oil"

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 174C

Location: Student mini, title

Original Text: Investigation: Weather Watch

Updated Text: Investigation: Watching the Weather

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 174C

Location: Under the 1st student mini, Make a Prediction, 3rd sentence: Change "precipitation" to "rain"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 174C

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd row under "Weather"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 174C

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd and 3rd rows under "Day 3"

Original Text: 61°F 5 mm

Updated Text: 70°F 0 mm

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 1

Original Text: Step 1 In Kindergarten, students learned about the cycle of day and night. Have students think about what they see and feel during the day and night. Students should circle the objects in the sky that provide the Earth with light.

Updated Text: Steps 1-2 Help students tape the circles to the craft sticks. The circles should be taped toward the top of the stick.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3

Original Text: Steps 2-3

Updated Text: Steps 3-7

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 4

Original Text: Step 4 Students draw a model to illustrate the paths of the Sun’s light from the Sun-Earth-Moon model they created. TEKS 2.1G

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3, third sentence

Original Text: Note that the light reflecting off the Moon will not be very bright, they will have to look carefully to see results. TEKS 2.1G

Updated Text: Note that the light reflecting off the Moon will not be very bright; they will have to look carefully to see results. TEKS 2.1D, 2.1G

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Communicate Information, REINFORCE

Original Text: revisit Step 3,

Updated Text: revisit Step 7,

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 197

Location: Investigation Connection

Original Text: Look at your model. What is the source of light? Discuss with a partner.

Updated Text: Look at your model. What did the flashlight represent? What forms of energy are provided by the Sun?

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Location: Top of the page, next to Moon Over the Night Sky

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Summary

Original Text: Students observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the two photos.

Updated Text: Students observe clouds with and without binoculars and then observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the clouds and the photos.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Location: Under Moon Over the Night Sky, Purpose

Original Text: Students will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Updated Text: Students will observe clouds with and without binoculars and will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Expected Outcome

Original Text: Students should determine that more details of the Moon can be observed when using a tool.

Updated Text: Students should determine that more details of objects in the sky can be observed when using a tool.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Location: Right column, Conduct an Investigation, Steps 1-4

Original Text: Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos.

Updated Text: Draw student's attention to the size and shape of the clouds. Encourage them to notice how the size and shape change when viewed through the binoculars

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Right column, Conduct an Investigation, under Steps 1-4

Original Text: N/A

Updated Text: • Steps 6-9 Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos. [TEKS] 2.1E, 2.2B

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Location: Left column, Structured Inquiry, next to Materials, under thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Mooning Over the Night Sky.

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Moon Over the Night Sky.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206A

Location: Top of the page, next to Hands-On Investigation

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206C

Location: Title, under Explore Day

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206C

Location: Left column, below student mini: Make a Prediction

Original Text: Sample answer: I can see the Moon with more detail if I use a tool that makes the Moon look closer.

Updated Text: Sample answer: I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206C

Location: Below student mini, Conduct an Investigation table

Original Text: [table] Objects in the Sky Photo of the Moon Observations Photo 1 pasted here The moon looks far away. It is a bright, white circle. Photo 2 pasted here The Moon is close up. There are ridges and craters.

Updated Text: [table] Objects in the Sky Object Viewing without a Tool Viewing with a Tool cloud small, white, fluffy clouds small, white, three different clouds Moon mostly white and round white and round with darker areas; some bright, white spots

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206D

Location: Left column, below student mini, Communicate Information, item 10

Original Text: Sample answer: In one picture the clouds look far away. In the other picture you can see more detail. In both pictures the clouds are white.

Updated Text: Sample answer: When you look at the clouds without binoculars, they look far away. When you look at them with binoculars, they look close up. They look white both with and without binoculars.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206D

Location: Right column, below student mini, Communicate Information (continued), item 13

Original Text: Sample answer: I used the tools safely and did not look directly at the Sun.

Updated Text: Sample answer: I used the binoculars safely and did not look directly at the Sun.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 206D

Location: Right column, below student mini, Communicate Information (continued), item 14

Original Text: Sample answer: The results of the investigation did support my prediction because if I use a tool I can see more detail on the Moon.

Updated Text: Sample answer: The results of the investigation did support my prediction because the photos of the Moon showed that I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Blue banner at the top of the page next to "Lesson 1"

Original Text: 2.13B

Updated Text: 2.13A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Icons next to Structured Inquiry header

Original Text: Apron and Gloves icons

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Summary

Original Text: Students place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Updated Text: Students examine plant parts with a hand lens and then place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Expected Outcome

Original Text: Students should make observations of the flower's petals turning the same color as the food coloring mixed into the water. Typically, students notice that the plant's roots draw in water which travels up the plant's stem to the flower.

Updated Text: Students should make observations of the flower's petals and the celery turning the same color as the food coloring mixed into the water. Typically, students notice that the plants' roots draw in water which travels up the plants' stems to the rest of the plants.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, NOTE

Original Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water.

Updated Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water after it has been placed.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, bottom of the page under REINFORCE section

Original Text: Before beginning try the

Updated Text: Before You Begin Try the

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, right column, Short on Time

Original Text: Model for students Steps 1–3. Complete the observatoins for Day 1 as a class.

Updated Text: Complete Steps 7 and 8 three days before the investigation. On the day of the investigation, complete Steps 1-6 as a class with an identical flowering plant and celery. Then display the flowering plant and celery you put in water ahead of time and explain that this is what the plants look like after being in the water for three days.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 1

Updated Text: Step 1

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 3–5 Ensure that whoever is handling the plant wears safety gloves and washes their hands afterward.

Updated Text: Step 7 Make sure any student volunteers demonstrating and handling the plant wash their hands afterward.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Step 6

Updated Text: Steps 2, 4, 6, 9

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 223

Location: Plant Structures, next to item 1

Original Text: Image of seedlings getting rained on.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 23

Location: Top of the page, blue bar

Original Text: Chapter 2 Matter and Materials

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Steps 1–2 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill the water to it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Updated Text: Step 5 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill for 40 mL, it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Math Replay Video callout after Step 7

Updated Text: Math Replay Video callout after Step 5

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 238A

Location: Next to Structured Inquiry heading

Original Text: N/A

Updated Text: [Wash Hands Icon]

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 238A

Location: NOTE

Original Text: pots

Updated Text: cups

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 238A

Location: Structured Inquiry, bottom of the page, left column, Short on Time

Original Text: Demonstrate Steps 1 and 2 for the class. Model the first set of observations for students.

Updated Text: Complete Steps 1 and 2 as a whole class.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 23D

Location: Matter and Materials, first header

Original Text: Plan Your Chapter

Updated Text: Chapter Resource Snapshot

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 2, second column, Materials

Original Text: 6 cups with lids; 9 oz, water, dish soap, opaque liquid, rock or wood block, paper, piece of fabric

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: 6 cups with lids (9 oz), water, dish soap, opaque liquid, rock, paper, piece of fabric, measuring cup (teacher use only)

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 3, first column, third line

Original Text: THEME Music Video Slow and Rapid Changes 2:17

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 3, second column, Materials

Original Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper

Updated Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper, and the following teacher-use only materials: hot plate, tile trivet, heat-resistant gloves, saucepan, ice cube tray

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 4, second column, materials

Original Text: masking tape

Updated Text: tape

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation header, under Make a Prediction

Original Text: Investigate

Updated Text: Conduct an Investigation

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Steps 1-2

Updated Text: Steps 3, 5, 7

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Step 3 Once students have arranged their food chain in the correct order, distribute the yarn. Model how to weave the yarn through the holes so that the food chain will hang vertically.

Updated Text: Steps 4, 6 Help students weave the yarn through their index cards. Ensure that the cards are in the correct position before weaving the yarn through them.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264A

Location: Teacher Tips, left column, Short on Time

Original Text: Complete Steps 2 and 3 as a class, and have students complete Steps 4 and 5 with a partner.

Updated Text: Complete Steps 1-4 as a class, and have students complete Steps 5-8 with a partner.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Step 1 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this ecosystem?” and “What would happen to this animal if there was too much rain?”

Updated Text: Step 3 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this environment?” and “What would happen to this animal if there was too much rain?” [TEKS] 2.1A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Steps 2 and 4 As students are observing the photos of Lake Travis, have them ask questions, such as “Where do I think this animal lives?” and “How is this animal’s life supported by rainfall and water?”

Updated Text: Step 4 As students try to determine which environment the animals are likely to live in, encourage them to consider what the animal needs to survive and how the ecosystem in the environment might support that animal.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Steps 3 and 5 Have students record the animals that they observed in the first column of the data table. Have them record their observations in the second column. [TEKS] 2.1E

Updated Text: Steps 5, 7 Have students record their observations of physical characteristics of the environments in the first column of each data table. [TEKS] 2.1E

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: N/A

Updated Text: Steps 6, 8 Have students record the names of the animals and how the ecosystem in the corresponding environment supports that animal in the second column of the data table.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Communicate Information

Original Text: Have students refer back to the data they recorded to help them describe how rainfall and other physical characteristics of a lake environment support animal survival.

Updated Text: Have students refer back to the information they recorded in their data tables to help them describe why animals live in the different environments and how the physical characteristics affect or don't affect the animals that live there.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264C

Location: Conduct an Investigation header

Original Text: Conduct an Investigation (continued)

Updated Text: Conduct an Investigation

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 264C

Location: Conduct an Investigation, tables for Photo A and Photo B

Original Text: Photo A: Column 2: catfish, white bass Photo B, Column 2: Rio Grande turkey, mouse, grey fox, deer

Updated Text: Photo A, Column 2: catfish, white bass. The environment supports the fish because it gives them water to swim in and rocks to hide behind. Photo B, Column 2: Rio Grande Turkey, mouse, grey fox, deer. The environment supports the animals by giving them places to make homes or nests and by providing them with food and water.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 267

Location: Visual Literacy

Original Text: Read the Map Guide students through the See-Scan-Analyze thinking process. Ask: What do you see?

Sample answer: A map of Texas that has sections shaded in different colors. Ask: What do the colors represent? How do you know? Sample answer: The colors represent different amounts of average annual rainfall. I saw the key that shows which color stands for which amounts of rainfall. Ask: What questions come to mind as you look at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Updated Text: Read the Graph Guide students through the See-Scan-Analyze thinking process. Ask: What do you see?

Sample answer: I see a bar graph that compares the rainfall between a desert and a rain forest. Ask: What do the bars on the graph represent? Sample answer: The bars on the graph represent the rain fall in inches in the different locations. Ask: What questions come to mind as you look at at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 32

Location: Apply It, first sentence

Original Text: Dash Construction is building new homes in Parkside.

Updated Text: Dash Construction is building new homes.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 32

Location: Apply It, third sentence

Original Text: The pictograph shows the result of the poll.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 3I

Location: Day 2, Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3 Teach

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: Delete Quick Check section.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, TEACH, First paragraph, and third paragraph

Original Text: 10 min, 15 min

Updated Text: 5 min, 20 min

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 4

Location: STEM Connection, Meet a Biochemist: Marie Maynard Daly, 2nd paragraph, 1st sentence

Original Text: Marie Maynard Daly was the first African American woman to graduate with a Doctor of Chemistry degree in the United States.

Updated Text: Marie Maynard Daly was the first African American woman to graduate as a doctor of chemistry in the United States.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 4

Location: STEM connection, below the video screenshot at the bottom of the page

Original Text: What did Marie Daly test in the lab? Watch Meet a Biochemist to find out.

Updated Text: What did Marie Maynard Daly test in the lab? Watch Meet a Biochemist to find out.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48A

Location: Short on Time

Original Text: Project the student page and demonstrate Steps 2 and 3 for students. Have students complete the remaining steps to investigate changes to the clay and ice cube.

Updated Text: Project the student page and demonstrate making changes to the physical state of the ice cube. Have students investigate making changes to the paper and crayon.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Step 1

Updated Text: Step 2

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Steps 2-3

Updated Text: Steps 3-4

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48A

Location: Make a Prediction

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48A

Location: Teacher Tips

Original Text: Next, turn the hot plate on to medium heat. Warm the water until small bubbles start to form at the bottom of the pan. Set the hot plate to low or off.

Updated Text: Next, turn the hot plate on to low heat. Warm the water until small bubbles start to form at the bottom of the pan.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48A

Location: Summary

Original Text: Students will demonstrate ways the physical properties of paper, clay, crayon, and ice can be changed using their hands, scissors, and heat.

Updated Text: Students will demonstrate ways the physical properties of paper, crayon, and ice can be changed using their hands, scissors, and heat.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48A

Location: Expected Outcome

Original Text: the clay can be cut/shaped,

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48B

Location: Guided and Open Options, Guided Inquiry, second sentence

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, first paragraph, second sentence

Original Text: To make their claim,

Updated Text: To make a claim,

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, second paragraph, second sentence

Original Text: I claim that the physical properties of materials can be changed by folding, molding, cutting, or heating them.

Updated Text: I claim that the physical properties of materials can be changed by melting, folding, sanding, and cutting them.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, third sentence

Original Text: I made observations as I folded, cut, or melted each material.

Updated Text: I made observations as I melted, folded, sanded, or cut each material.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, EB/EL Leveled Support, Advanced, second sentence,

Original Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, and heat.

Updated Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, sandpaper, and heat.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, under fifth sentence

Original Text: N/A

Updated Text: Ask: How did you plan and conduct an investigation? Sample answer: I made a prediction and then tested it and wrote down my observations. [TEKS] 2.1B

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48C

Location: Left column, Make a Prediction

Original Text: I can cut the paper, fold the clay, sand the crayon, and melt the ice.

Updated Text: I can melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation

Original Text: 2 and 4.

Updated Text: 2, 4.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation, first column of table

Original Text: Materials

Updated Text: Material

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 48D

Location: Communicate Information, Item 8

Original Text: I was able to cut the paper, fold the clay, sand the crayon, and melt the ice cube.

Updated Text: I was able to melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 50

Location: TEACH, above Visual Literacy

Original Text: N/A

Updated Text: Read and discuss the text with students.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 50

Location: TEACH, Visual Literacy, last sentence

Original Text: Sample answer: Steps 2 and 5

Updated Text: Steps 2, 4, and 5.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 58A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 58A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 58A

Location: Right column, Identify a Problem/Brainstorm a Solution

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower.

Updated Text: Demonstrate how you can combine the materials in different ways to make the tallest tower. Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 58B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 58B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower. Example Students may think back to what they have learned about the properties of materials to help them determine which materials would help them construct the tallest tower. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower. Example Step 1. Use uncooked spaghetti noodles, toothpicks, and chenille stems to build a structure. Step 2. Use tape and modeling clay to hold the materials together. Step 3. Measure your structure and compare with your classmates. Step 4: Brainstorm ways to make your structure taller and more stable.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 58B

Location: Open Inquiry box

Original Text: Students write their own explorable question. Ask: What questions did you have when you observed the photo of the building? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 65

Location: GET READY, below the second list item.

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Download the Show What YOU Know support and rubric. Download the STEM Project Teacher Support. Preview the Chapter Test

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 65

Location: Key Moment, next to number 2

Original Text: N/A

Updated Text: Dual Coded

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 7

Location: GET READY, First list item

Original Text: Preview the Presentation Slides.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 76

Location: Meet an Inventor and Teacher: Alexander Graham Bell, first sentence

Original Text: Alexander Graham Bell was a scientist who lived from 1847 to 1922.

Updated Text: Alexander Graham Bell was an engineer who lived from 1847 to 1922.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Type: Editorial Change

Current Page Number(s): 77

Location: Under second paragraph

Original Text: N/A

Updated Text: [icon] With a partner, research and identify other engineers who invented objects that use sound. Share with the class.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 84

Location: Word-Learning Strategies, Multiple Meanings, below "volume" information

Original Text: N/A

Updated Text: level "1. A position on a scale of amount, quantity, extent, or quality 2. Having a flat and even surface"
Adjust height of boxes as need for fit.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 84

Location: Word-Learning Strategies, Use Context section

Original Text: Use Context

Updated Text: Context

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 84

Location: Word-Learning Strategies, Cognates, above "volume / volumen"

Original Text: N/A

Updated Text: sound / sonido

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94A

Location: Right column under Identify a Problem heading

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you create a device to communicate over a distance using sound?

Updated Text: Ask: How can you create a device to communicate over a distance using sound? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94A

Location: Right column heading

Original Text: Communicate Information

Updated Text: Communicate the Results

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: What questions did you have when you observed the photo of the siren? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94B

Location: Right column under Assess heading

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: I claim that I can design and build a device that produces sound that travels over a distance.

Updated Text: I claim that a device that produces sound that travels over a distance can be designed and built.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94B

Location: Interactive Word Wall

Original Text: N/A

Updated Text: Ask: What materials did you use to build your design? Sample answer: I used a cardboard tube, construction paper, and masking tape."

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94C

Location: Under 1st student mini, Identify a Problem, sample answer

Original Text: I can make a horn that amplifies my voice to send sound across a distance.

Updated Text: I can make a horn that amplifies my voice to communicate across an open area.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94C

Location: Under 1st student mini, under Identify a Problem section

Original Text: N/A

Updated Text: Brainstorm a Solution Answers will vary.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94C

Location: Under 2nd student mini, above Item 3

Original Text: N/A

Updated Text: Make a Plan

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Type: Editorial Change

Current Page Number(s): 94C

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under 2nd student mini, table

Original Text: Brainstorm Your Design will vary by student Sketch Your Design will vary by student List Your Materials will vary by student

Updated Text: Sketch Your Design Drawings should show a device that can be used to communicate across a distance. List Your Materials Answers will vary.

Publisher: McGraw Hill

Science, Grade 3

Program: McGraw Hill Texas Science, Grade 3: TEKS

Editorial Changes

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 10

Location: TEACH: second paragraph:

Original Text: Delete: Explain to students that it is important to follow safety rules when conducting investigations.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 133

Location: above ASSESS

Original Text: N/A

Updated Text: Talk About It Students should discuss with each other how they used sound today.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 145

Location: Visual Literacy: 1st sample answer

Original Text: Delete increased or decreased

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 145

Location: Visual Literacy, 3rd blue question

Original Text: What more can you find?

Updated Text: How can you find out more about the topic of this poster?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 145

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon 10 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 145

Location: Claim, Evidence, Reasoning, anno

Original Text: I have learned about different sources of thermal energy.

Updated Text: thermal energy is used to heat objects in everyday life. Thermal energy warms the water and dries wet hair after a shower. Thermal energy warms food on a stove. The Sun uses thermal energy to heat the Earth's surface to make it warm.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Type: Editorial Change

Current Page Number(s): 149

Location: Top of page, space to the left of Chapter Wrap-Up

Original Text: N/A

Updated Text: insert Texas icon

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14A

Location: 2nd Column, Make a Plan section

Original Text: Make a Plan Steps 1–4 To help students select a design, show them photos of bridges and advise them to look for common design features. The amount of materials needed will be an estimate because students may discover that they need more supplies as they begin construction of their bridge. As students construct their bridge, remind them to focus on making the bridge strong so that it can withstand the weight of as many pennies as possible Students will take pictures of their completed prototype. TEKS 3.1B • Steps 5–8 Advise students to place the pennies on the bridge carefully instead of dropping them onto the bridge. Students will record results in their data table. • Steps 9–11 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements

and test the new bridge design. TEKS 3.2D, 3.3A Communicate Information Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Updated Text: Make a Plan/Develop the Design Steps 1-2 To help students select a design, show them photos of bridges and advise them to look for design features to sketch a plan. Students choose the materials needed to begin the construction of their bridge. As students construct their bridge, remind them to consider all of the factors that will impact the stability of the bridge, including the materials used and the weight of each penny. Students should focus on making their bridge withstand as many pennies as possible. TEKS 3.1B, 3.5G Steps 3-5 Students will use their sketch to build the prototype according to the requirements. Students will take photos of their completed prototype. Test the Design/Improve the Design Steps 6-9 Advise students to carefully place the pennies on the bridge instead of dropping them until it collapses. Students will record results in their data table. Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A Communicate the Results Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14A

Location: 2nd column, text under Identify a Problem/Brainstorm Solutions heading

Original Text: Students should use their observations to answer the explorable question. Ask: Using the materials provided, how can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses?

Updated Text: Ask: How can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14A

Location: 1st column, NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14B

Location: Text under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column

Original Text: Provide the explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Example

Original Text: Students might investigate how the placement of the pennies on the bridge affects how many pennies the bridge will hold. Investigations must answer the explorable question.

Updated Text: 1. Build a stable gumdrop bridge that spans 15 cm using gumdrops, craft sticks, toothpicks, pennies, a ruler, and an index card. 2. Brainstorm and research shapes for a sturdy design to go across a 15 cm gap. 3. Choose a shape and plan how to put it together. 4. Build bridge #1 and test it with washers. 5. Improve the design and build bridge #2 and test it with washers. 5. Record your results in the data table.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Open inquiry

Original Text: Students write their own explorable question. Ask: What questions did you have when you evaluated your bridge design? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14B

Location: ASSESS: Gray Bar

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14C

Location: Below second student mini, below Test the Design

Original Text: 8, 11.

Updated Text: 9, 12.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14D

Location: 1st student mini, below item 13

Original Text: N/A

Updated Text: Add 14. Explain what changes you made. Did they make the bridge more stable? How do you know?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14D

Location: 2nd student mini

Original Text: 14, 15, 16

Updated Text: Renumber to 15, 16, 17

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14D

Location: Below 1st student mini, below Item 12

Original Text: N/A

Updated Text: 14. Sample answer: I put the wider part of the gumdrop on the table. The bridge was more stable when I put the wider part of the gumdrop on the bottom. It did not wobble back and forth.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 14D

Location: Below student minis, below Communicate Results Renumber the questions,

Original Text: 12, 13-15

Updated Text: 13, 15-17

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation, Step 5

Original Text: 3.1B

Updated Text: 3.1F

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168A

Location: Last sentence after Summary heading

Original Text: Students will record data in graphic organizers, like Cause and Effect graphic organizer, they construct.

Updated Text: Students will record data in a data table they have constructed.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168A

Location: NOTE section, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168A

Location: NOTE: section

Original Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include additional textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Updated Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include a meterstick, textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column paragraph text

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column smaller heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column paragraph text under Structured Inquiry

Original Text: Provide the explorable question: Ask: How is the speed of a table tennis ball related to its mechanical energy? Example Students should consider which type of graphic organizer will be most effective for collecting data during the investigation. Investigations must answer the explorable question. TEKS 3.1B

Updated Text: Provide step-by-step instructions to help students investigate the explorable question. Ask: How is the speed of a table tennis ball related to its mechanical energy? 1. Make a ramp with a book and a piece of cardboard. 2. Roll a ball down the ramp. Use a stopwatch to time how long it take the ball to roll from the top to the bottom. 3. Add another book to the ramp. 4. Roll the ball again and time how long it take the ball to roll down the ramp.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column paragraph text under Open Inquiry, Example

Original Text: Students might investigate how the height of a ramp affects the ball's speed and mechanical energy.

Updated Text: Students might investigate how the strength of a push affects the ball's speed and mechanical energy.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168B

Location: Interactive Word Wall box, second question and answer

Original Text: Ask: How did you construct a graphic organizer to record data? Sample answer: We used a Cause and Effect graphic organizer to collect data. TEKS 3.1F

Updated Text: Ask: How did you collect and record data in the investigation? Sample answer: We made a two-column graphic organizer to record the data collected. TEKS 3.1F

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168C

Location: 1st student mini, Make a Prediction

Original Text: Think of the photo of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Updated Text: Think of the photo showing the phenomenon of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168C

Location: 1st student mini, Conduct an Investigation, Step 1

Original Text: Plan an investigation to increase the speed of roll a table tennis ball. List materials you will use and procedure follow in space below.

Updated Text: Plan an investigation to increase the speed of roll a table tennis ball. Think about the cause-and-effect relationship between your investigation set-up and the speed of the ball. List materials you will use and procedure follow in space below.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168C

Location: 2nd column, under student mini, above Item 3

Original Text: N/A

Updated Text: Conduct an Investigation (continued)

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168C

Location: 2nd column, under student mini, Item 3

Original Text: 3

Updated Text: 5

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168C

Location: 2nd column, under student mini, sample answer data table

Original Text: Table has no title and 1 blank row

Updated Text: Table title: Table Tennis Ball Observations Table has three rows with sample answers for Number of Books and Time to 'X' on Floor: 3; 0.75 second 2; 0.91 second 1; 1.15 seconds

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 8

Original Text: After listening to students explanations, the ball rolled faster and had more mechanical energy.

Updated Text: After listening to students' explanations, the higher the stack of books, the less time it took for the ball to reach the bottom of the ramp.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 9

Original Text: I could decrease the height to show how the speed also decreases when it has less mechanical energy.

Updated Text: I could use a toy car and conduct the same investigation to see if it is related to speed and mechanical energy.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 185

Location: Under Assess, under Claims, Evidence, Reasoning, anno next to Notebooking

Original Text: soil forms from rocks being weathered in different ways.

Updated Text: Sample answer: soil forms from rocks being weathered, broken-down by roots, and decomposing plants and animals. Rain weakens and breaks larger rocks into smaller pieces, and soil contains broken-down parts of plants and animals.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 192B

Location: 2nd column, Interactive Word Wall, sample answer to 1st question

Original Text: I placed soil and cubes in a tilted tray to represent houses along a slope, and I poured water into the tray to simulate a landslide.

Updated Text: I tilted a tray containing soil and cubes that represented houses along a slope, and I poured water into the tray to simulate a landslide.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 192C

Location: Conduct an Investigation, #4

Original Text: 2. Sample answer: Students' setups should show a sketch of a stream table as describe in Step 1. 4. Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Updated Text: 2. 4. Original Setup Sample answer: Students' setups should show a sketch of a stream table. Soil is smooth, and the cubes are spread out evenly on the slope. After Pouring Water Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 195

Location: CER, Notebooking, anno

Original Text: landslides cause rapid changes to Earth's surface.

Updated Text: Sample answer: soil and rock can slide down a hill and destroy a road. Volcanoes can change the Earth's surface by releasing lava and causing fires that can spread around the area. Earthquakes can also bring down houses and buildings, break rocks and move large sections of land.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 205

Location: EXPLAIN It Video

Original Text: their claim about where useful things come from.

Updated Text: their claims about how humans use natural resources.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 205

Location: CER, Notebooking, answer

Original Text: useful things are made from natural resources such as wood and metal.

Updated Text: Sample answer: useful things people use are made from natural resources. Many natural resources such as cattle, oil, and wheat are found in Texas. Natural resources can be living, like sheep, and nonliving, like natural gas. Cotton is used for making clothes and oil for driving cars.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Type: Editorial Change

Current Page Number(s): 205

Location: Texas Resources, image below Read the Map

Original Text: Map shows Texas surrounded by gray background.

Updated Text: Map shows the missing states around Texas, shaded, so the focus is on Texas.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 215

Location: Answer under Assess, under Claim, Evidence, Reasoning

Original Text: limited resources can run out if they are not used wisely.

Updated Text: limited resources can run out if they are not used wisely. In the investigation, I learned that the fewer resources of water we removed, the more water we had for more years. Conserving water can help in times when dry weather arrives.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Type: Editorial Change

Current Page Number(s): 216

Location: Build Your Skill, below Apply It, under photo

Original Text: What questions do you have about the Dust Bowl and its effects on natural resources?

Updated Text: Analyze the photo of the dust storm. What questions do you have about the Dust Bowl and its effects on natural resources?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222A

Location: Science Mindset

Original Text: [current placement is above Communicate the Results] Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object’s design can be improved with a partner. Use sentence frames: Based our tests, I think _____ because _____. We can improve our design by _____. Could you elaborate on why you think _____ is a better design?

Updated Text: [move to left column below Short on Time? section] Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object’s design can be improved with a partner. Use sentence frames: Based on our tests, I think _____ because _____. We can improve our design by _____. Could you elaborate on why you think _____ is a better design?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222A

Location: NOTE, first sentence

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222A

Location: Right column, Identify and Brainstorm a Solution

Original Text: Identify Students should use their observations to answer the explorable question. Ask: How can you make a useful object out of recycled materials? Brainstorm a Solution Encourage group members to share their ideas about what objects could be made out of different used materials.

Updated Text: Identify a Problem/Brainstorm a Solution Ask: How can you make a useful object out of recycled materials? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Encourage group members to share their ideas about what objects could be made out of different used materials.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222A

Location: Right column, Develop the Design

Original Text: Develop the Design [bullet] Step 5 Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Updated Text: Develop the Design [bullet] Steps 4-5 Students will use their sketches to assemble their useful objects. Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222B

Location: Left Column, Guided and Open Options and Guided Inquiry box

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation. Guided Inquiry Provide the explorable question. Ask: How can you make a useful object out of recycled materials? Example The class might choose to agree on a common purpose or problem and then have student groups design and assemble objects that meet the purpose or solve the problem. Investigations must answer the explorable question.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation. Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you make a useful object out of recycled materials? Example Step 1. Observe the recycled materials and decide which materials to use to design a new object that will serve a purpose. Step 2. Sketch your design using those materials. Step 3. Build the new object out of the recycled materials selected. Step 4. Test your prototype. Step 5. Adjust prototype for improvements.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222B

Location: Open Inquiry

Original Text: Open Inquiry Students write their own explorable question. Ask: What questions did you have when you observed the photo of resources being reused? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222B

Location: Question under Interactive Word Wall

Original Text: Ask: How did you design your prototype? Sample answer: I chose materials we had and drew a new way to use them.

Updated Text: Ask: How did you develop and use your model? Sample answer: I used the model to build my design.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222C

Location: Under student mini, Develop the Design, Item #5

Original Text: 1st column, 2nd row: Plastic bottle 2nd column, 2nd row: hold water 3rd column, 2nd row: body of car
1st column, 3rd row: Drink straw 2nd column, 3rd row: drink liquids 3rd column, 3rd row: axle for car 1st column, 4th
row: 2nd column, 4th row: 3rd column, 4th row:

Updated Text: 1st column, 2nd row: rubber bands 2nd column, 2nd row: hold items together 3rd column, 2nd row: hold
stand together 1st column, 3rd row: plastic cups 2nd column, 3rd row: hold liquids 3rd column, 3rd row: stand to hold
tablet 1st column, 4th row: cardboard 2nd column, 4th row: packaging box 3rd column, 4th row: platform to hold
tablet

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222D

Location: Under student mini, Above Improve the Design

Original Text: N/A

Updated Text: Develop the Design (continued) 7. Answers will vary based on designs that students built and tested.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222D

Location: Under student mini, Communicate the Results

Original Text: (continued)

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 222D

Location: Under student mini, Make a Claim

Original Text: I claim that reducing, reusing, and recycling helps conserve natural resources by allowing us to use
resources again and not throw them in the trash.

Updated Text: I claim that conserving natural resources is important because we can run out of them.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 223

Location: Science Mindset

Original Text: Science Mindset When reading about the recycling situation in this community, think about other’s perspectives. What might a business owner think? What about someone living in the neighborhood? How might a decision impact others?

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 225

Location: ASSESS, below Check for Understanding, Essential Question Check-In

Original Text: Students should explain that reducing is when you use less of a natural resource, reusing is when you use something over and over again, recycling is when products are reprocessed to make new products.

Updated Text: Students should identify problems and explain the solutions when it comes to reducing, reusing, and recycling products. As part of this, they should understand that reducing involves using less of a natural resource, reusing means using something over and over again, and recycling involves reprocessing products to make new ones.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 225

Location: Above EB/EL Provide Specialized Instruction

Original Text: N/A

Updated Text: Science Mindset When reading about the recycling situation in this community, have students think about other’s perspectives. Ask: What might a business owner think? How might a decision impact others?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 225

Location: Below ASSESS, Reinforce | Use to Intervene

Original Text: have them use the Concentration graphic organizer to play a vocabulary game.

Updated Text: have them use the Concentration game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 225

Location: Below ASSESS, CER Notebooking, answer

Original Text: items can be reused instead of being thrown away.

Updated Text: Sample answer: reducing, reusing, and recycling help conserve natural resources by allowing us to use resources again and not throw them in the trash. Recycling 94 million tons of materials keeps them out of landfills. Reusing cloth bags reduces plastic use. Fixing a leaky faucet saves can conserve 10,000 gallons of water each year.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 238B

Location: CER Claim statement

Original Text: Sample answer: I claim that I can record temperature using a thermometer, use a rain gauge when it rains with no rain and record the wind direction with a wind vane

Updated Text: Sample answer: I claim that weather can be described by temperature, rain, and wind direction and measured with a thermometer, rain gauge, and wind vane.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 238C

Location: 2nd column: above Daily Weather

Original Text: N/A

Updated Text: Conduct an Investigation 2, 4, 6. Sample answers:

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 238C

Location: Conduct an Investigation

Original Text: 01/01/2022

Updated Text: 1/10/2025

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 241

Location: below the Key Moment and Above the Assess bar

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss the temperatures that are associated with different types of precipitation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 241

Location: EB/EL note

Original Text: EB/EL Promote Multilingualism Give students a chance to share in their home languages any other seasonal weather they have experienced or know about that is not common in Texas. Then as a class, determine together the English vocabulary used to describe it. ELPS 3E

Updated Text: [Move note to the bottom of the page.]

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 241

Location: ASSESS: CER sample answer

Original Text: a thermometer is used to measure temperature; a wind vane is used to show wind direction; a rain gauge is used to measure precipitation.

Updated Text: a thermometer is used to measure temperature, a wind vane is used to show wind direction, and a rain gauge is used to measure precipitation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 248B

Location: Interactive Word Wall: after TEKS 3.2B

Original Text: N/A

Updated Text: Ask: Why do you think scientists compare data? Sample answer: They want to learn what causes the data to be similar or different.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 248B

Location: Interactive Word Wall: Second sample answer

Original Text: explain similar weather pattern.

Updated Text: explain patterns of similar weather.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 248B

Location: ASSESS, CER, sample answer

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: I claim that weather conditions can be different in different places on the same day.

Updated Text: I claim that weather conditions can be similar or different in different places.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 248B

Location: EB/EL: Advanced

Original Text: describe it

Updated Text: describe them

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 251

Location: Back to the Big Idea

Original Text: Ask: Is today’s weather the same in all locations? Sample answer: No, the weather is different from one place to the next. It could be clear and sunny in our region, and rainy or snowy someplace else.

Updated Text: Ask: How does weather vary from place to place? Sample answer: Weather can be clear, warm, and sunny in one place and cold and rainy in another place on the same day.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 251

Location: EB/EL Teach Structure and Form, first sentence

Original Text: Point out the suffix -ist in meteorologist that shows it’s a type of job.

Updated Text: Explain that the suffix -ist in meteorologist means that a person who works with whatever the root word is.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 251

Location: ASSESS CER: Sample answer

Original Text: weather conditions can be different in different places on the same day.

Updated Text: weather conditions can be different from one location to another. The data table showed that the weather for May 11th in Anchorage was 6°C (43°F) and rainy, but in Dallas, the weather was 21°C (70°F) and no rain.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 259

Location: EB/EL Scaffold to Support Access

Original Text: such as the Earth revolves around the Sun while the moon revolves around Earth.

Updated Text: such as showing that Earth revolves around the Sun while the Moon revolves around Earth.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 259

Location: ASSESS, 3rd paragraph

Original Text: Talk About It Have students draw or use available materials to construct a model of the system formed by the Sun, Moon, and Earth, and then discuss their model to a partner. Encourage students to identify the strengths and limitations of the model. For example, models generally do not show the relative sizes of the three bodies

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 259

Location: Digital spotlight

Original Text: the movements of the Sun, Moon, and Earth.

Updated Text: the movements of the Moon and Earth around the Sun.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 270A

Location: HOI: Conduct an Investigation, Steps 2-3

Original Text: Steps 2–3 Lay out the string to indicate where each planet falls in relation to each other and the Sun.

Updated Text: Steps 2-6. To create a model solar system, convert planet distances to centimeters, identify planet sequence, find a large space, measure and place each planet at the correct distance, then record data by illustrating the model solar system.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 271

Location: Second KEY MOMENT

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: [Key moment bar] Interactive Infographic Have students check out Our Solar System. [Key Moment bar]
Read and discuss the text with students.

Updated Text: Interactive Infographic Have students check out Our Solar System.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 271

Location: Key Moment

Original Text: Interactive Infographic Have students check out Our Solar System. [Key moment bar] Read and discuss the text with students. Investigation Connection Notebooking After reading, students look back at the model they created or the data table from the Position the Planets investigation. [Key moment bar]

Updated Text: Investigation Connection Notebooking After reading, students look back at the model they created or the data table from the Position the Planets investigation. [Key Moment bar] Interactive Infographic Have students check out Our Solar System.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 271

Location: 2nd column, Interactive Infographic, after sentence

Original Text: N/A

Updated Text: NOTE: Planet size and distance from the Sun are not to scale.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 274

Location: GET READY, above first check box list item

Original Text: N/A

Updated Text: Cue up the Perseid Meteor Shower video.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 274

Location: Just above ASSESS

Original Text: N/A

Updated Text: [play button icon] Observe Your World Video Have students watch Perseid Meteor Shower to observe a sky full of meteors.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 274

Location: TEACH: Promote Rich Vocabulary

Original Text: gush, lump, meteor, soar.

Updated Text: gushes, lump, meteors, soaring.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 287

Location: CER reasoning

Original Text: My claim is valid because ... some animals migrate or hibernate in response to changes in weather.

Updated Text: My claim is valid because ... many birds spend the summer in the northern United States and then fly south during the fall to places with warmer weather. Groundhogs and some bats hibernate or deep sleep through the cold winter months. Weather changes can make monarch butterflies migrate south, where they hibernate until it's time to travel north again.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 28B

Location: Interactive Word Wall, second question

Original Text: Ask: How did you use observations as evidence? I used my observations to explain what measuring and testing tell you about matter.

Updated Text: Ask: How did you use measurements as evidence? Sample answer: I measured matter to tell about its physical properties.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 28B

Location: EB/EL Leveled Support: Advanced/Advanced High, second to last sentence

Original Text: switch roles and do again.

Updated Text: switch roles, approach another student, and repeat the interaction.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 28B

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: ASSESS, below Claim, Evidence, Reasoning

Original Text: I claim that matter can be measured with precision when using scientific tools to measure and test the physical properties of objects and record my observations in data tables.

Updated Text: I claim that matter can be measured with precision when using scientific tools to calculate and test the physical properties of objects and record observations in data tables.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 295

Location: Digital Spotlight

Original Text: Word Lab text and big icon

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 297

Location: Digital Spotlight box, under the Interactive Infographic information

Original Text: N/A

Updated Text: Word Lab Students observe, examine, and practice using vocabulary words. [WORD LAB image]

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 297

Location: Under Assess, under Claim, Evidence, Reasoning, Reinforce: Use to Intervene

Original Text: If students are unable to explain how changes in temperature and precipitation affect plant responses and growth, have them review the infographic with a partner.

Updated Text: If students are unable to explain how changes in temperature and precipitation affect plant growth, have them review the infographic with a partner.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 297

Location: Under Assess, under CER, next to Notebooking

Original Text: My claim is valid because ... plants can respond to less water and low temperatures by becoming dormant

Updated Text: My claim is valid because ... plants can respond to less water and low temperatures by becoming dormant. Tulips become dormant when the weather is too cold and water freezes but grow as the weather becomes warmer and rain increases. Daylilies become dormant in cold weather.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 297

Location: Digital Spotlight, screenshot of interactive infographic

Original Text: Illustration showing plant with roots

Updated Text: Illustration showing flower of plant

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 310A

Location: 2nd column, Investigate

Original Text: Investigate Steps 1-2 You may wish to model these steps for the class. They will be making a paper chain that shows the flow of energy through a food chain. Step 3 Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape. Step 4 Student chains will be arranged in the following order: Sun, blank strip, producer, blank strip, consumer (herbivore), blank strip, consumer (omnivore or carnivore).

Updated Text: Conduct an Investigation [bullet] Steps 1–5 You may wish to model these steps for the class. Students will be making a paper chain that shows the flow of energy through a food chain. Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape. [bullet] Step 6 Students will illustrate a model that describes the chain they created.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 310A

Location: 2nd column, Communicate Information

Original Text: Students will analyze the data represented in the food chain model they drew to determine where to add arrows to represent the flow of energy. Remind students that the direction of the arrows should indicate where the energy is flowing to.

Updated Text: Students will describe the data represented in the food-chain model they drew to determine the flow of energy. Remind students that the direction should indicate where the energy is flowing to.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 310D

Location: Communicate Information: Item 10

Original Text: Yes, I was able to see how animals get what they need from other animals.

Updated Text: Yes, I was able to see how animals get what they need from other consumers and how a consumer gets its energy from producers. For example, both a snail and a mouse are consumers that eat strawberries for energy. However, a consumer, the snake, depends on another consumer, the mouse, for energy.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 323

Location: 2nd column: under KEY MOMENT: Before Read the Diagram

Original Text: N/A

Updated Text: Visual Literacy

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 323

Location: Visual Literacy second sample answer

Original Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized.

Updated Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized, but a photo may show a frog about to eat a fly.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 323

Location: 2nd column: Essential Question Check-In

Original Text: Sample answer: All the other members of the food chain could be affected. The animals that follow the organism may not have the food they need, and their numbers would go down. The numbers of the plants and animals that begin the food chain might go down or go up.

Updated Text: Students should infer that some organisms will increase in numbers and some will decrease.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 323

Location: Under Assess, under Claim, Evidence, Reasoning next to Notebooking

Original Text: an ecosystem can be affected by other organisms' numbers going up or down.

Updated Text: Sample answer: an ecosystem can be affected by other organisms' numbers going up or down. Removing organisms can affect much of the food chain. For example, if you remove grass, the number of rats that eat grass decreases. Animals that eat rats would also go down in numbers. But if you remove the rat, the number of grass can increase.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 323

Location: ASSESS, Connect to the Chapter Question, second sentence

Original Text: For example, if the rat were removed from the desert food chain, then the animals that followed in the food chain—the snake and hawk—would not function as a food chain by themselves.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 333

Location: Back to the Big Idea

Original Text: What are some ways that an animal can survive a sudden change to its environment, such as from a forest fire? Sample answer: A bird could fly to a new location, and a deer or wolf might try to run away from the fire. Gopher tortoises can stay safe in the burrows they dig, and other animals may join them in the burrows.

Updated Text: Could a dinosaur have survived a sudden change to its environment, such as a forest fire? Sample answer: A dinosaur in the past might have flown to a new location like a deer or wolf might try to run away from the fire today.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 333

Location: Connect to the Chapter Question

Original Text: Discuss how few organisms may survive a severe drought, but many organisms are better able to survive a drought than others.

Updated Text: Discuss how few organisms may survive a severe drought but that many organisms are better able to survive a drought than others.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 333

Location: ASSESS: CER: 2nd sentence

Original Text: some organisms thrive, some move to a different environment, and some perish in response to natural changes to their environment.

Updated Text: natural changes can affect if an organism survives or perishes. For example, birds might fly away from a forest fire. Droughts can cause organisms to die. However, some animals might walk or fly elsewhere to find food and water to survive.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 342A

Location: Next to the red heading in the left column

Original Text: hand washing icon

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 342A

Location: Bottom of the left column

Original Text: Students reflect on their research and explain how the fossils are similar and different.

Updated Text: Students will explain the evidence in the photos where the organisms lived, how the environment in Texas changed over time, and their results from the investigation. Students reflect on their research and explain how the fossils are similar and different.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 342C

Location: Under Conduct an Investigation, items 4, 6

Original Text: Sample answer: Table has no title and shows one sample answer under Organism; Description;

Environment: fish; rounded skeleton, fins; water

Updated Text: Sample answers: Table title: Photo Observations The table shows four sample answers under Organism; Description; Environment: mammoth; large, long tusks, covered in hair; cold tundra saber-toothed cat; long canine teeth, short tail, muscular; plans or forest crinoid; "arms" look like feathers; shallow and deep parts of the ocean brachiopod; shells that open and close; deep in the ocean

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 368A

Location: Simulation title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 368A

Location: Key Moment, Conduct an Investigation, after first step

Original Text: Step 1 Have students complete the simulation. Assist with navigation as needed. [TEKS pill] 3.1D

Updated Text: Have students complete the simulation. Assist with navigation as needed. [bullet] Step 1 Have students use their notebooks or graph paper to construct a table or draw their observations. [TEKS] 3.1D, 3.1G

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 368A

Location: Conduct an Investigation, Step 1

Original Text: 3.1D

Updated Text: 3.1D, 3.1G

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 368A

Location: Under HOI video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Life Cycles: Beetle and Cricket 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support.6:40

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 368C

Location: Title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 380

Location: First and second Key Moment bar and contents

Original Text: Key moment- Read and discuss the text with students Key moment- Read and discuss the text with students. Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: [Place above Interactive Word Wall section] Key moment- Read and discuss the text with students. Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 380

Location: Get Ready gray bar, second list item

Original Text: [check-square]Download the Flow Chart and Concentration graphic organizers.

Updated Text: [check-square] Download the Flow Chart graphic organizer. [check-square] Download Game to Reinforce: Concentration (optional).

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 3G

Location: Target Vocabulary, Supporting Vocabulary, above "evidence"

Original Text: N/A

Updated Text: Add the following: collect data constraint data analysis

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 3I

Location: DAY 2 ASSESS, below Quick Check

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 3I

Location: DAY 2, ASSESS, Quick Check

Original Text: Students use the Word Sort graphic organizer to practice vocabulary.

Updated Text: Students complete the Word Ladder vocabulary resource.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 3I

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: DAY 2 ASSESS, below Quick Check text

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 3 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 3J

Location: DAY 3, below TEACH

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 3J

Location: DAY 4, below TEACH

Original Text: Delete yellow box: Students apply vocabulary words in the Write About It! assignment.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 3J

Location: DAY 5, below ASSESS

Original Text: Delete: "Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 10 min

Updated Text: Yellow shaded box: Connect the cognitive verbs and Scientific and Engineering Practices to the investigation and post related items to the Interactive Word Wall. 5 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 50

Location: GET READY, Gray Bar: Change Text Complexity score from 650L to 680L

Original Text: 650L

Updated Text: 680L

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 50

Location: Interactive Word Wall, below Word-Learning Strategies

Original Text: Multiple Meanings

Updated Text: Context

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 50

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Share the meaning of the suffix -ion. Ask: How does the meaning of the suffix help you understand what evaporation means? Sample answer: Evaporation is the act of evaporating. ELAR 3.3C

Updated Text: Help students think of ways to monitor their comprehension and annotate to make adjustments. Ask: What could you write or draw to help you understand the meaning of condensation? Sample answer: I could circle the water droplets on the outside of the glass and add a label "condensation" next to them. ELAR 3.6I

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 50B

Location: Interactive Word Wall, after the sample answer

Original Text: N/A

Updated Text: Ask: How did your group collect observations and measurements as evidence? Sample answer: We observed what happened to the ice cubes for some time and recorded data in the data table. TEKS 3.1E

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 57

Location: TEACH, second paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe and have students go to that corner for a class discussion.

Updated Text: Use the Confidence Levels strategy. Poll the class on their answer choices and ask students to rate their response by holding up one (not sure), two (somewhat confident), or three (very confident) fingers.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 57

Location: GET READY

Original Text: Four Corners Strategy

Updated Text: Confidence Levels Strategy

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 57

Location: Digital Spotlight, below Page Keeley Video

Original Text: Four Corners Strategy Learn more about how to use the strategy. 2:12

Updated Text: Confidence Levels Strategy Learn more about how to use the strategy. 2:17

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60A

Location: 2nd column, Identify/Brainstorm

Original Text: Identify/Brainstorm Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used? Plan/Develop • Step 4 As students sketch each design, make sure they include the amount of water and sand and water and clay they plan to use in each brick. To better release each brick from the mold, have students wiggle the mold as they lift it off of the brick. • Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G Test/Improve Communicate

Updated Text: Identify a Problem/Brainstorm a Solution Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Make a Plan/Develop the Design • Step 4 As students sketch each design, make sure they include the amount of water and sand and water and modeling dough they plan to use in each brick. To better release each brick from the mold, have students wiggle the mold as they lift it off of the brick. Develop, Test, and Improve the Design • Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G Communicate the Results

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, Materials

Original Text: • 1/2 cup damp sand • 1/2 cup dry sand

Updated Text: • 1/4 cup damp sand • 1/4 cup dry sand

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, Red heading at the top

Original Text: Structured Inquiry Summary Students will demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Updated Text: Guided Inquiry Summary Students demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, Text under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 4:00

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 3:00

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, NOTE:

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60B

Location: Guided and Open Options

Original Text: Guided and Open Options Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used? Example Students may wish to mix other materials into the sand. They may also decide on different methods of determining its strength.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used? Example Step 1. Measure the damp sand and dry sand, then mix the two together. Step 2. Measure the water and add to the sand mixture. Step 3. Mix the sand and water mixture until it is mixed thoroughly. Step 4. Once you have the correct consistency of water and sand, pour the mixture into the brick mold. Step 5. Gently wiggle the mold and remove the sand brick.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60B

Location: Open Inquiry

Original Text: Open Inquiry Students write their own explorable question. What questions did you have when you observed the photo of the building blocks? Plan the Investigation Make sure students choose a testable question. Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60B

Location: ASSESS: below Claim, Evidence, Reasoning

Original Text: Sample answer: I claim that I can combine materials to design a brick that will not be crushed by a weight.

Updated Text: Sample answer: I claim that materials can be combined to design a brick that will not be crushed by a weight.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60B

Location: Interactive Word Wall: below first paragraph

Original Text: N/A

Updated Text: How did you use models to represent a solution to a problem? Sample answer: I sketched a plan for my prototype to build a stronger brick.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60C

Location: Below first student mini, Make a Plan

Original Text: N/A

Updated Text: Move Make a Plan and Item 2. with anno over to the next column, above Item 5.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60C

Location: Under 2nd student mini, below number 5, Testing Bricks

Original Text: clay-and-sand brick

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60D

Location: Under 1st student mini, below Improve the Design, number 7

Original Text: clay

Updated Text: modeling dough

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60D

Location: Under student mini, below Communicate the Results: number 8.

Original Text: clay-and-sand

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results: number 9.

Original Text: I would choose the sand-and-clay brick. The sand and clay are both easy to mold. The clay is firmer, and the sand made the brick harder.

Updated Text: I would choose the modeling dough-and-sand brick. The sand and modeling dough are both easy to mold. The modeling dough is firmer, and the sand made the brick harder.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results, number 11.

Original Text: I wore safety goggles and used the materials responsibly.

Updated Text: I wore goggles and made sure that I cleaned up my workspace.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 65

Location: Assess, Below Key Moment, Item 1

Original Text: Dual Coded Students will refer to the model to answer the question about selecting the most useful bridge materials. A. Correct Students understand materials used to build the deck of a bridge should be long-lasting. B. Incorrect Students may choose “easy to break” because they do not understand that the materials should be strong to support the weight of vehicles on the bridge. C. Incorrect Students may choose “soft” because they do not realize that materials should be hard so that vehicles can drive over the bridge without sinking into them. D. Correct Students understand materials used to build the deck of a bridge should be strong. DOK 3

Updated Text: Dual Coded Students will refer to the bridge system model to explain its structure and the materials used to help it function. DOK 3

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Type: Editorial Change

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A builder is choosing materials to build the deck of a bridge. Which properties are most useful in selecting materials for the bridge? Choose two properties.

Updated Text: Observe the bridge system. Explain how the structure of a bridge helps its function. Include details about properties of materials in your response.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Type: Editorial Change

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A. lasts a long time B. easy to break C. soft D. strong

Updated Text: Sample answer: The wood is strong and lasts a long time, so it allows the bridge to function and safely support trucks.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 67

Location: ASSESS, Item 3

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: A. Correct Students understand that water evaporates as it is heated. B. Incorrect Students may think the water will condense, but they do not understand that when water is heated, it evaporates, becoming water vapor. C. Incorrect Students may think the water will freeze because they do not understand that when the temperature goes up the water will become warmer and evaporate. D. Incorrect Students may think the water will melt because they do not understand that the water is already melted. DOK 2

Updated Text: Students understand that boiling water evaporates to become water vapor as it is heated. Clouds seen are water droplets formed as water vapor cools in the air. DOK 2

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 67

Location: GET READY, under Download the Show What YOU Know support and rubric.

Original Text: N/A

Updated Text: Download the STEM Project Teacher Support.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 67

Location: ASSESS, FOLDABLES section, 1st sentence

Original Text: Four-Tab Concept Map

Updated Text: Concept-Map Book Foldable

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 67

Location: ASSESS, Item 1

Original Text: Students think back to what they learned about testing matter and then list three ways to test an object's properties.

Updated Text: Students think back to what they learned about measuring and testing matter and then list three ways to test an object's properties.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 71C

Location: Under DAY 4, below GET READY, 1st bullet

Original Text: • View the Meet a Piano Mover video. .

Updated Text: • View the Meet a Basketball Coach video.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 71C

Location: Under DAY 4, below TEACH

Original Text: Read STEM Connection: Meet a Piano Mover.

Updated Text: Read STEM Connection: Meet a Basketball Coach: Tony Wingen.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Type: Editorial Change

Current Page Number(s): 86C

Location: Under 2nd student mini, Conduct an Investigation: Changing How Objects Move table, sample answers for 2nd row: How do pulls change how objects move?

Original Text: 1. Tie a string to the toy car. 2. Pull the string taut and keep it low to the ground. 3. Give the string a gentle pull. 4. Record your observations.

Updated Text: 1. Set the toy car on a flat surface. 2. Give the toy car a gentle pull. 3. Measure how far the toy car moved.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Type: Editorial Change

Current Page Number(s): 88

Location: Bottom of the page, video screenshot

Original Text: photo of blue figure pulling a "PULL" line

Updated Text: photo of swings in a swing set

Feedback and Publisher Responses

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Page Number(s): 10

URL:

[View Content](#)

Feedback Text: While I believe this would allow the teacher to teach about demonstrating the use of safety equipment in classroom investigations. This particular passage refers directly to a field investigation.

Publisher Response: Thank you for your feedback and thorough review of Grade 3 Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further. ADDITIONAL EXAMPLES: Tools and Safety Handbook [https://my.mheducation.com/secure/reviewer/0f6ec97a-b60f-4259-a2d8-d1d67dee90f8/f80c3235-7fb9-458f-85e3-e55e2d59e169/b1293a96-7ad5-4d4e-b06f-93715f6b8bdb/epub?cfi=epubcfi\(%2F6%2F34%5Bdata-uuid-5670bc89013d4635994756fcdcaaf335%5D!%2F4%2F2%5Bdata-uuid-](https://my.mheducation.com/secure/reviewer/0f6ec97a-b60f-4259-a2d8-d1d67dee90f8/f80c3235-7fb9-458f-85e3-e55e2d59e169/b1293a96-7ad5-4d4e-b06f-93715f6b8bdb/epub?cfi=epubcfi(%2F6%2F34%5Bdata-uuid-5670bc89013d4635994756fcdcaaf335%5D!%2F4%2F2%5Bdata-uuid-)

[10be1ee5d8504ff3ae4750b7568d320b%5D%2F2%5Bdata-uuid-b765642187004f96af0b5e1e711cba1c%5D%2F1%2C%3A0%2C%3A18}&epubid=sn_c6c65](https://www.mheducation.com/highered/product/mcgraw-hill-texas-science-grade-3-student-edition-10be1ee5d8504ff3ae4750b7568d320b%5D%2F2%5Bdata-uuid-b765642187004f96af0b5e1e711cba1c%5D%2F1%2C%3A0%2C%3A18}&epubid=sn_c6c65)

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Page Number(s): 10

URL:

[View Content](#)

Feedback Text: Students are not really required to demonstrate the use of safety equipment here. It is likely that teachers could use this to teach about the use of safety equipment which is the reason I accepted this as a narrative citation.

Publisher Response: Thank you for your feedback and thorough review of Grade 3 Texas Science. We have met the TEKS through the citations provided.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Page Number(s): 51

URL:

[View Content](#)

Feedback Text: This would be more effective if a connection was made to a system such as the water cycle.

Publisher Response: Thank you for your feedback and thorough review of Grade 3 Texas Science. We have met the TEKS through the citations provided.

Publisher: McGraw Hill

Science, Grade 4

Program: McGraw Hill Texas Science, Grade 4 : ELPS

Editorial Changes

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 251

Location: 2nd paragraph, 2nd and 3rd sentences

Original Text: Often scientists use weather information over a decade, or a period of ten years, to describe climate.

Updated Text: Often scientists use weather information spanning decades to describe climate. A decade is a period of ten years.

Program: McGraw Hill Texas Science, Grade 4 : TEKS

Editorial Changes

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 105B

Location: Chapter Overview, chapter question

Original Text: barber shop

Updated Text: barbershop

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 116

Location: Light blue bar under lesson title

Original Text: EVALUATE Day 5

Updated Text: ELABORATE Day 4

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122A

Location: Note:

Original Text: NOTE: Download the student page for structured inquiry. Be sure students handle the mini light bulb with caution to avoid crushing it. You may wish to place sets of materials in plastic bags for students. Do not use rechargeable cells for this activity as they develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about $\frac{1}{4}$ inch of insulation off both ends of the wire.

Updated Text: NOTE: Download the student page for guided inquiry. Be sure students handle the mini light bulb with caution to avoid crushing it. You may wish to place sets of materials in plastic bags for students. Do not use rechargeable cells for this activity as they develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about $\frac{1}{4}$ inch of insulation off both ends of each piece of wire.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Identify/Brainstorm

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122A

Location: Make a Plan/Develop the Design heading

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122A

Location: Test and Improve the Design heading

Original Text: Test/Improve Observe students as they work. Encourage discussion with partners about their observations.

Updated Text: Test and Improve the Design Observe students as they work. Encourage discussion with group members about their observations.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122B

Location: Guided and Open Options heading

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122B

Location: Guided Inquiry heading

Original Text: Guided Inquiry Provide the explorable question: Ask: How can you arrange the materials to make the light bulb light? Example Students might experiment with using other materials in the circuit. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you arrange the materials to make the light bulb light? Example Step 1. Observe the materials and sketch

four possible arrangements you would like to use to make a light bulb light. Step 2. Build one of the circuits you designed. Step 3. Test your circuit to see if it works. Step 4. Exploring other arrangements to see which ones work. Step 5. Observe other groups and try to identify patterns that are successful in making the light bulb light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122B

Location: Open Inquiry heading

Original Text: Open Inquiry Students write their own explorable question. Ask: What questions did you have when you observed the photo of car dashboard controls? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 122B

Location: EB/EL heading, first sentence

Original Text: Support students with following the directions for the Science Investigation.

Updated Text: Support students with following the directions for the investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: 6. Have students

Updated Text: 6. Dual Coded Have students

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: chapter opener

Updated Text: Chapter Launch

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 140

Location: Item 6, second sentence

Original Text: Students identify electrical, sound, and light energy in the photo

Updated Text: Students identify electrical, thermal, sound, and light energy in the photo

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 149

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction.

Updated Text: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction. In the text, the mass of a wooden block affected the amount of friction it had on the floor. Rougher surfaces have more friction than smoother surfaces.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 14A

Location: NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Students should use the given question to identify the criteria for the solution. Ask: How can you use paper to prevent an egg from breaking when dropped? Sample answer: The criteria are that we must use paper and the solution must prevent the egg from breaking.

Updated Text: Ask: How can you use paper to prevent an egg from breaking when dropped? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped? Example Students might design a device to catch the egg rather than designing a carrier. Investigations must answer the explorable question. TEKS 4.1B

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped? Example Step 1. Observe the materials for building a device to keep the egg from breaking when dropped from two meters. Step 2. Brainstorm what device can be made with the available materials. Step 3. Build the device. Step 4. Find an area and test the device. Step 5. Compare the design with others and think of ways to improve the design. Step 6. Repeat brainstorming and improving the design to help make the egg drop successful.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Under Open Inquiry

Original Text: Students write their own explorable question. Ask: What are some other engineering design problems you could solve in this way? TEKS 4.1A Make a Plan Make sure students choose an engineering design problem. Ask: Can your problem be solved using the engineering design process?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? TEKS 4.1A Make a Plan Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 14B

Location: Right column, Assess heading

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation.

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 159

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker with distance.

Updated Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker or stronger depending on the distance. At a distance of 60 cm, the magnet does not pull the paper clip, but at 10 cm, the paper clip jumps up to the magnet.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 185

Location: ASESS: Claim, Evidence, Reasoning

Original Text: water, wind, and ice cause weathering. They each have different ways of breaking down rocks into smaller pieces.

Updated Text: water, wind, and ice cause weathering and changes the Earth’s surface. Each has different ways of breaking down rocks into smaller pieces. During the investigation, blowing wind wore the sand mound, scraping ice wore the sand mound, and water poured made divots in the sand.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 207

Location: Table: Advantages: second row

Original Text: Sunlight is free

Updated Text: uses the Sun

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 207

Location: Table: Advantages: third row

Original Text: Wind is free

Updated Text: uses wind

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 207

Location: Table: Disadvantages

Original Text: There are not many new sites for dams.

Updated Text: not many new sites for dams

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 214A

Location: Hands-On Investigations, to the right of the handwashing icon near Structured Inquiry

Original Text: N/A

Updated Text: [safety glove icon]

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 214A

Location: HOI: Summary

Original Text: Students observe how some natural resources break down faster than others in order to explain the importance of proper disposal and recycling.

Updated Text: For Station 1, students observe and explain the importance of proper disposal and recycling. For Station 2, students explore the critical role of natural resources.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 214A

Location: HOI: Expected Outcome

Original Text: Answers will vary depending on materials used. Typically, students will observe that natural materials decompose more quickly than synthetic materials such as plastic. They should observe that turning the water off while washing their hands conserves water.

Updated Text: Answers will vary depending on materials used. For Station 1, students will typically observe that natural materials decompose more quickly than synthetic materials such as plastic. For Station 2, students explain how energy resources have impacted modern life.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 214A

Location: HOI: Materials: Station 2

Original Text: • glue stick

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 6

Original Text: Have students place their boxes in a place it will not be disturbed for the duration of the week. Check to be sure that the lid is tightly sealed.

Updated Text: Have students place their cups in a place where it will not be disturbed for the duration of the week. Check to be sure that each lid is tightly sealed.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 8

Original Text: Step 8

Updated Text: Step 9

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 224A

Location: first column: below materials: Note: last sentence

Original Text: N/A

Updated Text: Use the measuring cup to measure out 100 mL of water into a cup for each group.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 224A

Location: second column: Math Replay Video

Original Text: Measure Liquid Volume

Updated Text: Use Tools to Measure Liquid Volume

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 224A

Location: first column: Materials

Original Text: measuring cup

Updated Text: measuring cup (teacher use only)

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 227

Location: Map of Texas

Original Text: map of Texas

Updated Text: New accessible map of Texas with key

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 227

Location: Talk About It under the art

Original Text: Which colors represent the largest aquifers?

Updated Text: Which areas represent the largest aquifers?

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Expected Outcome

Original Text: grows

Updated Text: get larger

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation: Step 2

Original Text: students holding flashlight

Updated Text: lamp

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation: Step 3

Original Text: Step 3

Updated Text: Step 6

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation

Original Text: Steps 4-5

Updated Text: Step 9

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Communicate Information

Original Text: Moon phase calendar

Updated Text: Moon-phase calendar

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274D

Location: Communicate Information: Item 12

Original Text: The Moon grows then shrinks in a continuous cycle.

Updated Text: The Moon appears to grow and shrink in a continuous cycle.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274D

Location: Communicate Information: Item 13

Original Text: N/A

Updated Text: The Moon will follow the sequence and it will appear to grow again.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274D

Location: Communicate Information: Item 14

Original Text: The Moon

Updated Text: The model showed that the Moon

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 274D

Location: Item 15

Original Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth. The cycle begins with a Moon that is not visible, then moves to a Moon that appears larger each night until it is full. The Moon then appears smaller each night until it is not visible again.

Updated Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 28C

Location: Below the blue Explore bar in pink section in upper right corner of the page.

Original Text: N/A

Updated Text: [screen icon] Student recording sheets are available in flexible formats.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 28C

Location: Conduct an Investigation

Original Text: 3-7.

Updated Text: 3, 7.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 28C

Location: Communicate Information: Item 10

Original Text: hot cup of water

Updated Text: cup of hot water

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 28C

Location: Make a Claim: Item 13

Original Text: I claim that matter can be classified as a solid, liquid, or gas. It can also be classified as hot or cold.

Updated Text: I claim that matter can be classified and described as a solid, liquid, or gas. It can also be classified and described as hot or cold.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation

Original Text: 3

Updated Text: 3, 7.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation: Table

Original Text: answer in second column

Updated Text: answer in third column

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 2nd column2nd row: 3rd row: 4th row:

Original Text: N/A

Updated Text: damp

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 3rd column

Original Text: tissue paper

Updated Text: paper towel

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 290D

Location: Communicate Information: Item 10: Sample answer

Original Text: Cotton is different from leaves because it is manmade while leaves are found in nature

Updated Text: Cotton fabric is different than a real leaf. They are not made of the same material. Using cotton fabric to model a leaf was challenging because a real leaf may have held the water longer, even if it was unwrapped in wax paper or a paper towel.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 290D

Location: Communicate Information: Item 11

Original Text: Answers will vary.

Updated Text: Sample answer: Yes, the leaves help the plant take in and keep water in allowing the plant to live and grow.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 296

Location: STEM Connection: Prompt 1, bullet 1

Original Text: Why do only certain plants thrive in the vertical grow poles?

Updated Text: Research fruits and vegetables that grow where you live. Could they use vertical grow poles?

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 296

Location: STEM Connection: Prompt 1

Original Text: • What zone do you live in? What fruits and vegetables could you grow?

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation

Original Text: • Step 6 You may wish to print the photos and have students add them to the data table. Alternatively, students could create a presentation using the photos they have taken. TEKS 4.1D, 4.1E

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: Communicate Information: anno

Original Text: Sample answer:

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: Expected Outcomes

Original Text: students'

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: Teacher Note

Original Text: Prepare 4 seed-starting cups per group 7–10 days prior to the activity.

Updated Text: Prepare 4 seed-starting cups 7–10 days prior to the activity.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: Materials

Original Text: • 4 cups; 9 oz with lids

Updated Text: • 4 cups; 9 oz

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: Materials: Below "• 4 cups; 9 oz"

Original Text: N/A

Updated Text: • 1 plastic lid

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: Materials: next to "measuring cup"

Original Text: N/A

Updated Text: (teacher use only)

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: NOTE and Teacher Tips

Original Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity. Teacher Tips Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow

Updated Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow. Teacher Tips Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation: Step 5

Original Text: It is important to remove as much air as possible from the resealable plastic bag. Ensure that the bags are completely sealed. Instruct students not to open the bags, if possible. If water collects in the bag, try to get the water back into the cup without opening the bag.

Updated Text: It is important to remove as much air as possible from the cup when placing the lid. Ensure that the cup is completely sealed. Instruct students not to open the cup, if possible.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: 8

Updated Text: 6, 8.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: N/A

Updated Text: Add two more rows to the bottom of the data table

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 316C

Location: Conduct an Investigation: third row:[2nd column] [3rd column] [4th column] [5th column]

Original Text: [2nd column] N/A [3rd column] N/A [4th column] N/A [5th column] N/A

Updated Text: [2nd column] healthy sprouts [3rd column] sprouts begin to wilt [4th column] sprouts begin to droop [5th column] sprouts begin to turn brown

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 336A

Location: Below Materials: After Note

Original Text: [Online Icon]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 336A

Location: Caption under video image

Original Text: Preview step-by-step support in the Anytime Investigation video, Around the Big Bend.

Updated Text: To see the different steps students may use when conducting research, preview the Anytime Investigation Video, Research Support.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 336A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 336A

Location: Purpose

Original Text: they lived

Updated Text: the dinosaurs lived

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 336A

Location: Short on time?

Original Text: Assign student groups one dinosaur to research.

Updated Text: Assign each student group a different dinosaur to research.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 336A

Location: Make a Prediction blue question

Original Text: Ask: How can fossils teach us what Earth was like millions of years ago?

Updated Text: Ask: How can people learn about what Earth was like millions of years ago?

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 336A

Location: Conduct an Investigation

Original Text: • Step 2 Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings. Communicate Information • Step 3 Encourage students to focus on structures that allow them to move around in their environment. Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live?

Updated Text: • Step 3 Encourage students to focus on structures that allow them to move around in their environment. Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live? Communicate Information Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 342

Location: STEM Connection: Prompt 2

Original Text: Flow Chart

Updated Text: Opinion Writing

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 342

Location: STEM Connection: Prompt 2

Original Text: Flow Chart Graphic Organizer

Updated Text: Opinion Writing Graphic Organizer

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 31

Location: Day 2: Assess: Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3: Teach: Laser Light Time

Original Text: 25 min

Updated Text: 35 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3: Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [10 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 4: Assess

Original Text: Students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: Students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5: Assess

Original Text: Quick Check Students use the Word Sort graphic organizer to practice vocabulary. [5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5: Assess: Time

Original Text: 5 min

Updated Text: 10 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40B

Location: Interactive Word Wall

Original Text: When did you use tools to classify?

Updated Text: When did you use tools to measure?

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Delete: Part 2: First, we will _____. Then, we will _____. Next, we will _____. Finally, we will.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Finally, we will.

Updated Text: Finally, we will _____.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Advanced

Original Text: One student describes the steps in Part 1, and the other student describes the steps in Part 2.

Updated Text: One student describes Steps 1-3, and the other student describes Steps 4-5.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry

Original Text: Ask: How can you classify matter based on its mass?

Updated Text: Ask: How can you classify different objects?

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry: Example

Original Text: mass

Updated Text: masses

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40B

Location: ASSESS: CER: sample claim

Original Text: I claim that matter can be classified by the mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40C

Location: Conduct an Investigation

Original Text: Steps 1-5

Updated Text: Steps 1, 3, 5

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40C

Location: Communicate Information: Item 7

Original Text: of the objects

Updated Text: of each object

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40C

Location: Communicate Information: Item 9

Original Text: Sample answer: I can describe the mass of objects by holding them in my hands to describe them as heavy or light.

Updated Text: Sample answer: I can describe the mass of an object by holding it in my hands to describe it as heavy or light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40C

Location: Communicate Information: Item 10

Original Text: predicted

Updated Text: measured and found

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 40C

Location: Make a Claim Item 11

Original Text: I claim that matter can be classified by its mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 50C

Location: Conduct an Investigation

Original Text: 3-10

Updated Text: 3, 5, 7-10

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 50C

Location: Conduct an Investigation: Table

Original Text: N/A

Updated Text: Add two rows to bottom of table. 1st added row: eraser float sink 2nd added row: pencil sharpener sink sink

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 50C

Location: Make a Claim: Item 14

Original Text: I claim that matter can be classified by whether it can sink or float.

Updated Text: I claim that matter can be classified and described by whether it can sink or float.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 55

Location: Digital Spotlight, Assessment

Original Text: Assessment

Updated Text: Lesson Review

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 62

Location: Interactive Word Wall section, 1st two sentences

Original Text: [THEME] Patterns Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections. [THEME] Patterns Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 62

Location: Bottom of page, below Differentiation Tip

Original Text: N/A

Updated Text: Take Note! Encourage students to include illustrations in their notes. Some examples are compasses, audio speakers, electric motors, jewelry, cabinet latch, and money clips.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 63

Location: Read the Table: Question below the table

Original Text: What physical property do all the magnetic objects have in common?

Updated Text: What other physical property do all the magnetic objects have in common?

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 63

Location: Magnet video screenshot

Original Text: Photo of magnet with paperclips

Updated Text: Photo of a hand holding a magnet

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74A

Location: Note:

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74A

Location: second column

Original Text: Identify/Brainstorm

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74A

Location: second column

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74A

Location: second column

Original Text: Test/Improve

Updated Text: Test and Improve the Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74B

Location: left column. Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74B

Location: left column, Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Ask: How can you separate matter that has been mixed together? Example Students might use additional tools to help separate the mixture such as cheese cloth and water to dissolve the salt. They might use a heat lamp to help evaporate the water. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you separate matter that is mixed together? Step 1. Observe the mixture in the bowl and think about the physical properties of each individual substance. Step 2. Determine what tools to use to separate the mixture into individual parts. Step 3. Use tools to begin separating the mixture until all substances are separated. Step 4. Observe other groups and think about how you can improve on your design.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: What questions did you have when you observed the photo of beach? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74C

Location: Test the Design, Step 8

Original Text: Table is in black font, no first column heading

Updated Text: Change table to anno pink font. Add first column heading: Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74C

Location: first column: below Brainstorm a Solution

Original Text: N/A

Updated Text: Insert: Make a Plan Answers will vary.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 74C

Location: second column: Above Test the Design

Original Text: N/A

Updated Text: Insert: Improve the Design Answers will vary.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 82

Location: Item 3: answer

Original Text: Sample answer: Each one is a mixture of a solid and liquid. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter. The chocolate milk is a mixture of milk and chocolate syrup.

Updated Text: Sample answer: Both are mixtures. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter (a liquid and a solid). The chocolate milk is a mixture of milk and chocolate syrup (a liquid and a liquid).

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 86A

Location: first column: Structured Inquiry

Original Text: Delete safety googles icon

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 87

Location: first paragraph, third sentence

Original Text: The solid does not disappear.

Updated Text: The solids do not disappear.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 87

Location: first paragraph, sixth sentence

Original Text: some kinds of hand sanitizer

Updated Text: some kinds of hand sanitizers

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Type: Editorial Change

Current Page Number(s): 87

Location: Investigation Connection

Original Text: would you revise any of your decisions about which mixtures are solutions?

Updated Text: compare the three mixtures and classify them as a mixture or a solution.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 9

Location: Talk About It Text

Original Text: When they see this icon, they should take a moment to talk with a partner or small group. Explain that this helps them build upon their understanding of scientific concepts. Explain that scientists talk and communicate with each other often. Science is a social activity.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: When they see this icon, they should take a moment to talk with a partner or small group. Science is a social activity.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Type: Editorial Change

Current Page Number(s): 9

Location: ASSESS: Below Check for Understanding

Original Text: N/A

Updated Text: Students will revisit the chapter question throughout the chapter and lessons.

Publisher: McGraw Hill

Science, Grade 5

Program: McGraw Hill Texas Science, Grade 5: ELPS

Editorial Changes

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 111

Location: Art at the top of the page

Original Text: dotted line goes in a circular path

Updated Text: dotted line is updated to go through the battery, wires, up through the switch, to the bulb, up into the filament of the bulb, and back to the battery

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 121

Location: bottom of the page, to the right of the photo, in gray box

Original Text: Electricity is transformed into what types of energy in a hairdryer?

Updated Text: Electricity is transformed into which types of energy in a hair dryer?

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 121

Location: Third paragraph beginning with "Sound Energy"

Original Text: currently third paragraph

Updated Text: moved to be first paragraph

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 13

Location: Assess section

Original Text: Assess 10 min Check for Understanding Quick Check Have students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 130A

Location: Structured Inquiry, Teacher Tips, end of the paragraph

Original Text: n/a

Updated Text: Use index cards of various colors to demonstrate that when light hits an object, some colors are absorbed. Explain that the color our eyes see has been reflected back to us.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 143E

Location: Science Station, Energy Transformation Scavenger Hunt, Sentence 2

Original Text: Students walk around the classroom looking for three different energy transfers.

Updated Text: Students walk around the classroom looking for three different energy transformations.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 143E

Location: Science Station title

Original Text: Energy Transfer Scavenger Hunt

Updated Text: Energy Transformation Scavenger Hunt

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 146A

Location: Structured Inquiry, Under Video thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Examine the Energy. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support.1:31

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, first bullet

Original Text: • Step 1 Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Updated Text: Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, second bullet

Original Text: Step 6

Updated Text: Steps 5[en dash]6

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 146B

Location: Assess, First pink sample answer

Original Text: Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: Sample answer: I claim energy can form and change into an identifiable series of steps.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, above table

Original Text: n/a

Updated Text: (insert table title) Energy Changes

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, Column 2 head

Original Text: Energy Transformation

Updated Text: Description of Energy Change

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 146D

Location: Under Student page mini, Make a Claim, 12.

Original Text: 12. Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: 12. Sample answer: I claim energy can form and change into an identifiable series of steps.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading at the top of the page.

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14A

Location: Left column, NOTE:

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14A

Location: Right Column, Identify a Problem/Brainstorm a Solution, Paragraph 3

Original Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work.

Updated Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work. After students discuss and record potential solutions to the problem, they will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14A

Location: Plan heading

Original Text: Plan

Updated Text: Make a Plan

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, top of the page

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Open Inquiry

Original Text: Students write their own explorable question.

Updated Text: Students identify their own problem.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 14B

Location: Right column, Assess

Original Text: For this investigation, revisit the explorable question from the start of the investigation. Ask: How can you design a paper airplane that flies far and straight?

Updated Text: For this investigation, revisit the "Identify a Problem" question from the start of the investigation. Ask: How can you design a paper airplane that flies straight and far?

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 17

Location: Diameter of the Craters on the Moon table

Original Text: n/a

Updated Text: Add pink anno bars to coordinate with the data in the Table

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), 16

Original Text: 16. Sample answer: Yes. I predicted that higher speeds would result in the stationary moving further after a collision.

Updated Text: 16. Sample answer: Yes. I hypothesized that higher speeds would result in the stationary car moving farther after a collision, and that is what happened in our trials.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), Under #17 sample answer

Original Text: n/a

Updated Text: 18. Revisit [anno] Sample answer: When the car was not moving, forces were equal. When the car was moving down the ramp, forces were unequal.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 172D

Location: Under second Student page mini, Make a Claim, 18

Original Text: 18

Updated Text: 19

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 14

Original Text: 14. Sample answer: The higher the ramp, the greater the amount of force causing the stationary car to move farther.

Updated Text: 14. Sample answer: As the height of the ramp decreased, the amount of force decreased, causing the stationary car to travel a shorter distance after the collision.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 15

Original Text: 15. Sample answer: Yes, the greater the height of the ramp, the further the stationary car moved after the collision.

Updated Text: 15. Sample answer: A higher ramp resulted in a greater force, causing the car to travel farther.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: Conduct an Investigation

Updated Text: Make a Hypothesis (continued)

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: 4. Tape a straw to a balloon lengthwise.

Updated Text: 4. Tape the straw to the balloon lengthwise. Pull the balloon and straw to one end of the string.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 208D

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under first Student page mini, Communicate Information, Item 10

Original Text: Sample answer: Water can change the appearance of Earth’s surface.

Updated Text: Sample answer: I modeled erosion and deposition. I modeled a canyon and a delta.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 208D

Location: Under first Student page mini, Communicate Information, Item 12

Original Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon.

Updated Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon in the lesson photos.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 208D

Location: Under second Student page mini, Communicate Information (continued), Item 15

Original Text: Students will revisit the investigation after learning the lesson vocabulary to label their diagram.

Updated Text: Revisit Students will revisit the investigation after learning the lesson vocabulary. Students should identify and label where a canyon and delta formed in their models.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 209

Location: Key Moment, Investigation Connection, Notebooking support

Original Text: Have students use vocabulary words to label their diagram and explain how the investigation modeled a delta.

Updated Text: Have students use vocabulary words to label their sketches and explain how the investigation modeled a delta and a canyon.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 22

Location: Chapter Close; Item 5

Original Text: Students apply their knowledge of communication in science to identify the activity that is not part of being a respectful collaborator.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: A. Incorrect. Respectful collaborators listen actively during discussions. B. Correct. Talking quietly will make it difficult to communicate with a peer. C. Incorrect. Respectful collaborators engage in discussions. D. Incorrect. Respectful collaborators ask on-topic questions.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 221

Location: EXTEND | Use to Accelerate

Original Text: EXTEND | Use to Accelerate Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Updated Text: EXTEND | Use to Accelerate [blue text] Ask: Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 221

Location: Directly above gray ASSESS bar

Original Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.

Updated Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.[TEKS] 5.5B

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 221

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: glaciers weather and erode Earth’s surface as they move slowly across the land. They can make a valley wider and steeper and leave a ridge-like mound at the end.

Updated Text: glaciers weather and erode Earth’s surface as they move slowly across the land. The glacier plucks rocks from the ground and carries gravel, sand, and clay, making the valley wider and steeper. Glaciers leave moraines, ridge-like mounds, on the Earth’s surface. Over time, a glacier carves U-shaped valleys.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 234D

Location: Below student mini

Original Text: Delete Item 6 and renumber 7, 8 to 6, 7

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 234D

Location: Below student mini, Communicate Information (continued), Item 7 (now Item 6)

Original Text: 7. Sample answer: Yes. I predicted that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Updated Text: 6. Sample answer: Yes. I observed that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 237

Location: ASSESS, Claim, Evidence, Reasoning, pink text

Original Text: sedimentary rocks form when sediment that has been weathered, eroded, and deposited is compacted and cemented together.

Updated Text: the process of sedimentary rock formation consists of weathering, erosion, deposition, and cementation. Sedimentary rocks start with weathered and eroded rock carried by the wind, water, ice, or gravity to a new location like a body of water. Sedimentary rocks are formed when sediment gets cemented and hardens. This process can take hundreds of years

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 254

Location: Blue heading (Essential Question)

Original Text: How do the Sun and ocean affect weather?

Updated Text: How do the Sun and the ocean affect weather?

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 254

Location: GET READY, THEME Energy and Matter

Original Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. TEKS 5.5E

Updated Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. Use the THEME Graphic Organizer: Energy and Matter. TEKS 5.5E

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 256

Location: TEACH, UNDER Claim, Evidence, Reasoning Notebooking support

Original Text: n/a

Updated Text: KEY MOMENT green bars with this text between them: "Read and discuss the text with students."

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 256

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Model Reading Comprehension Encourage students to identify the main idea and details. Ask: What is the main idea of the lesson? What is one supporting detail? Sample answer: Water moves between the air and Earth's surface in the water cycle. The Sun drives the process of evaporation. ELAR 5.3A

Updated Text: Encourage students to establish purpose for reading the assigned text. [BLUE] Ask: What is the purpose of the Water on Land and in the Air text? [anno] Sample answer: This text explains what the water cycle is and each step of the process. [ELAR pill] 5.6A

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 258

Location: mini video screenshot attached to blue bar

Original Text: art of the water cycle

Updated Text: art of the water cycle with labels

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 28D

Location: Under Student Page mini, Above Make a Claim

Original Text: n/a

Updated Text: Communicate Information (continued) [items 7 and 8 from page 28C under new head]

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 310

Location: Above the yellow Interactive Word Wall yellow box

Original Text: n/a

Updated Text: KEY MOMENT green bars with the text "Read and discuss the text with students."

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 334

Location: Paragraph 1, sentence 1

Original Text: All animals are born with behaviors and instincts.

Updated Text: Many animals are born with instinctual behaviors. Throughout their lifetime, animals will also develop learned behaviors as they interact with their environment.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 350

Location: Blue box Notebooking Tip under the Student page mini

Original Text: Infographics: Diagrams Students can make diagrams using quarter- and half-sheets of paper. Always include a title, labels, and captions that explain the information being shown. Under the tabbed diagram, students explain how they analyze and interpret the data presented. Have students make a diagram of an ecosystem that identifies and labels biotic and abiotic factors. [caption] 70-72

Updated Text: Connect, Apply, Infer Use PHOTOstart / PHOTOfinish Foldables to help students read between the lines. As students observe a photo, they connect it to something they already know, apply something they are learning to it, or infer to determine what is happening that is not stated or shown. [caption] See pages 68–69.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 350

Location: GET READY, checklist items

Original Text: [checkbox] Download the T-Chart and Act It Out graphic organizers

Updated Text: [check box] Download the T-Chart graphic organizer. [check box] Download Game to Reinforce: Act It Out (optional)

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 359

Location: Under the Talk About It

Original Text: N/A

Updated Text: Look at the diagram of the food web. What is the proportion of decomposers to consumers? One decomposer to six consumers; 1:6

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 359

Location: Top right of page, in Key Moment

Original Text: N/A

Updated Text: Visual Literacy [RIH] Read the Diagram Guide students through the See-Scan-Analyze thinking process. Encourage students to trace the arrows, looking closely at the illustration and reading the labels. Ask: How can you use the illustration to help you determine the proportion of decomposers to consumers? Sample answer: I can count the number of producers and consumers and use that information to determine the proportion.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 361

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy.

Updated Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy. For example, grass provides food for elephants, rats, and insects. However, lizards can eat rats but also provide food for eagles. Removing an organism affects the cycling of matter and flow of energy. If you remove grass, it will decrease organisms that eat it for survival. Elephants that depend on grass might not survive.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 371

Location: Looking for more? Try this!, THEME Music Video

Original Text: THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid.

Updated Text: [play button icon] THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid. [TEKS] 5.5G

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 371

Location: ASSESS Gray Bar

Original Text: Claim, Evidence, Reasoning support is ABOVE the ASSESS bar

Updated Text: Claim, Evidence, Reasoning support is BELOW the ASSESS bar

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 371

Location: ASSESS, Claim, Evidence Reasoning, Notebooking, pink text

Original Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems.

Updated Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems. Human activities that improve the health of ecosystems protect wildlife and abiotic factors. Humans can recycle trash into useful products, plant trees, and compost food to save landfills and return nutrients to the soil. Not disposing of waste or not recycling trash harms ecosystems.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 371

Location: ASSESS, Check for Understanding, REINFORCE | Use to Intervene

Original Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy graphic organizer to play a vocabulary game.

Updated Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 38C

Location: Under first student page mini

Original Text: Make a Prediction

Updated Text: Make a Hypothesis

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 38C

Location: Under second student page, Conduct an Investigation

Original Text: Steps 5 and 7.

Updated Text: Steps 3, 5, 7.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 39

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under ASSESS; Check for Understanding, Quick Check

Original Text: Quick Check Have students complete the Frayer Model graphic organizer to practice using lesson vocabulary words.

Updated Text: Quick Check Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 39

Location: Under Notebooking, Extend | Use to Accelerate

Original Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain.

Updated Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain. Sample answer: Steel is used for the needle of the compass. It points to Earth's naturally occurring magnetic north pole.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 39

Location: Above THEME Music Video: Patterns

Original Text: n/a

Updated Text: [header] Looking for more? Try This!

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 39

Location: After Music Video: Patterns paragraph

Original Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text.

Updated Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text. [TEKS] 5.5A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 31

Location: Day 2; Assess, gray bar

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 31

Location: Day 2; Assess, Under Quick Check text

Original Text: n/a

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 3 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 31

Location: Day 5; Assess

Original Text: Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 5 min

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 31

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Day 4; Assess, Quick Check

Original Text: Quick Check Students complete the Word Sort graphic organizer to practice vocabulary. 5 min

Updated Text: Quick Check Students complete the Word Sort vocabulary resource. 5 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3; Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5; Teach; Flight of the Paper Airplane

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 41

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 41

Location: Under ASSESS, Claim, Evidence, Reasoning; Notebooking, Sample answer

Original Text: Sample answer: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet.

Updated Text: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet. Magnets can pull iron, but not plastic, glass, paper, and fabric. Magnets only attract iron, nickel, cobalt, and some rare Earth materials.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 51

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 51

Location: ASSESS, Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: Scientists test the ability of materials to conduct thermal and electrical energy. They compare and contrast those materials based on the results of the tests.

Updated Text: thermal energy can flow slowly through insulators. For example, the ice melted the least in the investigation versus the newspaper, foil, and no insulator. Wires have conductors, like copper, to allow or conduct the passage of electrical energy.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 51

Location: Under ASSESS, Reinforce | Use to Intervene

Original Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation, Above Table

Original Text: n/a

Updated Text: [title] Stirring Matter into Water

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 60C

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under second Student page mini, Conduct an Investigation, First cell in the table

Original Text: n/a

Updated Text: [column header] Matter

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation

Original Text: Steps 4, 6, 8, 10, and 12.

Updated Text: Steps 4, 6, 8, 10, 13.

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 61

Location: top of the page

Original Text: [blue] States of Matter

Updated Text: [black] States of Matter

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 63

Location: Visual Literacy, second sample answer

Original Text: Sample answer: They help me see more solids, liquids, and gases. I can see the butter melting (liquid) and steam (gas).

Updated Text: Sample answer: They help me see more solids, liquids, and gases. I can see the solid butter melting to become a liquid.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 63

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 63

Location: Under ASSESS, Claim Evidence, Reasoning, sample answer

Original Text: Sample answer: substances, such as salt, dissolve. I can use my observations to compare and contrast solubility and states of matter.

Updated Text: substances like salt and sugar can dissolve. Sugar or salt mixed with water in the investigation were soluble. States of matter can also be observed and compared. Air takes the shape of a balloon, rocks are solids, and water is a liquid.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 63

Location: Under second green Key Moment bar

Original Text: n/a

Updated Text: Interactive Infographic: Have students check out A Carnival of Solids, Liquids, and Gases.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 67

Location: Under GET READY, under first checklist item

Original Text: n/a

Updated Text: [checkbox] Download the STEM Project Teacher Support.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 67

Location: Assess, Above item 1

Original Text: n/a

Updated Text: Use the following questions to assess students' understanding of chapter content.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 67

Location: Assess Item 1, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 67

Location: Assess Item 2, after sentence 1

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 67

Location: Assess Item 3, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 68

Location: Item 4, after answer choice D

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 74

Location: Top left, Interactive Word Wall, last vocab word listed

Original Text: substance

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 74

Location: Paragraph 1, line 4,

Original Text: [yellow/bold] substance

Updated Text: substance [no formatting]

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 77

Location: Read the table text and table

Original Text: not contained in a gray box

Updated Text: contained in a gray box

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 86

Location: Claim, Evidence, Reasoning box, line 2

Original Text: Did the salt change properties after it was mixed with water and then separated? Can you back it up?

Updated Text: Did the salt change properties after it was mixed with water and then separated? Check your claim. Can you back it up?

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 86A

Location: Materials list; second bullet

Original Text: 3 slides

Updated Text: 2 slides

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 86A

Location: Materials list; 6th bullet

Original Text: 2 cup

Updated Text: cup

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet

Original Text: Step 1 and 3

Updated Text: Steps 1[en dash]4

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet, line 4

Original Text: Have students record their observations in the Before Mixing side of the table.

Updated Text: Have students record their observations of the salt and water in the Before Combining side of the table.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 86A

Location: Conduct an Investigation, second bullet, Step 5 support

Original Text: Prepare the salty water as a demonstration. Set the hot plate to medium heat. Heat 250 mL of water so it's hot, not boiling. Add 2 tablespoons of salt and stir. Let the water cool before preparing slides for students. Ask: How can we find out if the salt is still present?

Updated Text: Assist students in slide preparation as necessary. Ask: How can we find out if the salt is still present?

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 89

Location: Looking for more? Try this! section

Original Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures.

Updated Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures. [THEME] 5.5A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS, REINFORCE | Use to Intervene

Original Text: If students are unable to classify the mixtures, have them use the What's On My Head? Graphic organizer to play a vocabulary game.

Updated Text: If students are unable to classify the mixtures, have them use the What's On My Head? game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking section

Original Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
Sample answer: forming a solution is a physical change. It does not change the types of matter.

Updated Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
in the investigation, mixing salt and water formed a solution. The salt was no longer visible but was still there. Water was also still present in the mixture."

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS, Check for Understanding, Essential Question Check-In

Original Text: Students should use their knowledge and experience from the lesson to classify mixtures based on whether their physical properties change when combined.

Updated Text: Students classify mixtures based on whether their physical properties change when combined.

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 9

Location: Top of the page

Original Text: n/a

Updated Text: [header] Experimental Investigations

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 98

Location: heading at the top of the left column

Original Text: Evidence for the Particle Model

Updated Text: Evidence for the Particle Model

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, Key Moment

Original Text: Key Moment Read and discuss the text with students.

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment

Original Text: n/a

Updated Text: Read and discuss the text with students.

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Type: Editorial Change

Current Page Number(s): 98

Location: mini video screenshot attached to blue bar

Original Text: beaker with red particles

Updated Text: fish swimming inside a fishtank

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment, Investigation Connection

Original Text: Now would be a good time to complete the Revisit prompt on the student investigation page.

Updated Text: Now would be a good time to complete the Revisit prompt on the student investigation page. In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, EB/EL Provide Individualized Instruction

Original Text: Invite students to act out examples in the text: moving through air, moving through water, trying to move through a solid. Have students hold up index cards labeled solid, liquid, or gas to identify each example.

Updated Text: Invite students to act out examples in the text: moving through air and water and trying to move through a solid. Have students hold up index cards labeled to identify each example.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Type: Editorial Change

Current Page Number(s): 99

Location: ASSESS, Claim, Evidence, Reasoning, pink sample answer text

Original Text: Sample answer: solids, liquids, and gases are all made up of matter. The particles are arranged differently in each state.

Updated Text: particles of matter make up all states of matter, solids, liquids, and gases. Particles inside solids look closer together than in liquids, followed by gases. Gas particles are further apart and move more freely in a container compared to a solid. Gases can take the shape of their container, but solids keep their shape.

Program: McGraw Hill Texas Science, Grade 5: TEKS

Feedback and Publisher Responses

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Page Number(s): 276–277

URL:

[View Content](#)

Feedback Text: possibly suggest using a colored index card to help reinforce the absorption of other colors except the one seen

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further. A note has been added in the teacher support to suggest the use of index cards of various colors to reinforce the absorption of colors except the one seen: Use index cards of various colors to demonstrate that when light hits an object, some colors are absorbed. Explain that the color our eyes see has been reflected back to us. CHANGES MADE: Teacher Edition, p. 130A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Page Number(s): 458–459

URL:

[View Content](#)

Feedback Text: This investigation addresses how ice changes landforms, but does not address the formation of canyons. Glaciers form u-shaped valleys.

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further. Students identify how changes to Earth's surface by water result in the formation of canyons in the activity Make Your (River) Bed. Students revisit the investigation on Day 2 of Explain to apply lesson vocabulary (delta and canyon) to the sketches of their models. We have added to the sample answer for #15 of Make Your (River) Bed to explicitly mention both deltas and canyons on page 208D of the Teacher Edition. As well as the Investigation Connection on page 209 of the Teacher's Edition: Revisit Students will revisit the investigation after learning the lesson vocabulary. Students should identify and label where a canyon and delta formed in their models. ADDITIONAL EXAMPLES: TE pages 208A–208D TE page 209, Investigation Connection CHANGES MADE: Teacher Edition, p. 208D Teacher Edition, p. 209

[https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/cfdecdfd-1c1b-42ae-a6ff-2e3c795f9503/063a52ba-e64c-454f-a070-a8753b1a4e9a/epub?cfi=epubcfi\(%2F6%2F872%5Bdata-uuid-ab5bb97315d74fe7a5425adcdeb6a531%5D!%2F4%2F2%5Bpage0436-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p436%5D%2F8%2F2%5Bp436-textid7%5D%2C%2F2%5Bword16%5D%2F1%3A0%2C%2F4%2F1%3A1\)&epubid=1366673a290c4b8d848b450d40d02568](https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/cfdecdfd-1c1b-42ae-a6ff-2e3c795f9503/063a52ba-e64c-454f-a070-a8753b1a4e9a/epub?cfi=epubcfi(%2F6%2F872%5Bdata-uuid-ab5bb97315d74fe7a5425adcdeb6a531%5D!%2F4%2F2%5Bpage0436-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p436%5D%2F8%2F2%5Bp436-textid7%5D%2C%2F2%5Bword16%5D%2F1%3A0%2C%2F4%2F1%3A1)&epubid=1366673a290c4b8d848b450d40d02568)

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Page Number(s): 120–121

URL:

[View Content](#)

Feedback Text: It would improve the flow of the reading to move the section on "sound energy" to before "energy of motion." The section on "energy of motion" finishes with the example of the refrigerator and begins to discuss thermal energy. Then we move to sound energy, and then back to thermal.

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree an adjustment could be made to improve readability. We have moved the Sound Energy paragraph to the top of the page, above the Energy of Motion section. CHANGES MADE: Student Edition, p. 121

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Page Number(s): 16

URL:

Feedback Text: This breakout could be further clarified to students by adding additional examples/pictures of each type of graph.

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided. Teachers and students can access examples of printable graphic organizers at point of use in the EXPLAIN section of every lesson. Rereview Teacher Edition, page 16 with the link provided. Note: "Download the Concept Circle Graphic Organizer." [https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/e22393eb-2d81-48b3-8e07-f78542575d9d/2cf4d838-401c-48b5-ba6e-0b2ead3462c5/epub?cfi=epubcfi\(%2F6%2F80%5Bdata-uuid-1db311d6009344ed9c1df9ae202dbb98%5D!%2F4%2F2%5Bpage0040-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p40%5D%2F12%2F10%5Bp40-textid12%5D%2C%2F2%5Bword23%5D%2F1%3A0%2C%2F4%2F1%3A1\)&epubid=1366673a290c4b8d848b450d40d02568](https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/e22393eb-2d81-48b3-8e07-f78542575d9d/2cf4d838-401c-48b5-ba6e-0b2ead3462c5/epub?cfi=epubcfi(%2F6%2F80%5Bdata-uuid-1db311d6009344ed9c1df9ae202dbb98%5D!%2F4%2F2%5Bpage0040-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p40%5D%2F12%2F10%5Bp40-textid12%5D%2C%2F2%5Bword23%5D%2F1%3A0%2C%2F4%2F1%3A1)&epubid=1366673a290c4b8d848b450d40d02568)

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Page Number(s): 183

Feedback Text: really good investigation!

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science.

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Page Number(s): 308

URL:

[View Content](#)

Feedback Text: love the analogy of of the merry-go-round!

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science.

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Page Number(s): 326

URL:

[View Content](#)

Feedback Text: This is more of a learning piece for students who may have never seen a tree map before. Many students and teachers may not be familiar with this organizer, especially early in the implementation of the new TEKS. It would be very helpful to include another learning opportunity for tree maps before the students first opportunity to create their own on pg. 98.

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are adjustments that could be made to support students and teachers. We have added the following support to help both students and teachers on page 98 of the Teacher Edition: In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch. Also note, the tree map graphic organizer is available to the teacher at point of use. Teachers will be able to determine if students need more support and can easily print the tree map and walk them through it. CHANGES MADE: Teacher Edition, p. 98 <https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/e22393eb-2d81-48b3-8e07-f78542575d9d/39fca350-92cd-4ce2-b4e3-88db062ff992/staticasset?absassetid=ef3e3da3f351400897bca71f83845c4a>

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Page Number(s): 95

Feedback Text: Really simple investigation that helps illustrate this concept.

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science.

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Page Number(s): 98

URL:

[View Content](#)

Feedback Text: The outcome of this tree map are unclear in the directions provided when adding in solids and liquids. Is this the creation of a larger tree map for the states of matter the end goal?

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are adjustments that could be made to support students and teachers. We have added the following support to help both students and teachers on page 98 of the Teacher Edition: In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch. Also note, the tree map graphic organizer is available to the teacher at point of use. Teachers will be able to determine if students need more support and can easily print the tree map and walk them through it. CHANGES

MADE: Teacher Edition, p. 98 <https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/e22393eb-2d81-48b3-8e07-f78542575d9d/39fca350-92cd-4ce2-b4e3-88db062ff992/staticasset?absassetid=ef3e3da3f351400897bca71f83845c4a>

Publisher: McGraw Hill

Science, Grade 6

Program: McGraw Hill Texas Science, Grade 6 : ELPS

Editorial Changes

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 255

Location: Lesson 7.1, Technology and Increased Air and Water Resource Efficiency, Increased Efficiency paragraph

Original Text: Increased Efficiency Fuel-efficient cars, such as electric or hybrid electric vehicles, can help improve air quality by reducing fossil-fuel emissions. Some people choose to collect rainwater at their homes to make their use of water more efficient. Rainwater collection systems direct rainwater from roofs to a tank. The collected water is filtered and used for a variety of household appliances, such as toilets, showers, and washing machines.

Updated Text: Increased Efficiency Improvements to vehicles over the last several decades have made them more fuel efficient and that helps improve air quality by reducing fossil-fuel emissions. Some people choose to collect rainwater at their homes to make their use of water more efficient. Rainwater collection systems direct rainwater from roofs to a tank. The collected water is filtered and used for a variety of household activities like showers and washing dishes.

Program: McGraw Hill Texas Science, Grade 6 : TEKS

Editorial Changes

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Energy Evaluation, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Popping Good Fun, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Make a Wave, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, introduction paragraph

Original Text: What objects do you think will sink into water? Observe the items your teacher presents and make a prediction for each item on if you think it will sink. Record your observations.

Updated Text: What objects do you think will sink in water? Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Roll On, introduction paragraph, sentence 1

Original Text: How does a force affect an object?

Updated Text: What do you think causes a tennis ball to change its motion?

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, introduction paragraph, sentence 3

Original Text: Classify the components in the image provided into each of Earth’s systems.

Updated Text: Classify the components in the image provided by your teacher into each of Earth’s systems.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Natural Wonders, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, Go Online

Original Text: Now check out the video Will it Float? to see the phenomenon you predicted in the activity happening.

Updated Text: Now check out the video Will it Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, before sentence 1

Original Text: N/A

Updated Text: What happens when the forces on an object suddenly change?

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, image

Original Text: Image of nature, with rocks, water, grass and mountains.

Updated Text: Image removed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Elementary Materials, introduction paragraph

Original Text: Go Online: Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Then, with a partner, identify and list 20 elements you think are important for day-to-day life.

Updated Text: Go Online: What materials do you think are important for modern day life? Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Notice the substances, called elements, that make up the materials. Then, with a partner, identify and list 10 elements you think are important for day-to-day life. Explain your reasoning.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, sentence 2 and 3

Original Text: Identify the forces acting on the penny. Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny, before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: History of the Night Sky, paragraph 1, sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 10

Location: Liquids, paragraph 1, sentence 1

Original Text: How is the shape, structure, particle motion, and volume of liquids different from solids?

Updated Text: How are the structure, shape, particle motion, and volume of liquids different from solids?

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 10

Location: Structure and Shape of Liquids, Describe question

Original Text: How does the structure of liquids affect its shape?

Updated Text: How does the structure of a liquid affect its shape?

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 105

Location: Lesson 3.2 TEKS 6.7B Review, question 5, diagram

Original Text: Image of a box with three force arrows. The force arrows for 30 N and 20 N are the same length.

Updated Text: Image of a box with three force arrows. The force arrow for 30 N is three-quarters the length of the 40 N force arrow. The force arrow for the 20 N is one-half the length of the 40 N force arrow.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 2

Original Text: Follow your teacher’s instructions and think about the interactions of forces as you jump.

Updated Text: Follow your teacher’s instructions to get some clues. Think about the interactions between objects that occur when you jump.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 3

Original Text: Record observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 11

Location: History Connection, paragraph 1, last sentence

Original Text: The unit used for volume was hekat, which is approximately 4.8 liters.

Updated Text: The unit used for volume was a hekat, which is about 4.8 liters.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 11

Location: Apply It, Compare question sample answer

Original Text: The atoms and molecules in liquids are more spread out, the attractive forces between particles are weaker. This allows the particles to slip past one another and flow.

Updated Text: Liquids can flow because their atoms and molecules are more spread out, the attractive forces between them are weaker, and they have more kinetic energy than in solids.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 4

Original Text: A person is pushing to the right on an object.

Updated Text: Determine A person is pushing to the right on an object.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 6, answer choice A

Original Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope with equal force.

Updated Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 12

Location: Structure and Shape of Gases, Infer question sample answer

Original Text: The particles would need a container to define a shape.

Updated Text: You could put the gas into a container. The atoms and molecules would then spread out and take the shape of the container.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 12

Location: STEM Connection, Focus on Engineering, Discuss question

Original Text: With a partner, discuss what other type of situations compressed air might be useful for.

Updated Text: With a partner, discuss other situations when compressed air might be useful.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 122

Location: Quick Launch, Energy Evaluation, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 134

Location: Quick Launch, Popping Good Fun, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 148

Location: Quick Launch, Make a Wave, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 148

Location: Quick Launch, Make a Wave, paragraph 1, sentence 2

Original Text: Follow your teacher’s instructions to create a wave in your classroom.

Updated Text: Follow your teacher’s instructions to make a wave in your classroom.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 160

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how energy is being transformed and transferred between the system and its surroundings.

Updated Text: Analyze the system to determine how energy is being transformed and transferred between the system and its surroundings.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 4 answer options

Original Text: A The kinetic energy of the particles on the right is the greatest of the three images of particles. B The particles in the middle have more kinetic energy than the particles on the right. C The particles in the middle have less space between them than the particles on the left, which means they have more kinetic energy. D Energy was added to the particles on the left to give them more energy than the particles in the middle.

Updated Text: A The kinetic energy of the atoms on the right is the greatest of the three images of atoms. B The atoms in the middle have more kinetic energy than the atoms on the right. C The atoms in the middle have less space between them than the atoms on the left, which means they have more kinetic energy. D Energy was added to the atoms on the left to give them more energy than the atoms in the middle.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 5 answer options

Original Text: A Particles in the image are close together and move freely, while particles in solids are far apart and move freely. B Particles in the image are close together and vibrate in place, while particles in solids are close together and move freely. C Particles in the image and particles in solids are far apart and vibrate in place. D Particles in the image are far apart and move freely, while particles in solids are close together and vibrate in place.

Updated Text: A Atoms in the image are close together and move freely, while atoms in solids are far apart and move freely. B Atoms in the image are close together and vibrate in place, while atoms in solids are close together and move freely. C Atoms in the image and atoms in solids are far apart and vibrate in place. D Atoms in the image are far apart and move freely, while atoms in solids are close together and vibrate in place.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 176

Location: A Day in the Life, paragraph 2, sentence 2

Original Text: They also do research at locations on Earth that simulate the environments on different planets.

Updated Text: They also conduct research at locations on Earth that simulate the environments on different planets.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 1, last sentence

Original Text: Observe the items your teacher presents, and predict whether each item will sink or float. Record your observations.

Updated Text: Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 2, sentence 1

Original Text: Now check out the video Will It Float to observe real-world examples of the phenomenon you made predictions about in the activity.

Updated Text: Now check out the video Will It Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 184

Location: Tidal Range, last sentence

Original Text: Since low tides occur between high tides, in many areas low tide occurs 6 hours and 12.5 minutes after high tide.

Updated Text: Since low tides occur between high tides, low tide occurs 6 hours and 12.5 minutes after high tide in many areas.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 22

Location: Apply It, Explain question, sentence 2

Original Text: Are the values of these physical properties greater than, less than, or equal to another?

Updated Text: Are the values of these physical properties greater than, less than, or equal to one another?

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 23

Location: Density of Liquids, paragraph 1, sentence 2

Original Text: The density of all liquids is similarly determined by its mass and volume.

Updated Text: The density of a liquid is similarly determined by its mass and volume.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 263

Location: Impacts of Global Energy, paragraph 1, sentence 1

Original Text: Even with the overall growth of global energy usage, there are still many communities who live with insufficient or unreliable energy.

Updated Text: Even with the overall growth of global energy usage, people in many communities still live with insufficient or unreliable energy.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 280

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Quick Launch, Let's Get Organized, paragraph 1, sentence 2

Original Text: Follow your teacher's directions to make a model of the different levels of a website.

Updated Text: Follow your teacher's directions to develop a model of the different organizational levels of a website.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 280

Location: Quick Launch, Let's Get Organized, paragraph 1, last sentence

Original Text: Record your observations or draw a sketch to show your understanding.

Updated Text: Record your observations or draw a sketch to show your understanding. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 289

Location: Differentiation Options, Extend, Use to Accelerate, Continue Your Education, sentence 1

Original Text: To learn more about a specific biology career, research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Updated Text: To learn more about a specific biology career, ask students to research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 29

Location: Lesson 1.2 TEKS 6.6D Review, question 6, sentence 2

Original Text: She created the table below from the data she collected.

Updated Text: She organized her collected data in Table 2.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, sentence 2

Original Text: Follow your teacher’s directions to complete an activity that models this type of relationship.

Updated Text: Follow your teacher’s directions to complete an activity that models feeding relationships between organisms.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 340

Location: Cell Types, paragraph 1, sentence 3

Original Text: These observations helped scientists identify two main types of cells—prokaryotic (proh ka ree AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Updated Text: These observations helped scientists identify two main types of cells—prokaryotic (proh kayr ee AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 350

Location: Quick Launch, Discovering Differences, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 37

Location: Importance of Metalloids to Modern Life, paragraph 1

Original Text: Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Pure silicon and germanium are used in semiconductors. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds

Updated Text: Metalloids are commonly used in industry as semiconductors. Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 37

Location: Assess, Foldables, Lesson Content, sentence 2

Original Text: On the back, have students research what happens when valuable elements are found.

Updated Text: Have students research what happens when valuable elements are found and record their findings on the back.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 39

Location: Mining Today, paragraph 1, last sentence

Original Text: You might find cement in homes such as patios, staircases, and driveways.

Updated Text: You might find cement in homes such as in patios, staircases, and driveways.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 42

Location: Show What YOU Know, bullet 1

Original Text: Read the instructions for the science challenge Be a Detective.

Updated Text: Read the instructions for the Science Challenge Be a Detective.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 42

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how the densities of diet and regular soda compare.

Updated Text: Plan an investigation to determine physical properties can be used to differentiate between two similar substances.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 42

Location: Show What YOU Know, bullet 4, sentence 1

Original Text: CER Make a claim about the how the densities of diet and regular soda compare.

Updated Text: CER Make a claim about how a physical property can be used to differentiate between two similar substances.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 53

Location: Under Making a Solution, Relate box, sentence 2

Original Text: Read the paragraphs about Homogeneous Mixtures and Making a Solution again.

Updated Text: Read the paragraphs about homogeneous mixtures and making a solution again.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 56

Location: Sedimentation, paragraph 2, last sentence

Original Text: The small rocks because they are denser than the sand.

Updated Text: The small rocks will fall first because they are denser than the sand.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): 64

Location: Physical Changes, Classify question sample answer

Original Text: Wood carving cannot be reversed. Once you remove parts of the wood, it cannot be reattached.

Updated Text: Once pieces are carved from the wood, they cannot be rejoined to form the original piece.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 7

Location: Molecules, paragraph 1, sentence 1 and 2

Original Text: Some matter, such as helium, neon, and krypton, consist of individual atoms that are not attached to each other. While other matter, such as water, nitrogen, and carbon dioxide, consist of molecules.

Updated Text: Some matter, such as helium, neon, and krypton, consists of individual atoms that are not attached to each other. Other matter, such as water, nitrogen, and carbon dioxide, consists of molecules.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 7

Location: Characteristics of Matter, paragraph 2, sentence 1

Original Text: The main factors that determine the state of matter are shape and structure, particle motion, and whether it has a definite volume.

Updated Text: The main factors that determine the state of matter are structure and shape, particle motion, and volume.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 82

Location: Quick Launch, Roll On, paragraph 1, sentence 2 and 3

Original Text: With the ball provided to you follow your teacher’s instructions. Record your observations of the ball’s motion.

Updated Text: Follow your teacher's instructions to get some clues. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 1

Original Text: Follow your teacher’s instructions and set up the activity.

Updated Text: What happens when the forces on an object suddenly change? Follow your teacher’s instructions and set up the activity.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 2 and 3

Original Text: Identify the forces acting on the penny. Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): SEP 32

Location: Quick Launch, History of the Night Sky, paragraph 2 sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Type: Editorial Change

Current Page Number(s): SEP 4

Location: Quick Launch, Natural Wonders, paragraph 2, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Type: Editorial Change

Current Page Number(s): SEP 45

Location: Chapter Wrap-Up, Assess, TEKS Review, question 6, answer choice A

Original Text: Incorrect The design does meet the height criterion because the height of the suitcase is less 55 cm.

Updated Text: Incorrect The design does meet the height criterion because the height of the suitcase is less than 55 cm.

Publisher: McGraw Hill

Science, Grade 7

Program: McGraw Hill Texas Science, Grade 7: ELPS

Editorial Changes

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: What To Make, introduction paragraph, after sentence 3

Original Text: Using the same thought process, follow your teacher’s instructions on what to do with the materials provided. Be sure to ask your teacher for clarification as needed.

Updated Text: Using the same thought process, follow your teacher’s instructions on what to do with the materials provided. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Making Changes, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Stirring Up Solutions, introduction paragraph, last sentence

Original Text: Follow the steps your teacher presents and make observations on the worksheet.

Updated Text: Follow your teacher's instructions to find out. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Growing Plants, Go Online

Original Text: Go Online: After you complete the Quick Launch Lab, check out the video Growing Plants to see the phenomenon you investigated in the lab happen in a time lapse video.

Updated Text: Go Online: Now watch Growing Plants to observe more about this phenomenon.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Traveling Around, Introduction, paragraph 1, sentence 1

Original Text: Imagine you spend the day going from one place to another throughout your home town or city.

Updated Text: Imagine you spend the day going from one place to another throughout your town or city.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Bug Spotting, TEKS

Original Text: TEKS 7.1B, 7.1C, 7.1G, 7.1F, 7.2B, 7.3A, 7.3B, 7.5G, 7.13D

Updated Text: TEKS 7.1B, 7.1C, 7.1F, 7.1G, 7.2B, 7.3A, 7.3B, 7.5G, 7.13D

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Bug Spotting, Go Online

Original Text: Go Online: Now check out the video Blending In to further examine the phenomenon you modeled.

Updated Text: Go Online: Now, check out the video Blending In to observe this phenomenon in the real world.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Moving Waters, introductory paragraph, last sentence

Original Text: Watch your teacher's demonstration, and discuss with your class.

Updated Text: Watch your teacher's demonstration, and discuss with your class. Record your observations

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Moving Waters, Safety Symbols

Original Text: handwashing icon, apron icon

Updated Text: handwashing icon

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Moving Waters, paragraph 2

Original Text: Go Online: Now check out the video Going with the Flow to see this phenomenon happening in the real world.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Go Online: Now check out the video Going With the Flow to see this phenomenon happening in the real world.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Finding Fossils, introduction paragraph, last sentence

Original Text: Complete the Quick Launch to model the process of scientific discovery.

Updated Text: Complete the Quick Launch to model the process of scientific discovery. Record your observations.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 10

Location: Identification Using the Periodic Table, paragraph 2, sentence 1

Original Text: You may recall that the periodic [pihr ee AH dihk] table is a chart of the elements arranged into rows and columns according to their physical and chemical properties.

Updated Text: You may recall that the periodic (pihr ee AH dihk) table is a chart of the elements arranged into rows and columns according to their physical and chemical properties.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 12

Location: STEM Connection, Focus on Math, TEKS

Original Text: Math 7.1A, 7.2, 7.3

Updated Text: 7.2C, 7.6A, 7.6B; Math 7.1A, 7.3D, 7.3E

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 124

Location: Convection, paragraph 1, sentence 2

Original Text: The burner is also heating the water, as the water heats up it rises, as it rises it begins to cool once its has cooled it sinks back down to the bottom of the pot where it heats back up again cycling through the whole process over and over.

Updated Text: The pot heats the water by conduction. As the water heats up, it rises. As it rises, it begins to cool. Once it has cooled, it sinks back down to the bottom of the pot where it heats back up again. It cycles through the whole process over and over.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 163

Location: Making Connections, Consider This!

Original Text: Would you become an astronaut? Explain your thoughts in your Science Notebook.

Updated Text: Would you become an astronaut? What are the risks and benefits? Explain your thoughts in your Science Notebook.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 163

Location: Consider This!, paragraph 1

Original Text: Investigations students plan should include a hypothesis, procedure, observations, independent and dependent variables, and an experimental and control group. Their plans should take in account the limitations and advantages of performing an experiment in space.

Updated Text: Students should understand that space missions can be dangerous. The training is long, competitive, and rigorous. There are also health risks associated with long-term space missions. The rewards, however, are tremendous. Out of nearly 8 billion people, only a select few have been to space. Being an astronaut is a very prestigious career.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 166

Location: Quick Launch, Must Meet Requirements, introductory paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 18

Location: Quick Launch: Making Changes, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 186

Location: Quick Launch: Putting the Pieces Together, paragraph 1, last sentence

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Cut out and arrange the continents to form one supercontinent.

Updated Text: Cut out and arrange the continents to form one supercontinent. Record your observations

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 201

Location: Assess, Making Connections, under Notebooking

Original Text: N/A

Updated Text: Consider This! Have students write down their thoughts in their Science Notebook, then as a class, have students share their thoughts. Ask students to elaborate or give reasoning for their thoughts.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 201

Location: Assess, Making Connections, Take It Further, Consider This!

Original Text: Consider This! Discuss with students the types of technology Wegener had available during his studies of continental drift. How would access to GPS technology have changed the history of the development of the theory of plate tectonics?

Updated Text: 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 the Science Notebooks.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 220

Location: Show What YOU Know, after bullet 3

Original Text: • Evaluate the solution you designed and the prediction you made.

Updated Text: • Evaluate the solution you designed and the prediction you made. • CER Make a claim about your solution. Provide evidence and reasoning to support the claim.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 221

Location: TEKS Review, Targeted TEKS table, SEP and Theme column

Original Text: 1 - 2 - 7.2 3 - 4 - 7.2 5 - 6 Part A - 7.2 6 Part B - 7.2

Updated Text: 1 - 7.5B, 7.5E 2 - 7.2B, 7.3A, 7.3B 3 - 4 - 7.5B 5 - 6 Part A - 7.5B, 7.5G 6 Part B -

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 233

Location: Stream Modification, Explain question

Original Text: How do dams negatively affect migratory fish?

Updated Text: How do dams affect migratory fish?

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 239

Location: Making Connections, Take It Further

Original Text: Check out the interactive widget Regulating Water to learn more about Texas water laws!

Updated Text: Check out the interactive gallery Regulating Water to learn more about Texas water laws!

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 24

Location: Under Teach bar, header 1

Original Text: Chemical Changes

Updated Text: N/A (header was deleted)

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 240

Location: Lesson 6.1 TEKS 7.11A Review, Question 1, sentence 1

Original Text: Recall the water at the river delta from the beginning of the chapter.

Updated Text: Recall the river from the beginning of the chapter.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 242

Location: Quick Launch, Moving Waters, introductory paragraph, last sentence

Original Text: Watch your teacher's demonstration, and discuss with your class.

Updated Text: Watch your teacher's demonstration, and discuss with your class. Record your observations.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 249

Location: Lesson 6.2, Solid Waste paragraph image

Original Text: Image placed has one hand holding plastics and other garbage found in gyres and on beaches.

Updated Text: New image placed has two hands in gloves holding plastics and other garbage found in gyres and on beaches.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 259

Location: TEKS Review, Question 1, Dual Coded statement, "On the state assessment..." statement

Original Text: N/A

Updated Text: Dual Coded Use mathematical calculations to assess quantitative relationships in data. TEKS 7.2C On the state assessment, students may be asked to use mathematical calculations.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 259

Location: TEKS Review Question 2, Dual Coded Statement, "On the state assessment..." statement

Original Text: N/A

Updated Text: 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 in graphs.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 264

Location: Quick Launch, Getting Enough Food, paragraph 1, last sentence

Original Text: Record your observations or draw a sketch to show what you modeled with your class.

Updated Text: Record your observations or draw a sketch to show what you modeled with your class. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 27

Location: Life Science Connection, paragraph 1, sentence 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Why Doesn't the Stomach Digest Itself? The lining of the stomach secretes a corrosive mixture of digestive enzymes that break up large molecules like proteins into smaller substances.

Updated Text: The lining of the stomach secretes a corrosive mixture of digestive enzymes that break up large molecules like proteins into smaller substances.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 279

Location: Instructional Options, Digital Spotlight

Original Text: Take It Further Video Field Trip Students extend their knowledge and increase awareness about global insect consumption with the virtual field trip, Edible Insects.

Updated Text: Virtual Field Trip Students extend their knowledge and increase awareness about global insect consumption with the virtual field trip Culinary Insects.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 283

Location: Quick Launch, Carbon on the Move, Summary

Original Text: Summary: Students observe a teacher demo that models how carbon changes form and cycles through an environment.

Updated Text: Summary: Students observe a teacher demonstration that models how carbon changes form and cycles through an environment.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 292

Location: Texas Spotlight, paragraph 1, sentence 1

Original Text: Lacava Bay, located in Texas near the city of Point Comfort, used to be a prosperous fishing area.

Updated Text: Lavaca Bay, located in Texas near the city of Point Comfort, used to be a prosperous fishing area.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 31

Location: Lesson Review, question 2, after Dual Coded statement

Original Text: N/A

Updated Text: On the state assessment, students may be asked to develop explanations supported by data and models and consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 31

Location: Lesson Review, question 4, after Dual Coded statement

Original Text: N/A

Updated Text: On the state assessment, students may be asked to develop explanations supported by data and models and consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 31

Location: Lesson Review, question 5, after Dual Coded statement

Original Text: N/A

Updated Text: On the state assessment, students may be asked to use models to represent processes.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 329

Location: Lesson Review, Assess, question 3, Dual Coded and state assessment statements

Original Text: Dual Coded Develop and communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3A, 7.3B On the state assessment, students may be asked to develop explanations consistent with scientific ideas.

Updated Text: Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 7.3A Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems TEKS 7.5G On the state assessment, students may be asked to develop an explanation about change in organisms supported by data and models and consistent with scientific ideas, principles, and theories.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 329

Location: Lesson Review, Assess, question 4, Dual Coded and state assessment statements

Original Text: Dual Coded Develop and communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3A, 7.3B On the state assessment, students may be asked to develop explanations about the results of asexual reproduction.

Updated Text: Dual Coded Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems. [TEKS pill] 7.5G On the state assessment, students may be asked to analyze and explain factors or conditions that impact the stability and change in organisms and systems.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 366

Location: Health and Bacteria, paragraph 5, sentence 1

Original Text: Dr. Mirpuri’s lab studies how babies’ gut microbiomes develop and how immune system cells can be used to prevent this disease from developing in newborns.

Updated Text: Dr. Mirpuri studies how babies’ gut microbiomes develop and how immune system cells can be used to prevent this disease from developing in newborns.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 37

Location: Dilution, paragraph 3, sentence 1

Original Text: In Table 2 the ratio of sugar to solution determined how diluted the solution was.

Updated Text: In Table 2 the ratio of sugar to solution determined how diluted the solution was. (remove bold from Table 2)

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 371

Location: Are Bones Living? paragraph 1, last sentence

Original Text: When students revisit the probe, they can describe why bone is considered living.

Updated Text: This probe works well with the Argument Lines strategy.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 385

Location: Making Connections, image

Original Text: Image shows two brains. The one on the left is labeled Normal Brain, and the one on the right is labeled Brain with Alzheimer’s Disease.

Updated Text: Image shows two brains. The one on the left is labeled Typical Brain, and the one on the right is labeled Brain with Alzheimer’s Disease.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 392

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Chapter Launch Photo, paragraph 1, sentence 1

Original Text: Just off the coast of Misool—an island of the Raja Empat Islands in West Papua, Indonesia—is a colorful, vibrant ocean ecosystem.

Updated Text: Just off the coast of Misool—an island of the Raja Empat Islands in Southwest Papua, Indonesia—is a colorful, vibrant ocean ecosystem.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition
ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 392

Location: Discuss the question, statement

Original Text: Discuss the question about this ocean ecosystem with a partner.

Updated Text: With a partner, discuss the question about this ocean system.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition
ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 399

Location: Species, paragraph 1, sentence 4

Original Text: Its most defining features are its large ears and very small size (14 to 16 inch length).

Updated Text: Its most defining features are its large ears and very small size (35- to 40-cm in length).

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition
ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 4

Location: Quick Launch, What To Make, paragraph 1, last sentence

Original Text: Using the same thought process, follow your teacher’s instructions on what to do with the materials provided.

Updated Text: Using the same thought process, follow your teacher’s instructions on what to do with the materials provided. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition
ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 40

Location: Contamination Plumes: A Cleaner Tomorrow, image, top right

Original Text: Labels - Contaminated Plume, Groundwater Flow

Updated Text: Labels - Contaminated plume, Groundwater flow Black box was removed from around labels

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 40

Location: Concentrations, paragraph 1, sentence 3

Original Text: This helps point towards the direction of the source of the pollution.

Updated Text: This helps point toward the direction of the source of the pollution.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 40

Location: Concentrations, image below paragraph 1

Original Text: Labels - Plume_Source, Saturated Sand (aquifer), Groundwater Flow

Updated Text: Labels - Plume Source, Saturated sand (Aquifer), Groundwater flow Plume Source was bolded to indicate it is the title of the image, Landfill was moved down between the dirt and the dump truck

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 407

Location: Identifying Misconceptions, paragraph 1, sentence 1

Original Text: After reading about the red pandas, students may think that all differences in appearance must indicate that animals that appear to be of the same species are actually different species.

Updated Text: After reading about red pandas, students might think that all differences in appearance indicates that animals that appear to be of the same species are actually different species.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 415

Location: Importance of Archaea, paragraph 1, sentence 1

Original Text: Archaea have an important role in the ecosystems.

Updated Text: Archaea play an important role in ecosystems.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 418

Location: Funguslike Protist, paragraph 1, sentence 1

Original Text: These organisms play a valuable role in the ecosystem.

Updated Text: Funguslike protists play a valuable role in the ecosystem.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 421

Location: Apply It question, sentence 1

Original Text: In 30 seconds, list as many roles that kingdom Fungi plays in your life and in different ecosystems.

Updated Text: In 30 seconds, list as many roles that the fungi kingdom plays in your life and in different ecosystems.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 422

Location: Importance of Plants, paragraph 1, sentence 2

Original Text: They are photosynthetic, which means they are producers.

Updated Text: They are photosynthetic, which means they are producers.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 424

Location: Kingdom Chromista, paragraph 1, sentence 2

Original Text: It was identified in 1981 by the British biologist Thomas Cavalier-Smith to differentiate some protists from other protozoans and plants.

Updated Text: In 1981, British biologist Thomas Cavalier-Smith developed Chromista to differentiate some protists from other protozoans and plants.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 429

Location: Chapter TEKS Review, question 2, paragraph 1, sentence 2

Original Text: They have an exoskeleton (a hard exterior skeleton) and segments.

Updated Text: These organisms have an exoskeleton (a hard exterior skeleton) and segments.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 44

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Quick Launch, Stirring Up Solutions, paragraph 1, last sentence

Original Text: Follow the steps your teacher presents and make observations on the worksheet.

Updated Text: Follow your teacher's instructions to find out. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 46

Location: The Rate of Dissolution, paragraph 1, sentence 1

Original Text: You might recall that a solution is made of the combination of solvent and solute.

Updated Text: You might recall that a solution is made of a combination of solvent and solute.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 46

Location: The Rate of Dissolution, paragraph 1, sentence 5

Original Text: You might ask why water is our solvent but recall that a solute is any substance in a solution other than the solvent, therefore water is our solvent.

Updated Text: You might ask why water is considered our solvent. Recall that a solute is any substance in a solution other than the solvent. Therefore, water is our solvent.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 49

Location: STEM Connection, Focus on Technology, paragraph 2, last sentence

Original Text: This is why after a storm when salt is released from salt trucks, salt is sprayed with water prior to being released on the pavement, it also helps the salt stay on the road. (1 write on line)

Updated Text: This is why after a storm, salt is sprayed with water before being released from the salt truck on the pavement. This process also helps the salt stay on the road. (write-on line deleted)

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 68

Location: How Do They Work, header

Original Text: How Do They Work

Updated Text: How They Work

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 69

Location: Making Connections, paragraph 1, sentence 1

Original Text: Students use the information they read to calculate the average speed of the maglev train from Shanghai's Pudong airport to Longyang.

Updated Text: Students use the information they read to calculate the average speed of the maglev train from Shanghai's Pudong Airport to Longyang.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 69

Location: Making Connections, Discuss question, sentence 2

Original Text: Why is the average speed different than the 460 km/h?

Updated Text: Why is the average speed different than the train's top speed?

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 69

Location: Making Connections, 2nd Calculate question, sentence 1, sample answer

Original Text: average speed = $30 \text{ km} / 0.34 \text{ h} = 88 \text{ km/h}$

Updated Text: average speed = $30 \text{ km} / 0.50 \text{ h} = 60 \text{ km/h}$

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 72

Location: Quick Launch: Traveling Around Town, paragraph 1, sentence 1

Original Text: Imagine you spend the day going from one place to another throughout your home town or city.

Updated Text: Imagine you spend the day going from one place to another throughout your town or city.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 72

Location: Quick Launch: Traveling Around Town, paragraph 1, last sentence

Original Text: Record your observations.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 75

Location: Displacement and Direction, paragraph 1, last sentence

Original Text: A vector is a quantity that has both magnitude and direction. A vector's direction can be described in words, such as to the right or northwest.

Updated Text: A vector is a quantity that has both magnitude and direction. A vector's direction can be described in words, such as "to the right" or "northwest."

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 75

Location: Displacement and Sign, paragraph 1, sentence 1

Original Text: The displacement's sign indicates direction an object has moved from the reference point.

Updated Text: The displacement's sign indicates the direction an object has moved from the reference point.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 82

Location: Quick Launch, Graphing Changes, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 92

Location: Quick Launch, Move Along, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): 96

Location: STEM Connection, Focus on Engineering, Brainstorm question

Original Text: With a partner propose a solution to the lack of friction between tires and the road supported by the model of road treatment described consistent with Newton's 1st Law of Motion. Record your solutions in your Science Notebook.

Updated Text: Based on the model of road treatment provided, work with a partner to propose a solution to improve road safety using friction that is consistent with Newton's first law of motion. Record your solution in your Science Notebook.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 99

Location: Fun Facts header

Original Text: Fun Facts

Updated Text: Fun Fact [clock icon] 5 min

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): 99

Location: Take It Further, Write About It paragraph, sentence 1

Original Text: In their Science Notebooks, have students identify the safety method from the interactive gallery that they think has the most potential in increasing road safety.

Updated Text: In their Science Notebooks, have students identify the safety method from the interactive gallery that they think has the most potential to increase road safety.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): SEP 13

Location: Conversation Starters, Multiple Perspectives header

Original Text: Multiple Perspectives

Updated Text: Multiple Perspectives [clock icon] 5 min

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Type: Editorial Change

Current Page Number(s): SEP 13

Location: Conversation starters, Multiple Perspectives, Elk in Native American Culture, paragraph 1, sentence 6

Original Text: This animal often became the symbol of an individual, family, clan, or tribe.

Updated Text: N/A (sentence deleted)

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): SEP 22

Location: Quick Launch, Going the Distance, Paragraph 2, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): SEP 30

Location: Testing and Evaluating Solutions header

Original Text: Testing and Evaluating Solutions

Updated Text: Test and Evaluate Solutions

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): SEP 32

Location: Quick Launch, Finding Fossils, paragraph 2, last sentence

Original Text: Complete the Quick Launch to model the process of scientific discovery.

Updated Text: Complete the Quick Launch to model the process of scientific discovery. Record your observations.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Type: Editorial Change

Current Page Number(s): SEP 4

Location: Quick Launch, Black Box Mystery, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Program: McGraw Hill Texas Science, Grade 7: TEKS

Feedback and Publisher Responses

Component: McGraw Hill Texas Science, Grade 7, Student Edition

ISBN: 9781264902040

Page Number(s): 104

URL:

Feedback Text: On the image of the graph showing the path of the student, suggest that the dashed arrow from Home to Ice cream shop be either removed, as in the student did not go home, or made to go from west to east and a solid line.

Publisher Response: Thank you for your feedback. Corrections have been made to question 3 and the associated diagram.

Publisher: McGraw Hill

Science, Grade 8

Program: McGraw Hill Texas Science, Grade 8: TEKS

Editorial Changes

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Before and After the Mass, introduction paragraph, sentence 1

Original Text: Have you ever wondered what happens when you cook food?

Updated Text: Have you ever wondered what happens when food cooks?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Backpack Variety, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Starry Night, introduction paragraph, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Examine Your Traits, Go Online statement

Original Text: Now check out the video Puppy Dogs to observe another example of this phenomenon.

Updated Text: Now check out the video Puppy Dogs to observe the phenomena you modeled in this activity happening in real life.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Moving Galaxies, introduction paragraph, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: No Thumbs, Go Online statement

Original Text: Now check out the video Structures for Survival to learn more about this phenomenon and other structures that provide advantages.

Updated Text: Now check out the video Structures for Survival to learn more about this phenomenon and other structures that provide advantages for survival.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Collision Course, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Plan Your Vacation, introduction paragraph, sentence 1

Original Text: How do you think weather and climate differ from one another?

Updated Text: How do you think weather and climate differ?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Quick Launch: Best Bridges, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: String Waves, Data and Observations

Original Text: Data and Observations Use the space below to record your ideas. Remember that diagrams and drawings can be useful tools for recording observations and making comparisons.

Updated Text: Data and Observations

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Carbon Exchange and Climate, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Remote Connections, Data and Observations

Original Text: Data and Observations Use the space below to record your ideas and observations.

Updated Text: Data and Observations

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Changing Ecosystems, Go online statement

Original Text: Check out the video The Great Shake to observe this phenomenon in the real world, then perform a class activity.

Updated Text: Check out the video The Great Shake to observe this phenomenon in the real world.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Change, Change, Change, introduction paragraph, sentence 3

Original Text: Check out the video Time for Change to observe the real-world phenomenon of change in an ecosystem.

Updated Text: Go Online: Check out the video Time for Change to observe the real-world phenomenon of change in an ecosystem.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 100

Location: Infrared Observations, paragraph 1, sentence 6

Original Text: All objects in our universe emit some amount of infrared radiation, even an ice cube emits infrared radiation.

Updated Text: All objects in our universe emit some amount of infrared radiation; even an ice cube emits infrared radiation.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 100

Location: Infrared Observations, paragraph 1, sentence 7

Original Text: To aid in the detection of infrared radiation scientists use airborne telescopes, balloon payloads and space telescopes to learn more about our universe.

Updated Text: To aid in the detection of infrared radiation scientists use airborne telescopes, balloon payloads, and space telescopes to learn more about our universe.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 100

Location: Temperature, paragraph 1, sentence 2

Original Text: In order to unlock the mysteries our universe holds like new planets, cooler stars, and nebulas, scientists study the infrared radiation waves emitted.

Updated Text: In order to unlock the mysteries our universe holds, such as new planets, cooler stars, and nebulas, scientists study the infrared radiation waves emitted.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 101

Location: Infrared Observations, paragraph 4, sentence 1

Original Text: ASK: How is temperature related to variation in infrared? How is temperature related to variation in infrared?

Updated Text: ASK: How does an object's temperature relate to the type of infrared wave it emits?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 102

Location: Read the Diagram, visible light spectrum diagram.

Original Text: Diagram shows the electromagnetic spectrum including the wavelength.

Updated Text: Remove color background from behind the infrared and ultraviolet portions of the spectrum. Change wave to black with white outline.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 102

Location: Under X-ray Observations, Describe question

Original Text: Describe What makes X-ray astronomical observations different than infrared observations?

Updated Text: Describe What makes X-ray astronomical observations different from infrared observations?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 102

Location: X-ray Observations, paragraph 1, sentence 2

Original Text: Remind them that we feel heat from infrared because of how it vibrates the molecules in our bodies, and X-ray waves do not interact with our molecules in the same way.

Updated Text: Remind them that we feel heat from infrared radiation because of how it vibrates the molecules in our bodies, and X-ray waves do not interact with our molecules in the same way.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 103

Location: Ultraviolet Light, paragraph 2, sentence 3

Original Text: This means infrared has less energy and doesn't disrupt the DNA of a cell as UV light does.

Updated Text: This means infrared light has less energy and doesn't disrupt the DNA of a cell as UV light does.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 104

Location: STEM Connection, Focus on Technology, Explain question, sentence 4

Original Text: Discuss with a partner your evidence and reasoning.

Updated Text: Discuss your evidence and reasoning with a partner.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 105

Location: Radiation Therapy, paragraph 1, sentence 1

Original Text: Electromagnetic waves are not only used to see what is going on in the body, they are also used to help treat problems.

Updated Text: Electromagnetic waves are not only used to see what is going on in the body; they are also used to help treat problems.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 105

Location: Radiation Therapy, paragraph 1, sentence 5

Original Text: Each of these methods uses CT scans to either track or administer X-rays to patients.

Updated Text: Each of these methods uses CT scans to either track abnormal cells or administer X-rays to patients.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 110

Location: Lesson 3.2 TEKS 8.8B Review, question 3

Original Text: Explain How are X-rays used in both healthcare and in astronomical observations?

Updated Text: Explain How are X-rays used in both health care and in astronomical observations?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 111

Location: Lesson 3.2 TEKS 8.8B Review, question 4

Original Text: Select Which type of electromagnetic waves has the longest wavelength?

Updated Text: Select Which type of electromagnetic wave has the longest wavelength?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 113

Location: TEKS Review, question 1, dual coded statement

Original Text: Dual coded: examine and model the parts of a system and their interdependence in the function of the system

Updated Text: Dual Coded Examine and model the parts of a system and their interdependence in the function of the system.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 113

Location: Chapter TEKS Review, question 2, sentence 2

Original Text: As frequency increases on a transverse wave, how does a wavelength change?

Updated Text: As frequency increases on a transverse wave, how does the wavelength change?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 114

Location: Chapter TEKS Review, question 3, answer choice D

Original Text: Different wavelengths provide the same information to cross check findings.

Updated Text: Different wavelengths provide the same information to cross-check findings.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 114

Location: Chapter TEKS Review, question 4, sentence 2

Original Text: X-ray telescopes are used to find cosmic objects that have what type of temperatures?

Updated Text: X-ray telescopes are used to find cosmic objects that have what type of temperature?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 118

Location: Quick Launch, Starry Night, paragraph 1, last sentence

Original Text: Record your observations.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 134

Location: Quick Launch, Cosmic Mail, paragraph 1

Original Text: Check out the video Home Address to see where we are in the universe.

Updated Text: Check out the video Home Address to see where we are located in the Milky Way galaxy.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 134

Location: Quick Launch, Cosmic Mail, paragraph 2, sentence 2

Original Text: Complete the Quick Launch to model the change you saw in the video to find out!

Updated Text: Complete the Quick Launch to model the phenomenon you saw in the video to find out!

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 146

Location: Quick Launch, Moving Galaxies, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 15

Location: Lesson 1.1 TEKS 8.6A Review, question 5, answer choice C

Original Text: 6 and 5

Updated Text: 5 and 6

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 152

Location: Lesson 4.3, Theories of the Origin of the Universe, paragraph 2

Original Text: The most accurate model we have for the origin of the universe so far is the Big Bang model. This model not only helps us understand what has happened to the universe in the past, but it gives the ability to determine what might happen in the future.

Updated Text: The most accurate model we have for the origin of the universe so far is the Big Bang model. This model not only helps us understand what has happened to the universe in the past, but it gives the ability to determine what might happen in the future. Scientists continue to evaluate proposed hypotheses using new data and evidence as it becomes available.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 19

Location: Life Science Connection, last sentence

Original Text: For example, the attractions of water in blood for dissolved nutrients like sugars help blood transport these substances throughout the body.

Updated Text: For example, blood contains water and dissolved nutrients like sugar. Attractions between the water molecules and these nutrients enables the blood to carry nutrients to all parts of the body.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 19

Location: Interactive Word Wall Word Strategies, sentence 1

Original Text: Explain that the prefix co- means with and the prefix ad- means toward.

Updated Text: Explain that the prefix co- means "with" and the prefix ad- means "toward."

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 19

Location: Under Unseen Adhesion, Read the Diagram question, sentence 1

Original Text: Read the Diagram Using arrows, draw on the diagram the direction the water is moving in due to adhesion.

Updated Text: Read the Diagram Draw arrows on the diagram to show the direction the water is moving in due to adhesion.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 21

Location: Exit Ticket, Test Time, first sentence

Original Text: What did you learn today that you think would be most likely to show up on an exam? Ask students what they think would be most likely to show up on an exam from today's lesson.

Updated Text: Ask students what they think would be most likely to show up on an exam from today’s lesson.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 213

Location: How do Volcanoes and cities impact climate?, 2nd ASK question

Original Text: ASK: How might a strong eruption affect the nearby land and water?

Updated Text: ASK: How might a strong eruption affect the nearby ecosystems?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 214

Location: Quick Launch: Carbon Exchange and Climate, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 218

Location: The Atmosphere's Influence on Climate, paragraph 3

Original Text: Where is infrared radiation on the chart? Is it longwave or shortwave?

Updated Text: Would infrared radiation be classified as shortwave or longwave radiation?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 221

Location: STEM Connection, Focus on Math

Original Text: Let’s investigate how the temperature was affected by a natural event: a large explosive volcanic eruption in the Philippines, Mount Pinatubo.

Updated Text: Let’s investigate how the large volcanic eruption of Mount Pinatubo in the Philippines affected temperature.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 23

Location: Consider This! Paragraph 1, sentence 3

Original Text: Once you have written your explanation in your Science Notebook, discuss your choices with a classmate who has a different idea.

Updated Text: Once you have written your explanation in your Science Notebook, discuss your response with a classmate who has a different idea.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 232

Location: Human Impacts on Climate, paragraph 2, last sentence

Original Text: In fact, according to the National Oceanic and Atmospheric Association (NOAA), over the last five decades natural cycles would have led to a slight global cooling.

Updated Text: In fact, according to the National Oceanic and Atmospheric Association (NOAA), over the last five decades, natural cycles would have caused a slight global cooling.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 232

Location: Human Impacts on Climate, paragraph 1, last sentence

Original Text: If climate changes in natural cycles over time, how do we know if humans are really affecting the climate?

Updated Text: If climate changes in natural cycles over time, how do we know if human activities are affecting the climate?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 238

Location: Rising Temperatures, paragraph 1, last sentence

Original Text: This trend of global warming has continued for more than thirty years, meaning it is not a climate anomaly.

Updated Text: This trend of global warming has continued for more than 30 years, meaning it is not a climate anomaly.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 238

Location: Rising Temperatures, paragraph 2, sentence 2

Original Text: Water can hold much more heat than air.

Updated Text: Water can hold more heat than air.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 248

Location: TEKS Review, question 3, after answer explanation D

Original Text: N/A

Updated Text: If students did not correctly answer question 3, have them reread the Geologic Influences on Climate paragraphs in Lesson 1.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 248

Location: TEKS Review, question 4, after answer explanation D

Original Text: N/A

Updated Text: If students did not correctly answer question 4, have them reread the Movement of Carbon On Earth paragraphs in Lesson 1.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 248

Location: After TEKS Review, question 6

Original Text: N/A

Updated Text: If students did not correctly answer question 6, have them reread the Impacts on the Atmosphere paragraphs in Lesson 2. You may also want to have students review the Geologic Influences on Climate section in Lesson 1.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 25

Location: Lesson Review, after question 4

Original Text: D Incorrect Property is another word for characteristic. It has nothing to do with capillary action. Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A

Updated Text: D Incorrect Property is another word for characteristic. It has nothing to do with capillary action.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 255

Location: Under Disturbances and Changes in Populations, Analyze question, sample answer, sentence 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: The populations would decrease, they could die, or move locations.

Updated Text: The populations could decrease, die, or move locations.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 26

Location: Quick Launch: Fizzy Fun, paragraph 1, last sentence

Original Text: Follow your teacher’s instructions and record your observations.

Updated Text: Follow your teacher’s instructions and record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 264

Location: Environmental Disruption, paragraph 1, sentence 3

Original Text: Warmer temperatures can cause stress to different populations by limiting the resources available.

Updated Text: Warmer temperatures can cause stress to different populations by limiting the resources available to them.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 264

Location: Environmental Disruption, paragraph 2, sentence 1

Original Text: Almost half of the reported cases of West Nile in 2012 were located around the Dallas-Fort Worth area.

Updated Text: In 2012, almost half of the reported cases of West Nile in Texas were located around the Dallas-Fort Worth area.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 267

Location: Lesson 7.1 TEKS 8.12A Review, question 3, sentence 2

Original Text: The pollution made the water very cloudy and caused a decrease in the amount of sunlight available to the lake’s aquatic plants.

Updated Text: The pollution made the water very cloudy, which caused a decrease in the amount of sunlight available to the lake’s aquatic plants.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 273

Location: Interactive Word Wall, sentences 1 and 2

Original Text: After reading the text on this spread, have students add the vocabulary words population and secondary succession to their Interactive Word Wall. Then, challenge students to write one sentence that incorporates both lesson vocabulary words.

Updated Text: After reading the text, have students add the vocabulary terms population and secondary succession to their Interactive Word Wall. Then, challenge students to write one sentence that incorporates both lesson vocabulary terms.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 274

Location: Visual Literacy, paragraph 1, sentences 2-4

Original Text: Point out the labels on the top and bottom of the diagram and explain what the labels explain.

Updated Text: Point out the labels on the top and bottom of the diagram and explain what the labels mean. Students should be able to describe that secondary succession causes changes to the types of populations that are found in an ecosystem. The populations generally become more diverse over time.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 274

Location: Visual Literacy, paragraph 3

Original Text: ASK: What are some examples of pioneer species in secondary succession? Annual plants, grasses and herbs are examples of pioneer species. ASK: How many years does it take for the intermediate species to take hold during secondary succession? 4-75 years

Updated Text: ASK: What are some examples of pioneer species in secondary succession? Annual plants, grasses and herbs are examples of pioneer species.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 279

Location: Making Connections, Predict question, sample answer

Original Text: After a controlled fire, the ecosystem would experience secondary succession because the fire took place in an existing ecosystem with soil.

Updated Text: After a controlled fire, the ecosystem would experience secondary succession because the fire took place in an existing ecosystem that already contained soil.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 279

Location: Making Connections, Research question, sample answer

Original Text: Answers should include information about the STEM career, what scientists in this field do on a day-to-day basis, and what is needed in to work in this field.

Updated Text: Answers should include information about the STEM career, what scientists in this field do on a day-to-day basis, and what education and experience is needed to work in this field.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 282

Location: Quick Launch: Backpack Variety, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 287

Location: Quadrat sampling, paragraph 1, sentence 4

Original Text: Scientists set down the quadrat and count the number of species and the number of individuals of each species.

Updated Text: Scientists set down the quadrat and count the number of species and the number of individuals of each species inside the quadrat.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 287

Location: Interpreting Data, paragraph 1, sentence 1

Original Text: After measuring biodiversity in an ecosystem, scientists use this data to determine the level of biodiversity by calculating its biodiversity index.

Updated Text: After measuring biodiversity in an ecosystem, scientists use this data to determine the level of biodiversity by calculating the ecosystem's biodiversity index.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 289

Location: Apply It, Evaluate question, paragraph 1, sentence 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: The team is especially concerned with the health of the Sockeye salmon population.

Updated Text: The team is especially concerned with the health of the sockeye salmon population.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 289

Location: Apply It, Evaluate question, paragraph 2, sentence 2

Original Text: How will this change affect the Sockeye salmon population?

Updated Text: How will this change affect the sockeye salmon population?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 301

Location: TEKS Review, question 6, If students answer statement

Original Text: 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.

Updated Text: If students did not answer question 6 correctly, have them review Ecosystem Health, Stability, and Sustainability in Lesson 3.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 304

Location: Quick Launch, Car Parts, paragraph 1, sentence 2

Original Text: Following your teacher’s instructions, observe a car, and then list its parts and their associated function.

Updated Text: Following your teacher’s instructions, observe a car, and then list its parts and their associated functions. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 305

Location: Science Mindset

Original Text: Encourage students to actively listen to the thoughts of other students about the Essential Question regarding the Quick Launch. Students will gain a better perspective of the ideas and thoughts of others. (perspective)

Updated Text: Encourage students to actively listen to the thoughts of other students about the Essential Question and how it relates to the Quick Launch. Students will gain a better perspective of the ideas and thoughts of others.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 305

Location: Digital Spotlight, Quick Launch Video, Phenomenon

Original Text: Spark students' curiosity by observing how the parts of a cell and their functions compare to the parts of a car and their functions in the video Parts of a Whole.

Updated Text: Spark students' curiosity by observing how the parts of a cell and their functions relate to the parts of a car and their functions in the video Parts of a Whole.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 313

Location: Storing Materials, paragraph 2, sentence 3

Original Text: As all the cells in a tissue lose water, the tissue decreases in size, causing shriveling.

Updated Text: As all the cells in a tissue lose water, the tissue decreases in size, causing the plant to shrivel.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 315

Location: Differentiation Options, Reinforce, Use to Intervene, Self-Awareness, paragraph 1, sentences 1 and 2

Original Text: Self-Awareness Discuss with students the genetic disorders. Ask students to think about which of those genetic disorders they would be interested in working with, if they were genetic counselors.

Updated Text: Self-Awareness Discuss genetic disorders with students. Ask them to think about which genetic disorders they would be interested in working with if they were genetic counselors.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 316

Location: Lesson 8.1 TEKS 8.13A Review, Question 1, TEKS

Original Text: 8.3B, 8.5F, 8.13A

Updated Text: 8.13A

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 316

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 8.1 TEKS 8.13A Review, Question 2, TEKS

Original Text: 8.3B, 8.5F, 8.13A

Updated Text: 8.5F, 8.13A

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 322

Location: Visual Literacy, paragraph 1, sentence 1

Original Text: Read the Diagram Have students study the diagram showing what happened when Mendel cross-pollinated plants.

Updated Text: Read the Diagram Have students study the diagram.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 322

Location: Exit Ticket, Draw It, first sentence

Original Text: Choose one vocabulary word from today’s lesson and represent it in a picture. In their Science Notebooks, have students choose one new vocabulary word from the day’s lesson and draw a picture that represents it.

Updated Text: In their Science Notebooks, have students choose one new vocabulary word from the day’s lesson and draw a picture that represents it.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 327

Location: Visual Literacy, paragraph 2, sentence 2

Original Text: The male alleles are along the top of the square, and the female alleles are along the left side.

Updated Text: In this example, the male alleles are along the top of the square, and the female alleles are along the left side. Describe to students that in general, male and female alleles can be written on either side.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 334

Location: Quick Launch, No Thumbs, paragraph 1, sentence 3

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 341

Location: Paragraph starting with "If students struggle...", sentences 2 and 3

Original Text: For example, explain that humans take the action of putting on warm clothes when it is cold outside and putting on lighter clothes when it is hot outside. This helps them survive in their environment. Similarly, humans take the action of protecting their children from harm, such as stopping them from running into traffic or falling down the stairs.

Updated Text: For example, humans take the action of protecting their children from harm, such as stopping them from running into traffic or falling down the stairs.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 349

Location: Chapter TEKS Review, question 2, Table 1, Row 1, Function column

Original Text: contains genetic material

Updated Text: controls cell activity

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 36

Location: Quick Launch: Before and After the Mass, paragraph 1, last sentence

Original Text: Follow your teacher's instructions and record your observations.

Updated Text: Follow your teacher's instructions and record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 37

Location: Page Keeley Science Probes, Plant in a Jar, introduction paragraph, sentences 2-4

Original Text: He posted two photos of his plant. One photo showed the plant when it was a small seedling inside the sealed jar. The other photo showed how the plant grew to the top of the jar.

Updated Text: He posted two images of his plant. One image showed the plant when it was a small seedling inside the sealed jar. The other image showed how the plant grew to the top of the jar.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 4

Location: Quick Launch: Model Matter, paragraph 1, last sentence

Original Text: Follow your teacher’s instructions in this activity to explore how matter can be classified and how different types of matter can be modeled.

Updated Text: Follow your teacher’s instructions in this activity to explore how matter can be classified and how different types of matter can be modeled. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 42

Location: Visual Literacy, Read the Diagram, paragraph 2, sentence 2

Original Text: To compare the total mass of reactants and products in the reaction of baking soda and vinegar.

Updated Text: to compare the total mass of the reactants and products in the reaction between baking soda and vinegar

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 45

Location: How to Balance, paragraph 3, last sentence

Original Text: Then have them disassemble their models and make the products.

Updated Text: Then have students disassemble their models and make the products.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 49

Location: Lesson Review, question 4, after answer explanation D

Original Text: D Incorrect The production of a solid may occur during a chemical change. However, some physical changes like freezing also produce solids. Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A

Updated Text: D Incorrect The production of a solid may occur during a chemical change. However, some physical changes like freezing also produce solids.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 49

Location: Lesson Review, question 5, after answer explanation D

Original Text: D Correct The atoms present are sodium, oxygen, hydrogen, and carbon. DOK 3 Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 8.3B

Updated Text: D Correct The atoms present are sodium, oxygen, hydrogen, and carbon. DOK 3

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 49

Location: Lesson Review, question 6, Dual coded statement 1 and 2

Original Text: Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A

Updated Text: Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 49

Location: Lesson Review, question 6, Dual coded, last statement

Original Text: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 8.3B

Updated Text: 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 develop and communicate explanations supported by data and models that are consistent with scientific principles. They may also be asked to identify cause-and-effect relationships to explain scientific phenomena.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 4B

Location: Modeling Elements and Compounds, paragraph 2, last sentence

Original Text: Using hard spheres of varying sizes is a useful way to model elements and compounds.

Updated Text: Scientists use hard spheres of varying sizes to model elements and compounds.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 51

Location: TEKS Review, question 2, after dual coded statements

Original Text: N/A

Updated Text: On the state assessment, students may be asked to collect data as evidence and use the data to develop an explanation consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 53

Location: TEKS Review, question 5, after Dual coded statements

Original Text: N/A

Updated Text: On the state assessment, students may be asked to develop an explanation supported by models and consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 56

Location: Quick Launch: Keep the Beat, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 6

Location: Under Elements, Infer question

Original Text: Why do you think that not all elements occur naturally?

Updated Text: Why do you think that some elements do not occur naturally?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 73

Location: History Connection, paragraph 1, sentence 1

Original Text: Air bags are another safety feature that were designed using the laws of motion.

Updated Text: Vehicle air bags are another safety feature that were designed using the laws of motion.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 73

Location: Law Limitations, paragraph 1, sentence 3

Original Text: However, since most systems don't move that fast, these laws apply in most everyday situations.

Updated Text: However, since most systems don't move that quickly, these laws apply in most everyday situations.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 84

Location: Quick Launch: String Waves, paragraph 1, last sentence

Original Text: Follow your teacher's instructions and record your observations.

Updated Text: Follow your teacher's instructions and record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 84B

Location: Connect to the Big Idea, paragraph 1, sentence 4

Original Text: The waves that are that are used to record video footage of what a drone observes are electromagnetic waves.

Updated Text: The waves that are used to record video footage of what a drone observes are electromagnetic waves.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 84B

Location: The Electromagnetic Spectrum, paragraph 1

Original Text: This section of the lesson addresses the following aspects of TEKS 8.8A. Including the electromagnetic spectrum.

Updated Text: This section of the lesson addresses the following aspects of TEKS 8.8A: Compare the characteristics of amplitude, frequency, and wavelength in transverse waves, including the electromagnetic spectrum.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 84B

Location: Under The Electromagnetic Spectrum, diagram

Original Text: Diagram shows the electromagnetic spectrum including the wavelength.

Updated Text: Remove color background behind wave pattern. Add "m" after each number

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 86

Location: Characteristics of Waves, Read the Diagram question, sample answer, sentence 1

Original Text: The raft starts at rest, the wave lifts the raft upward when it reaches the raft.

Updated Text: The raft starts at rest. When the wave reaches the raft, the wave lifts the raft upward.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 86

Location: Characteristics of Waves, Read the Diagram question, sample answer, sentence 3

Original Text: The wave passes the raft and continues across the pool and the raft returns to its original position.

Updated Text: The wave passes the raft and continues across the pool, and the raft returns to its original position.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 92

Location: Explore magnetic Spectrum, paragraph 1, sentence 2

Original Text: These waves are classified by their wavelengths and frequencies in the electromagnetic spectrum.

Updated Text: These waves are classified by their wavelengths and frequencies on the electromagnetic spectrum.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 92

Location: Electromagnetic Spectrum, paragraph 1, sentence 5

Original Text: Out of the entire electromagnetic spectrum, visible light is the only wave that you can see with your eyes.

Updated Text: Out of the entire electromagnetic spectrum, visible light waves are the only EM waves that you can see with your eyes.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 92

Location: Amplitude, paragraph 1, sentence 3

Original Text: The brighter the light, the larger the amplitude, and the less bright the light, the smaller amplitude.

Updated Text: The brighter the light, the larger the amplitude, and the less bright the light, the smaller the amplitude.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 93

Location: Range of Wavelengths and Frequencies, paragraph 1, sentence 1

Original Text: It is important to note that each type of electromagnetic wave does not have one set wavelength or frequency but a range, as there are different types in each group.

Updated Text: It is important to note that each type of electromagnetic wave does not have one set wavelength or frequency, but a range, as there are different types in each group.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): 93

Location: Apply It, Electromagnetic spectrum diagram

Original Text: Diagram shows the electromagnetic spectrum including the wavelength.

Updated Text: Remove color background behind wave pattern. Add "m" after each number

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Type: Editorial Change

Current Page Number(s): 98B

Location: Connect to the Big Idea, paragraph 1, sentences 2 and 3

Original Text: Electromagnetic waves transfer different amounts of energy, which is dependent on their frequency. Wireless devices, such as the drone in the chapter opener photo, often use multiple types of electromagnetic wave to gather and communicate information.

Updated Text: Electromagnetic waves transfer different amounts of energy, depending on their frequency. Wireless devices, such as the drone in the chapter opener photo, often use multiple types of electromagnetic waves to gather and communicate information.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): SEP 22

Location: Quick Launch, Best Bridges, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): SEP 32

Location: Quick Launch, With and Without, second paragraph, after last sentence

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): SEP 43

Location: Chapter TEKS Review, Question 2, sentence 2

Original Text: He left a piece of meat in an open jar, in a sealed jar, and in a gauze-covered jar.

Updated Text: He placed a piece of meat in three separate jars. One jar was open, one that was sealed, and one that was gauze-covered.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Type: Editorial Change

Current Page Number(s): SEP 43

Location: Quick Launch, Collision Course, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Publisher: McGraw Hill

Science, (Spanish) Grade K

Program: McGraw Hill Ciencias para Texas Kindergarten: TEKS

Editorial Changes

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 101

Location: Digital Spotlight

Original Text: photo of garden

Updated Text: image of GrowNYC logo

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 102

Location: Bottom half of the page in the Write About It! section

Original Text: [2-5 Word Web graphic organizer]

Updated Text: [K-2 Simple Word Web graphic organizer]

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 11

Location: 2nd column, under Apply It, 4th paragraph

Original Text: Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato.

Updated Text: [THEME] Scale, Proportion, and Quantity Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato. [TEKS] K.5C

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 13

Location: 2nd Column, ASSESS bar and the content below it

Original Text: ASSESS 10 min Check for Understanding Quick Check Ask: Which step of the engineering design process involves drawing a design? Sample answer: Make a Plan Back to the Big Idea.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 134

Location: Top of the page, next to the Build Your Skill heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 14

Location: Top of the page, next to the heading "Models and Visuals"

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 14A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under HOI Video Screenshot

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 14A

Location: HOI: Test the Design/Improve the Design: Step 4

Original Text: Students should test their prototypes to determine if they make noise as they intended.

Updated Text: Students should test their prototypes to determine whether they make noise as they intended.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 14A

Location: Under Communicate

Original Text: what worked and did not work about them

Updated Text: in terms of what worked and what did not work.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 14A

Location: Above the Brainstorm head

Original Text: N/A

Updated Text: Science Mindset Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 14A

Location: Top Right, Next to Clock Icon

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 164

Location: Top of the page, next to the Sun and Clouds heading

Original Text: N/A

Updated Text: [Talk About It icon]

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 164

Location: Bottom of the page, below "DIRECTIONS"

Original Text: N/A

Updated Text: Talk About It How can the descriptions in the text help you illustrate objects in the sky?

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 165

Location: Under ASSESS bar, Quick Check, First Sentence

Original Text: Have students complete the Frayer Model graphic organizer to practice lesson vocabulary.

Updated Text: Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 165

Location: Below the Key Moment

Original Text: N/A

Updated Text: Talk About It Have students discuss the words that describe the color, shape, and texture of the Sun and clouds. Discuss how these words can help them illustrate the objects.

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 178

Location: Top of the page, next to the Patterns heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 208A

Location: First column, the paragraph that begins with "NOTE"

Original Text: soak seeds in water

Updated Text: the lima beans

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 208A

Location: Second column, Under Investigate, Step 7

Original Text: N/A

Updated Text: Insert as first sentence in Step 7: Explain that scientists draw pictures, write descriptions, and take photos to record life cycle changes. Demonstrate how to draw pictures and add labels.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 208A

Location: Second column, Under Investigate

Original Text: Step 8

Updated Text: Steps 8–10

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 208A

Location: Second column, Under Communicate, First Paragraph

Original Text: Have students share their drawings with another group.

Updated Text: Have students share their drawings in the data table with another group.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 215

Location: 2nd column, under TEACH, 2nd paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe. Have students go to the corner representing the response they agree with and discuss as a class.

Updated Text: Use the Fingers Under Chin/Five Fingers strategy. Explain to students that the number of fingers they hold up will represent the person from the probe that they agree with. Charlotte can be one finger, Mateo can be two fingers, and Mirabel can be three fingers. Ask students to use their fingers to show who they agree with.

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 221

Location: Sample answer annotation circles on both photos

Original Text: N/A

Updated Text: Sample answers:

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 223

Location: Sentences 4-6

Original Text: But she didn't mind. Ynes Mexia loved learning. Ynes Mexia loved plants.

Updated Text: She helped people learn more about plants. She helped save Redwood trees.

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 248

Location: Middle right, photo of woodpecker

Original Text: Photo of woodpecker

Updated Text: Photo of spotted nutcracker

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Engineering | Observe Categories REINFORCE | Use to Intervene Students observe categorized groups of objects and find the object that does not belong. They compare answers with a partner to practice communicating explanations and collaborating with others. EXTEND | Use to Accelerate Solidify understanding. Students draw a group of objects in their notebook, including one object that does not belong. If there is time, their partner finds the object that does not belong. TEKS K.3B, K.3C FINE ARTS Art K.1A, K.2A

Updated Text: Technology | Design an App REINFORCE | Use to Intervene Build real-world connections. Students work with their classroom device to observe and discuss the colors and shapes used to design icons. EXTEND | Use to Accelerate Students practice engineering by creating, drawing, and labeling their own application icon. [TEKS] K.1G [TECH] K.5A, K.6A [FINE ARTS] Art K.2A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Photo of Legos

Updated Text: Photo of boy with laptop

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Math Station, after EXTEND | Use to Accelerate

Original Text: Have students complete the picture graph by adding circles in the empty row.

Updated Text: Students complete the picture graph by adding circles in the empty row.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Science Station, sentence after Reinforce | Use to Intervene

Original Text: Provide pattern blocks and prompt students to sort them by color, shape, and more.

Updated Text: Students sort pattern blocks by color, shape, and more.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 25E

Location: STEAM Stations, Science Station, sentence after EXTEND | Use to Accelerate, 2nd sentence

Original Text: Once students have sorted their pattern blocks, they can create designs with their groups.

Updated Text: After sorting their pattern blocks, students can create designs with their groups.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 34

Location: ASSESS Notebooking

Original Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning.

Updated Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning to the class claim.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 34

Location: Write About It, 4 Points

Original Text: The student (1) created a video game character; (2) identified the different colors and shapes used to draw the character; (3) included vocabulary words; (4) used vocabulary words correctly.

Updated Text: The student (1) drew a video game character; (2) wrote a sentence about their character; (3) identified the different colors and shapes used to draw the character; (3) used vocabulary words to label their drawing; (4) used vocabulary words correctly.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: photo of child

Updated Text: photo of pencil case

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 37E

Location: STEAM Stations, Science Station, sentence after Reinforce / Use to intervene, 1st sentence

Original Text: Have students

Updated Text: Students

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: Technology | Design an App REINFORCE | Use to Intervene Build real-world connections. Have students work with their classroom device to observe and discuss the colors and shapes used to design icons. EXTEND | Use to Accelerate Students practice engineering by creating, drawing, and labeling their own application icon. TEKS K.1G TECH K.5A, K.6A FINE ARTS Art K.2A

Updated Text: Engineering | Build It! REINFORCE | Use to Intervene Have students build their own pencil holder or other useful product. They should discuss the color, shape, size, texture, and material of their product. EXTEND | Use to

Accelerate Students apply the engineering design process by testing and improving the design of their product. [TEKS]
K.1B [FINE ARTS] Art K.2A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3I

Location: Day 2 Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 5 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3 Teach:

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Teach, gray bar

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Teach, Make a Noise Maker

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3J

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Day 5 Teach

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Teach

Original Text: Make a Noise Maker Students design and build something that makes noise. 10 min Continue to add words, students' work, and artifacts to the Interactive Word Wall. 1 min Connect to the Chapter Question 1 min

Updated Text: Connect to the Chapter Question Continue to add words, students' work, and artifacts to the Interactive Word Wall. 1 min Make a Noise Maker Students design and build something that makes noise. 10 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Assess, Gray Bar

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5 Assess

Original Text: Quick Check Ask which step of the engineering design process involves drawing a design. 5 min

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Type: Editorial Change

Current Page Number(s): 52

Location: Top of the page, next to the heading "Magnets Pull Objects"

Original Text: [Engage with the Page icon]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 6, sentence after Sample answer

Original Text: The magnet pulled the paper clip, the metal ball, the metal spoon, and the other bar magnet toward it.

Updated Text: The magnet picked up the paper clip, the metal ball, the metal spoon, and the other bar magnet.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 7, sentence after Sample answer

Original Text: I was surprised that the magnet did not pull the penny or the aluminum foil.

Updated Text: I was surprised that the magnet did not pick up the penny or the aluminum foil.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 8, sentence after Sample answer

Original Text: The other group said that the magnet pulled the objects made of steel.

Updated Text: The other group said that the magnet picked up the objects made of steel.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 52D

Location: Communicate, Item 9, sentence after Sample answer

Original Text: No. I thought the magnet would pull all metal objects, but it only pulled some metal objects.

Updated Text: Yes, I thought the magnet would pick up some metals and not pick up others and that is what I observed.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, Key Moment

Original Text: Virtual Field trip inside Key Moment

Updated Text: Virtual Field Trip moved outside Key Moment

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, sentence before Investigation Connection

Original Text: Read and discuss the text with students.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, heading after Virtual Field Trip

Original Text: Recycling Center

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, Claim, Evidence, Reasoning section, sample answer, 1st sentence

Original Text: I claim that magnets pull some metals. My claim is valid because the magnet pulled a paper clip.

Updated Text: I claim that a magnet can pull objects made of some metals. My claim is valid because the magnet pulled a paper clip made of metal but did not pull other metals.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 55

Location: 2nd column, Check for Understanding section, after REINFORCE | Use to Intervene, 1st sentence

Original Text: have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, TEACH section, Key Moment and Investigation Connection section

Original Text: Key Moment Investigation Connection Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, TEACH section, after IWW

Original Text: N/A

Updated Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see. Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 64

Location: Visual Literacy head

Original Text: Incorrect heading size

Updated Text: Corrected heading size

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, Visual Literacy section, 2nd sample answer

Original Text: the window

Updated Text: the window on the first photo and the light bulb in the second photo

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, between Key Moment and Visual Literacy

Original Text: N/A

Updated Text: Read and discuss text with students.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 64

Location: 1st column, between 2nd Key Moment and Investigation Connection

Original Text: Read and discuss text with students.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 65

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon and "10 min".

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 65

Location: top of the wrap

Original Text: N/A

Updated Text: KEY MOMENT Investigation Connection Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 65

Location: 2nd column, 2nd and 3rd paragraph

Original Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see. Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 65

Location: Science Mindset last sentence

Original Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Updated Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different from each different place.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 65

Location: 2nd column, under Claim, Evidence, Reasoning, 2nd paragraph

Original Text: Sample answer: I claim that we see objects better in bright light. My claim is valid because I saw my mystery object better in bright light.

Updated Text: Sample answer: I claim that bright light makes objects easier to see. You cannot see objects without light. My claim is valid because I saw my mystery object better in bright light but not as well when it was dark."

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 79

Location: Right Column, Bottom

Original Text: N/A

Updated Text: NOTE: Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 79

Location: 2nd column, under GET READY, after 1st sentence

Original Text: N/A

Updated Text: Download the Show What YOU Know support and rubric. Download the STEM Project Teacher Support. Preview the Chapter Test.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 79

Location: 1st column, Digital Spotlight, after 1st sentence

Original Text: 1:37

Updated Text: 2:33

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 9

Location: Talk About It section

Original Text: N/A

Updated Text: Students should name the five senses (touch, taste, smell, hearing, and sight) and describe how they use them to observe. They may mention different plants that George Washington Carver used in his inventions.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 98

Location: 1st column, Below Interactive Word Wall box

Original Text: N/A

Updated Text: KEY MOMENT Visual Literacy Read the Photo Guide students through the See-Scan-Analyze thinking process. Ask: How can some houses use soil? Sample answer: They may be made of bricks. Ask: How do people play in soil? Sample answer: They play in sand.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 98

Location: 1st column, after Interactive Word Wall

Original Text: THEME Structure and Function Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections. [THEME] Structure and Function Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 99

Location: 2nd column, KEY MOMENT box

Original Text: KEY MOMENT Visual Literacy Read the Photo Guide students through the See-Scan-Analyze thinking process. Ask: How can some houses use soil? Sample answer: They may be made of bricks. Ask: How do people play in soil? Sample answer: They play in sand.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 99

Location: 2nd column, above Differentiation Tip

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss ways they have use rocks and soil in small groups. Students may have used rocks to create art or as a paperweight.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 99

Location: 2nd column, before THEME

Original Text: N/A

Updated Text: [play button icon]

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 99

Location: ASSESS: CER, sample answer

Original Text: I claim that people use soil to grow plants and build things. My claim is valid because I read about how soil is used.

Updated Text: I claim that people use rocks for building and soil for growing plants. My claim is valid because I saw and read about how soil and rocks are used for buildings and growing grass.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Type: Editorial Change

Current Page Number(s): 99

Location: ASSESS: after REINFORCE

Original Text: N/A

Updated Text: | Use to Intervene

Publisher: McGraw Hill

Science, (Spanish) Grade 1

Program: McGraw Hill Ciencias para Texas, Grado 1: TEKS

Editorial Changes

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 109

Location: Assess, last blue question and sample answer

Original Text: Ask: What tools might you need to plan your investigation? Sample answer: to car, ball, masking tape, ramp"

Updated Text: Ask: What pushes and pulls have you used today? Sample answer: I pushed my chair in. I pulled my socks up.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10A

Location: Top of the page, Heading

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10A

Location: Note, under Materials

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10A

Location: Predict

Original Text: Students should use their observations to answer the explorable question: Ask: How can you use a magnet to investigate?

Updated Text: Students should discuss and record potential questions they have about magnets. They will choose one question to answer in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10A

Location: Communicate

Original Text: For each item in their bowl, students should be able to answer “yes” for magnetic and “no” for not magnetic. Their results should match what they circled in the table.

Updated Text: For each item in their bowl, students should write out their observations. Their conclusions should match their observations.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10B

Location: Guided Inquiry box

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10B

Location: Open Inquiry

Original Text: Ask students to test other classroom items and predict whether they are magnetic. Investigations must answer the explorable question.

Updated Text: Step 1: Test items individually to determine if it is magnetic or not. Step 2: Record their findings in the table. Step 3: Test other items around the classroom to determine if they are magnetic or not. Step 4: Discuss the properties of the items that were magnetic. Talk about the properties of the items that were not magnetic.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10B

Location: Open Inquiry box

Original Text: Students might investigate

Updated Text: Students might investigate different ways to determine if an object is magnetic or not.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10B

Location: Assess, first paragraph, first sentence

Original Text: "Make a Prediction"

Updated Text: "Predict"

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10B

Location: Top of the page, Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10B

Location: Under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 10B

Location: Guided Inquiry

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 113

Location: The text in Ellie, Sita, and Ren's texting bubbles.

Original Text: Ellie: My mom and I are planting a garden. The soil is clumpy and brown. Is all soil clumpy and brown?
Sita: I think soil is all the same color and texture. Ren: I think soil can be different colors and textures.

Updated Text: Ellie: My mom and I are planting a garden. I think soil is tiny pieces of rock. Sita: I think soil is tiny pieces of rock and bits of dead plants and animals that are alive. Ren: I think soil is tiny pieces of rock and bits of dead plants and animals.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116

Location: Interactive Word Wall, fourth paragraph

Original Text: Ask: How can you document what you observe during your investigation? Sample answer: I can record my observations in a table.

Updated Text: Ask: How can you document what you observe about the shape of soil particles during your investigation? Sample answer: I can document my observations about the different shapes of soil particles in a table.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Tools and Safety Handbook

Original Text: goggles and gloves using the Tools and Safety Handbook.

Updated Text: goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1C

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Above Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Review how to use goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1.C" above the Investigate heading.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Zoom In on Soil, Investigate

Original Text: N/A

Updated Text: Step 5: Review the meaning of the verb document. Ask: What are some ways you can document the colors, sizes, textures, and shapes of soil particles? Sample answer: I can document the properties of soil particles by drawing pictures or writing observations.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Under the video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation video, Zoom In on Soil. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support. 1:31

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, title

Original Text: Zoom in on Soil

Updated Text: Zoom In on Soil

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Purpose

Original Text: Students will observe, compare, describe, and sort components of soil by size, texture, and color

Updated Text: Students will observe, compare, and describe components of soil by size, texture, and color

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Summary

Original Text: flashlight

Updated Text: tweezers

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Note, third sentence

Original Text: plates

Updated Text: pans

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Materials

Original Text: N/A

Updated Text: crayons

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Hands On Investigation, Note

Original Text: label cup 1, 2, and 3

Updated Text: label each cup Soil 1, 2, or 3

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Note, last two sentences

Original Text: cups. Prepare the cups with soil prior to the start of the lesson.

Updated Text: cups prior to the start of the lesson.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Investigate

Original Text: Step 1 Students may notice the color of the soil, the grain size, and the texture. Steps 2–4 When students pour the soil and use the tweezers they may notice small rocks, particles, or clumps in the soil samples.

Updated Text: Steps 1-4 When students pour the soil and use the hand lens and tweezers they may notice small rocks, particles, or clumps in the soil samples.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116A

Location: Investigate

Original Text: samples.

Updated Text: samples. [TEKS] 1.1D

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116D

Location: Hands On Investigation

Original Text: shape.

Updated Text: shape, and I observed that in the soil samples.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 116D

Location: Hands On Investigation, Make a Claim

Original Text: Sample answer: soil can have different colors, textures, particle sizes, and shapes.

Updated Text: Sample answer: I claim that soil can have different colors, textures, particle sizes, and shapes.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 12

Location: Bottom of the page, Talk About It

Original Text: N/A

Updated Text: Talk About It Identify an engineer you have learned about.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 12

Location: First sentence

Original Text: An engineer identifies problems.

Updated Text: Engineers identify problems.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 12

Location: Sentence on the page above "DIRECTIONS"

Original Text: "prototype" is bold and highlighted

Updated Text: remove bold and highlight

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 13

Location: Below the third paragraph, the ASSESS gray bar and the text below it

Original Text: ASSESS 10 min Check for Understanding Quick Check Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask: What is the last step of the engineering design process? Sample answer: Develop the Prototype Back to the Big Idea Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask: What is the last step of the engineering design process? Sample answer: Develop the Prototype Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 139

Location: Above Looking For More? Try This!

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to use the word because as they explain their thinking. [TEKS] 1.5B

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 139

Location: Assess, Check for Understanding

Original Text: Earth materials.

Updated Text: Earth's materials.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 139

Location: Science Song

Original Text: Science Song Water All Around

Updated Text: Science Song: Water All Around Reinforce concepts about moving water by listening to this song.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 139

Location: Looking For More? Try This!

Original Text: N/A

Updated Text: Move "Ask: How can rain move soil? Sample answer: It can wash loose soil particles down a hill. Ask: How does flowing water change after it goes downhill and reaches flat land? Sample answer: The water slows down as it reaches flat land." to the top of the column.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [Key Moment] Read and Discuss the text with students.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Interactive Word Wall, new paragraph

Original Text: Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence: Water can move _____ and _____. [TEKS] 1.5B

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections. [THEME] Cause and Effect Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence: Water can move _____ and _____. [TEKS] 1.5B

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Teach, Below Interactive Word Wall

Original Text: N/A

Updated Text: [icon] EXPLAIN It Video Earth Materials Move! Remind students to be on the lookout for evidence for their claim as they watch the video.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Video: Earth Materials Move Students observe how Earth materials move with the help of water.

Updated Text: EXPLAIN It Video: Earth Materials Move! Students observe how Earth materials move with the help of water.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight, under Explain It video information

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: WordLab Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Digital Spotlight Video: Earth Materials Move Students observe how Earth materials move with the help of water.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Get Ready

Original Text: Download the Cause and Effect graphic organizer.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Get Ready, last two checkboxes

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Get Ready, second checkbox

Original Text: Cue up the video Earth Materials Move.

Updated Text: Cue up the video Earth Materials Move!

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: N/A

Updated Text: 1:47

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 141

Location: Claim, Evidence, Reasoning

Original Text: Sample answer: water can move rocks downhill from a mountain. It can also move soil downhill from a stream.

Updated Text: Sample answer: when water was poured on the mound during the investigation, it moved rocks and soil. From the diagram, I observed that a stream carries rocks from the top of a mountain to the ocean.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 141

Location: Visual Literary, first sentence

Original Text: N/A

Updated Text: Guide students through the See-Scan-Analyze thinking process.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 141

Location: Assess, gray bar

Original Text: N/A

Updated Text: [clock icon] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 141

Location: Assess, Essential Question Check-In

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 141

Location: Assess, Reinforce

Original Text: N/A

Updated Text: | Use to Intervene

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14A

Location: Materials, after NOTE

Original Text: N/A

Updated Text: Encourage students to save and bring in cardboard tubes in the weeks prior to this activity.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14A

Location: Heading below Purpose

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14A

Location: Track Time, Materials, NOTE, first sentence

Original Text: structured inquiry

Updated Text: guided inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14A

Location: Second column, first heading

Original Text: Identify a Problem/Brainstorm Solutions

Updated Text: Identify

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm Solutions

Original Text: Think about how things get from one place to another. Ask: How can you build a track that gets a marble from one place to another?

Updated Text: Ask: How can you build a track that gets a marble from one place to another? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Under header, first gray box

Original Text: Provide explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Under Header, first gray box, Example

Original Text: Ask students to make a marble track that is at least one foot long. Investigations must answer the explorable question.

Updated Text: Step 1: Build a track with materials that are provided to get a marble from one place to another. Step 2: Use objects from the classroom to make an inclined plane for the marble to move. Step 3: Test the design and think of ways to improve it. Think about what works and what does not work in the design.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Open Inquiry box, first two sentences

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Under header, second gray box, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Assess, first sentence

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation.

Updated Text: For this investigation, revisit the "Identify" question from the start of the investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Header

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 14B

Location: Header

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 16

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Photo on the left side of the page, under first paragraph of text.

Original Text: Photo of two young students

Updated Text: Different photo of young students collaborating in a classroom setting.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162A

Location: Structured Inquiry, Note, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162A

Location: Plan/Develop, Step 2

Original Text: N/A

Updated Text: [TEKS] 1.1G

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162A

Location: Structured Inquiry

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Claim, Evidence, Reasoning, under Talk About It

Original Text: Sample answer: humans use earth materials by using rocks to make stepping stones in a garden.

Updated Text: Sample answer: humans use earth materials in different ways and for different reasons.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition
ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Interactive Word Wall, questions and answers

Original Text: Ask: What problem does your design solve? Sample answer: not being able to walk through a garden easily
Ask: What did you consider while designing a solution? Sample answer: The rocks had to be big enough to step on.

Updated Text: Say: Identify a problem your design solves. Sample answer: walking through a garden easily Say: Describe what you considered while designing a solution. Sample answer: The rocks had to be big enough to step on.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: EB/EL, first sentence

Original Text: Write about ways people use rocks, water, and soil.

Updated Text: Ensure students understand how to write about ways people use rocks, water, and soil.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Guided Inquiry

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Guided Inquiry, Example

Original Text: Students may change one aspect of their design and see how it changes the results. Investigations must answer the explorable question.

Updated Text: Option 1: Students may use rocks to build. Stack rocks to build a dam, house, or walkway. Option 2: Students may work with another group to develop a presentation about one, two, or three of the materials. Option 3: Students can use soil to build and grow food. The soil can be turned into a garden to grow food. It can also be used to build a soil dam.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 162B

Location: Open Inquiry, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 166

Location: Get Ready gray bar

Original Text: Text Complexity: 510L

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 166

Location: Notebooking Tip

Original Text: Chunking Over and Above Use notebooks to scaffold chunked content. Recurring Themes and Concepts can be written on quarter- or half-sheets that are anchor tabbed in margins around and over past entries. Tabs can open sideways or upside down. By raising and lowering tabs, students kinesthetically work their way from present (on top) to past (underneath) learning

Updated Text: Student Response to the Text Students use speech bubbles in their notebooks to ask a question, self-question, shout a claim, share something they are thinking, and make a statement. The anchor tabs of speech bubbles are glued in margins near or around related content in the notebook. Students may add speech bubbles independently or when assigned. Change caption under cover photo to See page 34.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 166

Location: Teach, beginning of third paragraph

Original Text: N/A

Updated Text: [icon] Talk About It

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 166

Location: Apply It

Original Text: Allow students time to talk about which materials would be helpful for crossing the stream and which would not.

Updated Text: Encourage students to think about structure and function as they share ideas. TEKS 1.5F

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 167

Location: Assess, under Claim, Evidence, Reasoning

Original Text: N/A

Updated Text: "Guide students as they review what they have learned and reflect on their learning. Have them complete the Am I Ready? activity.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 172D

Location: Student mini, Communicate, under Item 4

Original Text: N/A

Updated Text: Add 5. Describe a water condition that causes organisms to change.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 172D

Location: Student mini, above Make a Claim

Original Text: 5. Did your research support your prediction? Use evidence to explain why or why not.

Updated Text: 6. Did your research support your prediction? Use evidence to explain why or why not.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 172D

Location: Below student mini, Communicate, below item 3

Original Text: N/A

Updated Text: Add 4. Sample answer: We need enough water for all living things to survive. (renumber existing #4 to #5)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 172D

Location: Below student mini, Make a Claim

Original Text: Sample claim: I claim that water conservation is important because all living things need water.

Updated Text: Sample answer: I claim that water conservation is important because all living things need water to survive.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 172D

Location: Below student mini, Communicate section

Original Text: 5. Sample answer: Yes. All living things depend on water.

Updated Text: 6. Sample answer: Yes. My research materials showed that all living things depend on water.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Predict

Original Text: Look at the photo of the girl with the flower:

Updated Text: Students should use their observations to answer the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 2

Updated Text: Steps 2-5

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 3

Updated Text: Steps 6-7

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 206A

Location: Hands On Investigation, Communicate

Original Text: Discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Updated Text: Discuss how the seasons are a repeating pattern. Have students determine what time of year comes next in the pattern. Also discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 219

Location: Bottom of the page, left, video screenshot

Original Text: Photo of bird nest

Updated Text: Illustration of a bird drinking water

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 219

Location: Bottom of the page, center, blue text box

Original Text: Watch Is It Living?

Updated Text: Check out Is It Living?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 222

Location: Write About It

Original Text: The student (1) observed and identified living and nonliving things; (2) drew what they observed; (3) labeled their drawing; (4) used vocabulary to label their drawing.

Updated Text: The student (1) drew living things they observed; (2) drew nonliving things they observed; (3) labeled their drawings; (4) used vocabulary.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 222

Location: Teach, under Apply It

Original Text: Ask: What are an animal’s basic needs? Sample answer: food and water

Updated Text: [THEME] Patterns Ask: What are an animal’s basic needs? Sample answer: food and water. [TEKS] 1.5A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 235

Location: Header at the top of the page

Original Text: Lesson 2 TEKS 1.12B Aquariums and Terrariums

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 243

Location: Digital Spotlight

Original Text: N/A

Updated Text: EXPLAIN It Video blurb: Word Lab Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 270

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 270

Location: Get Ready, checklist items

Original Text: Plan for the Simulation on page 272A.

Updated Text: Preview the simulation and plan for the investigation on page 272A.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 270

Location: About the Photo

Original Text: The photo shows a skate case with its young inside, which is known as a mermaid's purse.

Updated Text: The photo shows a skate case with the young skate inside. A skate case is also known as a mermaid's purse.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 270

Location: About the Photo

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: The photo may help students recognize the process that some animals go through as they grow and reproduce.

Updated Text: The photo may help students understand how some animals grow and reproduce.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 271

Location: Digital Spotlight, Engage Video screenshot photo

Original Text: photo of wolves

Updated Text: Photo of two first grade girls working together on a laptop.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 272

Location: Question and answer under Interactive Word Wall heading

Original Text: Ask: Can you describe a life cycle? Sample answer: the stages a living thing goes through during its life

Updated Text: Say: Describe your observations of the fish life cycle. How can you record your observations? Sample answer: A fish starts life as an egg and changes as it grows. I can draw pictures of the different ways fish look as they grow.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1E, 1.1F

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Video Screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Fish, Bird, Mammal. 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support. 6:40

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: Encourage students to use evidence from the simulation to answer the questions.

Updated Text: Encourage students to use evidence from the simulation to respond to each prompt.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: N/A

Updated Text: Guide students to share different ways observations can be recorded. Ask: How can you record your observations of the fish? Sample answers: I can draw pictures of what an adult fish looks like. I can write words to describe fish eggs.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1D

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 273

Location: Teach, Investigation Connection, Notebooking

Original Text: After reading, students build on what they have learned by looking back to compare the life cycles of the animals they read about to the life cycles of the fish, bird, and mammal they explored during the simulation. They should be able to indicate that the life cycles of all the animals follow the same order.

Updated Text: After reading, students build on what they have learned by looking back to compare the life cycles of a goose and a chicken.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 274

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 274

Location: Teach, below Key Moment

Original Text: N/A

Updated Text: Talk About It Start a class discussion about the life cycle of a pig.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 274

Location: Key Moment, after Read and discuss text with students.

Original Text: N/A

Updated Text: Visual Literacy Read the Diagram Guide students through the See-Scan-Analyze thinking process. Ask: What does the diagram show? Sample answer: It shows how a pig changes and grows during its life cycle. Ask: How does a pig change during its life cycle? Sample answer: Pigs become bigger as they get older.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 28C

Location: Top right corner of the page

Original Text: N/A

Updated Text: [GO ONLINE] Student recording sheets are available in flexible formats.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 28C

Location: 2nd student mini, under Communicate:

Original Text: N/A

Updated Text: Add a new Item 5: How can you describe the properties of the objects in terms of quantity?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 28C

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Below 2nd student mini: Communicate, after Item 4

Original Text: N/A

Updated Text: [insert] 5. Sample answer: There are more crayons than pencils. (renumber existing answers to 6-8)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 28C

Location: Below 2nd student mini: Make a Claim

Original Text: you can observe objects and put them into groups by ways they are the same.

Updated Text: objects can be classified by the different shapes, variety of colors, and texture.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 31

Location: Assess, paragraph after "My claim is valid because _____."

Original Text: I claim that objects can be classified by shape, color, and texture by putting them into groups. My claim is valid because. I put objects with the same color, texture, and shape together.

Updated Text: My claim is valid because objects were classified and sorted by color, texture, and shape. For example, I sorted crayons with the same color and observed the rough texture of a rope made it easier to climb.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 31

Location: Under Extend, above Assess

Original Text: N/A

Updated Text: Talk About It Start a classroom discussion about what the students circled on the infographic.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 31

Location: Day 2, Assess, under Quick Check

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: Quick Check Students answer questions about the steps of the engineering design process. [5 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Teach

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Teach, Track Time

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3, Teach, under Magnet Investigation

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3, Teach, Magnet Investigation

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Teach, under Track Time

Original Text: N/A

Updated Text: Move "Continue to add words, students' work, and artifacts to the Interactive Word Wall. [2 min]" above the Track Time section

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 40B

Location: Assess, under Talk About It

Original Text: Sample answer: you can find out which things are smaller or larger or heavier or lighter and put them into groups.

Updated Text: Sample answer: objects can be sorted into groups by their size and how heavy they are.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 40B

Location: Assess, under Claim, Evidence, Reasoning

Original Text: Ask: How can we classify objects by size?

Updated Text: Ask: How can objects be classified by size?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 5

Location: Science Notebooks, last paragraph on the page

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: [icon] Talk About It Begin a classroom discussion about engineers and inventors and what they do. Talk about how a new invention might help children learn even more than a television.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 50D

Location: Communicate

Original Text: I used modeling clay and straws to disassemble and assemble a new object.

Updated Text: I disassembled an object made of modeling clay and straws and assembled a new object using the same clay and straws.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 50D

Location: Bottom of the page, Make a Claim

Original Text: Sample answer: I claim you can take an object apart and put it back together.

Updated Text: Sample answer: I claim that objects can be taken apart and put back together.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 51

Location: Talk About It at the bottom of the page

Original Text: N/A

Updated Text: Talk About It How can you describe the structures by counting and comparing the number of red, blue, and yellow blocks? Tell a partner.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 52

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [KEY MOMENT] Read and discuss the text with students.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 52

Location: Teach, second paragraph

Original Text: Read the text with students.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 52

Location: below Interactive Word Wall box

Original Text: N/A

Updated Text: [EB/EL] Scaffold to Support Access Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 53

Location: Access, Claim, Evidence, Reasoning

Original Text: Sample answer: I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts.

Updated Text: Sample answer: My claim is valid because I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts. The parts of an object can be the same or different.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 53

Location: EB/EL Scaffold to Support Access

Original Text: [EB/EL] Scaffold to Support Access Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 53

Location: Digital Spotlight box

Original Text: A Toy Store

Updated Text: Toy Store

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 53

Location: Assess, Back to the Big Idea

Original Text: objects

Updated Text: materials

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 57D

Location: During Explain, EB/EL Leveled Support

Original Text: Beginning Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action? Intermediate Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task. Ask: What did I do? Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they’re doing to reverse it.

Updated Text: Beginning Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action? Now have students write about it using the word reverse. Use the following sentence frame: I tied a knot. I can _____ the knot by untying it. Intermediate Make a knot. Say: Let’s reverse my action. Undo the knot. Repeat the task. Ask: What did I do? Now have students write about it using the word reserve. Sample answer: You tied a knot. You can reverse the knot by untying it. Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they’re doing to reverse it. Have students write about it using the word reverse. Sample answer: I took the cap off a marker. When I put it back on, I reverse the action.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 60A

Location: NOTE last sentence

Original Text: N/A

Updated Text: Set the pan on the trivet after heating.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: 8-in. × 8-in. aluminum foil pan (teacher use only)

Updated Text: 8-in. × 8-in. aluminum foil pan with water (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 60A

Location: NOTE, after first sentence

Original Text: N/A

Updated Text: Fill the pan with a half-inch of water.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 60A

Location: Investigate

Original Text: Step 4

Updated Text: Steps 3, 4

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: heat-resistant gloves (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: tile trivet (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 61

Location: Above Explain It Video

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss whether cooling reversed changes caused by heating during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 61

Location: Bottom of the page, left

Original Text: Video Screenshot of glass blowing in progress

Updated Text: Video Screenshot of finished, blown glass

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 79D

Location: During Explain, EB/EL leveled support

Original Text: Beginning Push a light object off your desk. Say: I caused the [notebook] to fall. Repeat with another object, repeating what you did, and having students chime in with caused along with you. Intermediate Push a light object off your desk. Say: I caused the [notebook] to fall. Repeat with another object. Ask: Did I cause the [pencil] to fall? Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused a notebook to fall? Ask students to explain their answer

Updated Text: Beginning Push a notebook off your desk. Say: I caused the notebook to fall. Have students write using the word cause. Use the following sentence frame: You _____ the notebook to fall. Repeat with another object, repeating what you did, and have students chime in with cause along with you. Provide students with a sentence frame to write about the second object. Intermediate Push a notebook off your desk. Say: I caused the notebook to fall. Repeat with a pencil. Ask: Who caused the pencil to fall? Have students write using the word cause. Use the following sentence stem: When you moved the pencil, _____. Sample answer: you caused it to fall Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused the notebook to fall? Have students write using the word cause. Sample answer: My classmate caused the notebook to fall.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 8

Location: Heading

Original Text: Descriptive Investigation

Updated Text: Descriptive Investigations

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Type: Editorial Change

Current Page Number(s): 8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Bottom of the page, Talk About It

Original Text: Why would a scientist investigate popcorn?

Updated Text: Identify a scientist you have learned about.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 82A

Location: Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Teach how to use a thermometer and proper safety practices using the Tools and Safety Handbook." above Steps 1, 2, 7, 8

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 82A

Location: Investigate, Steps 1, 2, 7, and 8

Original Text: Show groups how you measure the temperature of the water. Tell them the temperature and have them record it in the data table.

Updated Text: Help students measure the temperature of the water. Have them record it in the data table.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 82D

Location: Below 2nd student mini, Make a Claim

Original Text: Sample answer: I claim that heating butter causes changes to the butter that can change back, or be reversed.

Updated Text: Sample answer: I claim that heating causes changes to food that can be reversed.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 95

Location: Above Connect to the Chapter Question

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to back up their answers with evidence and reasoning.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, Sample answer

Original Text: Sample answer: I claim that pushes and pulls can change the speed and direction of an object. My claim is valid because I changed the motion of a marble by pushing it in different directions.

Updated Text: Sample answer: My claim is valid because I changed the motion of a marble by pushing it in different directions.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, third sentence

Original Text: I also saw pushes and pulls shown in photos.

Updated Text: I also saw pushes and pulls shown in photos, like a boy kicking a ball. That is a push.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Type: Editorial Change

Current Page Number(s): 96

Location: Heading

Original Text: Meet an Engineer

Updated Text: Meet an Engineer and an Astronaut

Feedback and Publisher Responses

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781266320187

Page Number(s): 173

URL:

[View Content](#)

Feedback Text: Forgot translation to Spanish ... "Conserving Water"

Publisher Response: Thank you for your feedback and thorough review of Grade 1 Texas Science (Spanish). We agree this video title should be translated. We will make this correction.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781266320187

Page Number(s): 173

URL:

[View Content](#)

Feedback Text: Title of video needs to be translated

Publisher Response: Thank you for your feedback and thorough review of Grade 1 Texas Science (Spanish). We agree this video title should be translated. We will make this correction.

Publisher: McGraw Hill

Science, (Spanish) Grade 2

Program: McGraw Hill Ciencias para Texas, Grado 2: TEKS

Editorial Changes

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: Under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, The Foods We Eat. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, [ital]Photo Cards Support.[/ital] 1:31

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: Structured Inquiry, Summary

Original Text: Students use technology to research a chosen animal’s diet. They then create a Venn diagram to compare it to what humans eat.

Updated Text: Students observe photo cards of different types of food and decide whether they eaten by humans or animals. They record their data in a table.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: Structured Inquiry, Expected Outcome

Original Text: Results will vary, based on the animal chosen, but students will typically find both similarities and differences between what the animal eats and what humans eat.

Updated Text: Students will determine that some animals eat only plants or animals while some, including humans, eat both.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Structured Inquiry, Short on Time?

Original Text: Choose an animal as a class and conduct the research whole group.

Updated Text: Complete this as a whole class activity.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: Right column, Conduct an Investigation, Steps 1-2

Original Text: If students need help choosing an animal, display photos of different animals as suggestions.

Updated Text: As students observe the photo cards, encourage them to work together to sort them into groups, asking questions and listening to one another.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: Right column, Conduct and Investigation, Step 3, Step 4

Original Text: • Step 3 Help students who are struggling by assisting them with research and suggesting different sites to visit. • Step 4 Students may use illustrations or text to record data in the table.

Updated Text: Steps 3-4 Help students record data in the correct columns and brainstorm other foods as needed.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: Right column, Communicate Information

Original Text: Students will use evidence from the research they collected to determine which kind of food their animal primarily eats. They will also analyze and categorize their data using a graphic organizer.

Updated Text: Students will analyze and categorize data learned from small-group and class discussions as well as prior knowledge using a graphic organizer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: Right column, Science Mindset, first sentence

Original Text: Scientists often ask questions as they are conducting research to learn about new topics.

Updated Text: Scientists often ask questions as they are researching and learning about new topics.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10A

Location: The Foods We Eat, next to clock icon

Original Text: 25 min

Updated Text: 35 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 10D

Location: Communicate Information, item 5, item 6

Original Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food students' chosen animals eat. 6. Sample answer: My animal eats only plants.

Updated Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food animals eat. 6. Sample answer: The results of the investigation supported my prediction because some animals eat only plants or animals and some eat both. Humans also eat both.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 11

Location: Above ASSESS bar

Original Text: N/A

Updated Text: [THEME] Systems and System Models Ask: How do the combined materials form a system? Sample answer: The hot plate heats the beaker, which in turn heats the thermometer. You can read the temperature of the water using the thermometer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Left column, Teacher Tips and top of right column

Original Text: Remind students to push the ball rather than throwing it. It may help to demonstrate pushing the ball down the ramp so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls. You may want to set this investigation up in a large open area like the gym.

Updated Text: You may want to set this investigation up in a large open area like a gymnasium. Remind students to push the ball rather than throw it. It may help to demonstrate pushing the ball so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Right column

Original Text: N/A

Updated Text: Short on time? If students are struggling to create an investigation plan, provide a list of possible steps they could use for investigating pushes.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Steps 1–2 Have students record the steps of their plan to investigate pushes in the data table, revising the steps as necessary as they conduct their investigation.

Updated Text: Steps 1–2 Ask students questions to help them determine the steps needed in their investigations. Students should revise their written plan as they make changes during the investigation. [TEKS pill] 2.1B

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Under Science Mindset heading

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Provide time for students to share with a partner their reasoning in Step 4.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Red heading on the top of the page

Original Text: Structured Inquiry Station 1 Summary Students will plan and conduct an investigation to demonstrate how the strength of a push changes an object’s motion.

Updated Text: Guided Inquiry Station 1 Summary Students plan and conduct their own investigations about how the strength of pushes changes motion.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116A

Location: Top of the page, next to Purpose

Original Text: Plan and conduct an investigation to demonstrate how strengths of pushes and pulls can change an object’s motion

Updated Text: Students plan and conduct investigations to demonstrate how strengths of pushes and pulls can change the motion of objects.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116B

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry. Place the heavy books in the box.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116B

Location: Left column under Summary heading

Original Text: Students will plan and conduct an investigation to demonstrate how the strength of a pull changes an object’s motion.

Updated Text: Students plan and conduct an investigation to demonstrate how the strength of a pull changes an object's motion.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116B

Location: Left column, Conduct an Investigation heading

Original Text: Step 7

Updated Text: Step 5

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116B

Location: Communicate Information

Original Text: Steps 8–9

Updated Text: Steps 6–8

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116B

Location: Right column, Assess heading

Original Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause an object to move faster.

Updated Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause some objects to move faster. Ask: How did you change your procedures after conducting the investigations? Sample answer: I added more steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 116B

Location: EB/EL Leveled Support

Original Text: Before students do the investigation, provide them with the vocabulary they need to complete the tables.

Updated Text: Before students do the investigation, provide them with the vocabulary they need to make and complete the tables.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 118

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Around the table and heading

Original Text: No visual literacy treatment

Updated Text: Add Visual literacy treatment

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 118

Location: Under Interactive Word Wall yellow box

Original Text: n/a

Updated Text: [notebook icon] Notebooking Have students plan and conduct another investigation using one of the objects they have listed in the table. Investigations can be simple. Students should record their procedure and their observations in their notebook.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 122

Location: STEM Connection, Write About It!, next to 3, first sentence

Original Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos.

Updated Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos or another toy.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 13

Location: Fourth paragraph

Original Text: ASSESS 10 min Check for Understanding Quick Check Have students use vocabulary words to describe how engineers make innovations to solve problems. Sample answer: Engineers use the steps of the Engineering Design Process and follow criteria to make innovations. Back to the Big Idea

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, under Step 3

Original Text: N/A

Updated Text: Steps 6-9 Students will add pieces of rock to the container and will note the differences between what happens to the pieces of rock and the sand.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, Step 2

Original Text: 2.1E

Updated Text: 2.1E, 2.1F

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 130A

Location: Right column, Communicate Information, REINFORCE

Original Text: If needed, rephrase Questions 6–8 to make them more accessible for students. For example, you might rephrase Question 6 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Updated Text: If needed, rephrase Questions 10-12 to make them more accessible for students. For example, you might rephrase Question 10 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, under the second question and answer

Original Text: N/A

Updated Text: Ask: How did you use your observations as evidence? Sample answer: I used my observations to explain how wind moves materials. [TEKS] 2.1E

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, fourth sentence

Original Text: Ask: How did you use tools to make observations?

Updated Text: Say: Describe how you used tools to make observations.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, top

Original Text: Before you begin, fill each pan with about 2cm of top soil and fill the 250mL beakers with 180mL of water.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Make a Prediction, second sentence

Original Text: Ask: What will happen when water flows over Earth’s surface?

Updated Text: Ask: What will happen when water flows over a model of Earth’s surface?

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Conduct an Investigation, below Step 1

Original Text: N/A

Updated Text: • Step 2 Make sure students hold the cup in one place as they pour the water.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, under Step 2

Original Text: Steps 2-4

Updated Text: Step 4

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Communicate Information

Original Text: Students make a real-world connection to the science concept being investigated.

Updated Text: Students describe how water changes Earth's surface and describe the limitations of their models.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 140B

Location: Left Column, Guided Inquiry, second sentence

Original Text: What will happen when water flows over Earth’s surface?

Updated Text: What will happen when water flows over a model of Earth’s surface?

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 140B

Location: Right column, ASSESS, gray bar

Original Text: N/A

Updated Text: 10 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution

Original Text: Students should use their observations to answer the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients?

Updated Text: Ask: How can a pantry be organized to help make it easy to find ingredients? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14A

Location: Above Steps 3-5

Original Text: N/A

Updated Text: Develop the Design/Test the Design

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14B

Location: Right column under Assess bar

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation. Ask: How can this pantry be organized to help make it easy to find ingredients?

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation. Ask: How can a pantry be organized to help make it easy to find ingredients?

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients? Example Students might choose to incorporate organization tools such as organizer bins or can rack organizers into their designs. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients? Example Option 1: Students can sort the food by sizes of the containers they are in. They could put all of the larger containers together and all of the smaller containers together. Option 2: Students can sort the food by the type of food it is. They could put all of the spices together in a group. All of the pasta could go together in another group. The cereal could make another group. Then consolidate the others into another group. Option 3: The students could sort the food by wet and dry food. Option 4: The students could introduce food storage solutions and sort the food using food containers.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 14B

Location: Open Inquiry box

Original Text: Students write their own explorable question. Ask: What questions do you have when you observed the photo of the messy pantry? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 153

Location: Last image in table

Original Text: photo of oil barrels

Updated Text: Replace with different photo of oil barrels, three black barrels with white text "Oil"

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 164

Location: Bottom of page

Original Text: illustration of ozone layer for the years 1980, 1989, and 2010

Updated Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama.

Caption: Mario Molina was given the Presidential Medal of Freedom for his important work. (This is not new content, it is being moved from page 165 to 164.)

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 164

Location: after third paragraph, adding new (4th paragraph) text

Original Text: N/A

Updated Text: Thanks to Mario Molina's research, a treaty was signed in 1987. More than 190 countries have signed this treaty. It banned the use of many harmful chemicals. This helped protect the ozone layer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 164

Location: About the Photo, Questions and sample answers

Original Text: Ask: When did the hole begin to close up? Sample answer: 2010 Ask: Why do you think this is? Sample answer: Mario Molina discovered that CFCs were damaging the ozone layer, and people stopped using products with CFCs.

Updated Text: [delete questions and sample answers]

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 165

Location: Use to Intervene

Original Text: How do the photos help you understand how the hole in the ozone layer has changed over time? Sample answer: From the photos, I can see that the hole grew from 1990 to the early 2000s. After 2010, the hole over Antarctica began to decrease in size.

Updated Text: How do the photos help you understand how the hole in the ozone layer changes over time? Sample answer: From the photos, I can see that the size of the hole changes from year to year.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 165

Location: paragraph of text, center of page

Original Text: The discovery won Mario Molina and his partners the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

Updated Text: Mario Molina and his partners won the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 165

Location: top of page

Original Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama. Caption: Mario Molina was given the Presidential Medal of Freedom for his important work.

Updated Text: Chart showing the Ozone Hole from the years 1981-2020. Caption: This chart shows the improvements in the ozone layer from 1981 to 2020.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 174C

Location: Student mini, title

Original Text: Investigation: Weather Watch

Updated Text: Investigation: Watching the Weather

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 174C

Location: Under the 1st student mini, Make a Prediction, 3rd sentence: Change "precipitation" to "rain"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 174C

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd row under "Weather"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 174C

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd and 3rd rows under "Day 3"

Original Text: 61°F 5 mm

Updated Text: 70°F 0 mm

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 1

Original Text: Step 1 In Kindergarten, students learned about the cycle of day and night. Have students think about what they see and feel during the day and night. Students should circle the objects in the sky that provide the Earth with light.

Updated Text: Steps 1-2 Help students tape the circles to the craft sticks. The circles should be taped toward the top of the stick.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3

Original Text: Steps 2-3

Updated Text: Steps 3-7

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 4

Original Text: Step 4 Students draw a model to illustrate the paths of the Sun’s light from the Sun-Earth-Moon model they created. TEKS 2.1G

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3, third sentence

Original Text: Note that the light reflecting off the Moon will not be very bright, they will have to look carefully to see results. TEKS 2.1G

Updated Text: Note that the light reflecting off the Moon will not be very bright; they will have to look carefully to see results. TEKS 2.1D, 2.1G

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 196A

Location: Right column, Communicate Information, REINFORCE

Original Text: revisit Step 3,

Updated Text: revisit Step 7,

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 197

Location: Investigation Connection

Original Text: Look at your model. What is the source of light? Discuss with a partner.

Updated Text: Look at your model. What did the flashlight represent? What forms of energy are provided by the Sun?

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Location: Under Moon Over the Night Sky, Purpose

Original Text: Students will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Updated Text: Students will observe clouds with and without binoculars and will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Expected Outcome

Original Text: Students should determine that more details of the Moon can be observed when using a tool.

Updated Text: Students should determine that more details of objects in the sky can be observed when using a tool.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Location: Right column, Conduct an Investigation, Steps 1-4

Original Text: Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos.

Updated Text: Draw student's attention to the size and shape of the clouds. Encourage them to notice how the size and shape change when viewed through the binoculars

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Location: Right column, Conduct an Investigation, under Steps 1-4

Original Text: N/A

Updated Text: • Steps 6-9 Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos. [TEKS] 2.1E, 2.2B

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Left column, Structured Inquiry, next to Materials, under thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Mooning Over the Night Sky.

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Moon Over the Night Sky.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Location: Top of the page, next to Hands-On Investigation

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Location: Top of the page, next to Moon Over the Night Sky

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Summary

Original Text: Students observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the two photos.

Updated Text: Students observe clouds with and without binoculars and then observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the clouds and the photos.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206C

Location: Title, under Explore Day

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206C

Location: Left column, below student mini: Make a Prediction

Original Text: Sample answer: I can see the Moon with more detail if I use a tool that makes the Moon look closer.

Updated Text: Sample answer: I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206C

Location: Below student mini, Conduct an Investigation table

Original Text: [table] Objects in the Sky Photo of the Moon Observations Photo 1 pasted here The moon looks far away. It is a bright, white circle. Photo 2 pasted here The Moon is close up. There are ridges and craters.

Updated Text: [table] Objects in the Sky Object Viewing without a Tool Viewing with a Tool cloud small, white, fluffy clouds small, white, three different clouds Moon mostly white and round white and round with darker areas; some bright, white spots

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206D

Location: Left column, below student mini, Communicate Information, item 10

Original Text: Sample answer: In one picture the clouds look far away. In the other picture you can see more detail. In both pictures the clouds are white.

Updated Text: Sample answer: When you look at the clouds without binoculars, they look far away. When you look at them with binoculars, they look close up. They look white both with and without binoculars.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206D

Location: Right column, below student mini, Communicate Information (continued), item 13

Original Text: Sample answer: I used the tools safely and did not look directly at the Sun.

Updated Text: Sample answer: I used the binoculars safely and did not look directly at the Sun.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 206D

Location: Right column, below student mini, Communicate Information (continued), item 14

Original Text: Sample answer: The results of the investigation did support my prediction because if I use a tool I can see more detail on the Moon.

Updated Text: Sample answer: The results of the investigation did support my prediction because the photos of the Moon showed that I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Expected Outcome

Original Text: Students should make observations of the flower’s petals turning the same color as the food coloring mixed into the water. Typically, students notice that the plant’s roots draw in water which travels up the plant’s stem to the flower.

Updated Text: Students should make observations of the flower’s petals and the celery turning the same color as the food coloring mixed into the water. Typically, students notice that the plants' roots draw in water which travels up the plants' stems to the rest of the plants.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, NOTE

Original Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water.

Updated Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water after it has been placed.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, bottom of the page under REINFORCE section

Original Text: Before beginning try the

Updated Text: Before You Begin Try the

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, right column, Short on Time

Original Text: Model for students Steps 1–3. Complete the observatoins for Day 1 as a class.

Updated Text: Complete Steps 7 and 8 three days before the investigation. On the day of the investigation, complete Steps 1-6 as a class with an identical flowering plant and celery. Then display the flowering plant and celery you put in water ahead of time and explain that this is what the plants look like after being in the water for three days.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 1

Updated Text: Step 1

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 3–5 Ensure that whoever is handling the plant wears safety gloves and washes their hands afterward.

Updated Text: Step 7 Make sure any student volunteers demonstrating and handling the plant wash their hands afterward.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Step 6

Updated Text: Steps 2, 4, 6, 9

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Blue banner at the top of the page next to "Lesson 1"

Original Text: 2.13B

Updated Text: 2.13A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Icons next to Structured Inquiry header

Original Text: Apron and Gloves icons

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Summary

Original Text: Students place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Updated Text: Students examine plant parts with a hand lens and then place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 223

Location: Plant Structures, next to item 1

Original Text: Image of seedlings getting rained on.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 23

Location: Top of the page, blue bar

Original Text: Chapter 2 Matter and Materials

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 238A

Location: Next to Structured Inquiry heading

Original Text: N/A

Updated Text: [Wash Hands Icon]

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 238A

Location: NOTE

Original Text: pots

Updated Text: cups

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 238A

Location: Structured Inquiry, bottom of the page, left column, Short on Time

Original Text: Demonstrate Steps 1 and 2 for the class. Model the first set of observations for students.

Updated Text: Complete Steps 1 and 2 as a whole class.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Steps 1–2 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill the water to it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Updated Text: Step 5 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill for 40 mL, it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Math Replay Video callout after Step 7

Updated Text: Math Replay Video callout after Step 5

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 23D

Location: Matter and Materials, first header

Original Text: Plan Your Chapter

Updated Text: Chapter Resource Snapshot

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 2, second column, Materials

Original Text: 6 cups with lids; 9 oz, water, dish soap, opaque liquid, rock or wood block, paper, piece of fabric

Updated Text: 6 cups with lids (9 oz), water, dish soap, opaque liquid, rock, paper, piece of fabric, measuring cup (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 3, first column, third line

Original Text: THEME Music Video Slow and Rapid Changes 2:17

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 3, second column, Materials

Original Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper

Updated Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper, and the following teacher-use only materials: hot plate, tile trivet, heat-resistant gloves, saucepan, ice cube tray

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 23D

Location: Lesson 4, second column, materials

Original Text: masking tape

Updated Text: tape

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation header, under Make a Prediction

Original Text: Investigate

Updated Text: Conduct an Investigation

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Steps 1-2

Updated Text: Steps 3, 5, 7

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Step 3 Once students have arranged their food chain in the correct order, distribute the yarn. Model how to weave the yarn through the holes so that the food chain will hang vertically.

Updated Text: Steps 4, 6 Help students weave the yarn through their index cards. Ensure that the cards are in the correct position before weaving the yarn through them.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264A

Location: Teacher Tips, left column, Short on Time

Original Text: Complete Steps 2 and 3 as a class, and have students complete Steps 4 and 5 with a partner.

Updated Text: Complete Steps 1-4 as a class, and have students complete Steps 5-8 with a partner.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Step 1 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this ecosystem?” and “What would happen to this animal if there was too much rain?”

Updated Text: Step 3 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this environment?” and “What would happen to this animal if there was too much rain?” [TEKS] 2.1A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Steps 2 and 4 As students are observing the photos of Lake Travis, have them ask questions, such as “Where do I think this animal lives?” and “How is this animal’s life supported by rainfall and water?”

Updated Text: Step 4 As students try to determine which environment the animals are likely to live in, encourage them to consider what the animal needs to survive and how the ecosystem in the environment might support that animal.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Steps 3 and 5 Have students record the animals that they observed in the first column of the data table. Have them record their observations in the second column. [TEKS] 2.1E

Updated Text: Steps 5, 7 Have students record their observations of physical characteristics of the environments in the first column of each data table. [TEKS] 2.1E

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: N/A

Updated Text: Steps 6, 8 Have students record the names of the animals and how the ecosystem in the corresponding environment supports that animal in the second column of the data table.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264A

Location: Right column, Communicate Information

Original Text: Have students refer back to the data they recorded to help them describe how rainfall and other physical characteristics of a lake environment support animal survival.

Updated Text: Have students refer back to the information they recorded in their data tables to help them describe why animals live in the different environments and how the physical characteristics affect or don't affect the animals that live there.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264C

Location: Conduct an Investigation header

Original Text: Conduct an Investigation (continued)

Updated Text: Conduct an Investigation

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 264C

Location: Conduct an Investigation, tables for Photo A and Photo B

Original Text: Photo A: Column 2: catfish, white bass Photo B, Column 2: Rio Grande turkey, mouse, grey fox, deer

Updated Text: Photo A, Column 2: catfish, white bass. The environment supports the fish because it gives them water to swim in and rocks to hide behind. Photo B, Column 2: Rio Grande Turkey, mouse, grey fox, deer. The environment supports the animals by giving them places to make homes or nests and by providing them with food and water.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 267

Location: Visual Literacy

Original Text: Read the Map Guide students through the See-Scan-Analyze thinking process. Ask: What do you see?

Sample answer: A map of Texas that has sections shaded in different colors. Ask: What do the colors represent? How do you know? Sample answer: The colors represent different amounts of average annual rainfall. I saw the key that shows which color stands for which amounts of rainfall. Ask: What questions come to mind as you look at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Updated Text: Read the Graph Guide students through the See-Scan-Analyze thinking process. Ask: What do you see?

Sample answer: I see a bar graph that compares the rainfall between a desert and a rain forest. Ask: What do the bars on the graph represent? Sample answer: The bars on the graph represent the rain fall in inches in the different locations. Ask: What questions come to mind as you look at at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 32

Location: Apply It, first sentence

Original Text: Dash Construction is building new homes in Parkside.

Updated Text: Dash Construction is building new homes.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 32

Location: Apply It, third sentence

Original Text: The pictograph shows the result of the poll.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 3I

Location: Day 2, Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3 Teach

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: Delete Quick Check section.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5, TEACH, First paragraph, and third paragraph

Original Text: 10 min, 15 min

Updated Text: 5 min, 20 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 4

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: STEM Connection, Meet a Biochemist: Marie Maynard Daly, 2nd paragraph, 1st sentence

Original Text: Marie Maynard Daly was the first African American woman to graduate with a Doctor of Chemistry degree in the United States.

Updated Text: Marie Maynard Daly was the first African American woman to graduate as a doctor of chemistry in the United States.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 4

Location: STEM connection, below the video screenshot at the bottom of the page

Original Text: What did Marie Daly test in the lab? Watch Meet a Biochemist to find out.

Updated Text: What did Marie Maynard Daly test in the lab? Watch Meet a Biochemist to find out.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Steps 2-3

Updated Text: Steps 3-4

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48A

Location: Make a Prediction

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48A

Location: Teacher Tips

Original Text: Next, turn the hot plate on to medium heat. Warm the water until small bubbles start to form at the bottom of the pan. Set the hot plate to low or off.

Updated Text: Next, turn the hot plate on to low heat. Warm the water until small bubbles start to form at the bottom of the pan.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48A

Location: Summary

Original Text: Students will demonstrate ways the physical properties of paper, clay, crayon, and ice can be changed using their hands, scissors, and heat.

Updated Text: Students will demonstrate ways the physical properties of paper, crayon, and ice can be changed using their hands, scissors, and heat.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48A

Location: Expected Outcome

Original Text: the clay can be cut/shaped,

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48A

Location: Short on Time

Original Text: Project the student page and demonstrate Steps 2 and 3 for students. Have students complete the remaining steps to investigate changes to the clay and ice cube.

Updated Text: Project the student page and demonstrate making changes to the physical state of the ice cube. Have students investigate making changes to the paper and crayon.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Step 1

Updated Text: Step 2

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48B

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Guided and Open Options, Guided Inquiry, second sentence

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, first paragraph, second sentence

Original Text: To make their claim,

Updated Text: To make a claim,

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, second paragraph, second sentence

Original Text: I claim that the physical properties of materials can be changed by folding, molding, cutting, or heating them.

Updated Text: I claim that the physical properties of materials can be changed by melting, folding, sanding, and cutting them.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, third sentence

Original Text: I made observations as I folded, cut, or melted each material.

Updated Text: I made observations as I melted, folded, sanded, or cut each material.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, EB/EL Leveled Support, Advanced, second sentence,

Original Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, and heat.

Updated Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, sandpaper, and heat.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, under fifth sentence

Original Text: N/A

Updated Text: Ask: How did you plan and conduct an investigation? Sample answer: I made a prediction and then tested it and wrote down my observations. [TEKS] 2.1B

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48C

Location: Left column, Make a Prediction

Original Text: I can cut the paper, fold the clay, sand the crayon, and melt the ice.

Updated Text: I can melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation

Original Text: 2 and 4.

Updated Text: 2, 4.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation, first column of table

Original Text: Materials

Updated Text: Material

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 48D

Location: Communicate Information, Item 8

Original Text: I was able to cut the paper, fold the clay, sand the crayon, and melt the ice cube.

Updated Text: I was able to melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 50

Location: TEACH, Visual Literacy, last sentence

Original Text: Sample answer: Steps 2 and 5

Updated Text: Steps 2, 4, and 5.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 50

Location: TEACH, above Visual Literacy

Original Text: N/A

Updated Text: Read and discuss the text with students.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 58A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 58A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 58A

Location: Right column, Identify a Problem/Brainstorm a Solution

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower.

Updated Text: Demonstrate how you can combine the materials in different ways to make the tallest tower. Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 58B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 58B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower. Example Students may think back to what they have learned about the properties of materials to help them determine which materials would help them construct the tallest tower. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower. Example Step 1. Use uncooked spaghetti noodles, toothpicks, and chenille stems to build a structure. Step 2. Use tape and modeling clay to hold the materials together. Step 3. Measure your structure and compare with your classmates. Step 4: Brainstorm ways to make your structure taller and more stable.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 58B

Location: Open Inquiry box

Original Text: Students write their own explorable question. Ask: What questions did you have when you observed the photo of the building? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 65

Location: GET READY, below the second list item.

Original Text: N/A

Updated Text: Download the Show What YOU Know support and rubric. Download the STEM Project Teacher Support. Preview the Chapter Test

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 65

Location: Key Moment, next to number 2

Original Text: N/A

Updated Text: Dual Coded

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 7

Location: GET READY, First list item

Original Text: Preview the Presentation Slides.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 76

Location: Meet an Inventor andTeacher: AlexanderGraham Bell, first sentence

Original Text: Alexander Graham Bell was a scientist who lived from 1847 to 1922.

Updated Text: Alexander Graham Bell was an engineer who lived from 1847 to 1922.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Type: Editorial Change

Current Page Number(s): 77

Location: Under second paragraph

Original Text: N/A

Updated Text: [icon] With a partner, research and identify other engineers who invented objects that use sound. Share with the class.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 84

Location: Word-Learning Strategies, Use Context section

Original Text: Use Context

Updated Text: Context

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 84

Location: Word-Learning Strategies, Cognates, above "volume / volumen"

Original Text: N/A

Updated Text: sound / sonido

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 84

Location: Word-Learning Strategies, Multiple Meanings, below "volume" information

Original Text: N/A

Updated Text: level "1. A position on a scale of amount, quantity, extent, or quality 2. Having a flat and even surface"
Adjust height of boxes as need for fit.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94A

Location: Right column under Identify a Problem heading

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you create a device to communicate over a distance using sound?

Updated Text: Ask: How can you create a device to communicate over a distance using sound? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition
ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94A

Location: Right column heading

Original Text: Communicate Information

Updated Text: Communicate the Results

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition
ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition
ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition
ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: What questions did you have when you observed the photo of the siren? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94B

Location: Right column under Assess heading

Original Text: I claim that I can design and build a device that produces sound that travels over a distance.

Updated Text: I claim that a device that produces sound that travels over a distance can be designed and built.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94B

Location: Interactive Word Wall

Original Text: N/A

Updated Text: Ask: What materials did you use to build your design? Sample answer: I used a cardboard tube, construction paper, and masking tape."

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94C

Location: Under 1st student mini, Identify a Problem, sample answer

Original Text: I can make a horn that amplifies my voice to send sound across a distance.

Updated Text: I can make a horn that amplifies my voice to communicate across an open area.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94C

Location: Under 1st student mini, under Identify a Problem section

Original Text: N/A

Updated Text: Brainstorm a Solution Answers will vary.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 94C

Location: Under 2nd student mini, above Item 3

Original Text: N/A

Updated Text: Make a Plan

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Type: Editorial Change

Current Page Number(s): 94C

Location: Under 2nd student mini, table

Original Text: Brainstorm Your Design will vary by student Sketch Your Design will vary by student List Your Materials will vary by student

Updated Text: Sketch Your Design Drawings should show a device that can be used to communicate across a distance. List Your Materials Answers will vary.

Publisher: McGraw Hill

Science, (Spanish) Grade 3

Program: McGraw Hill Ciencias para Texas, Grado 3: TEKS

Editorial Changes

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 10

Location: TEACH: second paragraph:

Original Text: Delete: Explain to students that it is important to follow safety rules when conducting investigations.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 133

Location: above ASSESS

Original Text: N/A

Updated Text: Talk About It Students should discuss with each other how they used sound today.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 145

Location: Visual Literacy: 1st sample answer

Original Text: Delete increased or decreased

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 145

Location: Visual Literacy, 3rd blue question

Original Text: What more can you find?

Updated Text: How can you find out more about the topic of this poster?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 145

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon 10 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 145

Location: Claim, Evidence, Reasoning, anno

Original Text: I have learned about different sources of thermal energy.

Updated Text: thermal energy is used to heat objects in everyday life. Thermal energy warms the water and dries wet hair after a shower. Thermal energy warms food on a stove. The Sun uses thermal energy to heat the Earth's surface to make it warm.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Type: Editorial Change

Current Page Number(s): 149

Location: Top of page, space to the left of Chapter Wrap-Up

Original Text: N/A

Updated Text: insert Texas icon

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14A

Location: 2nd column, text under Identify a Problem/Brainstorm Solutions heading

Original Text: Students should use their observations to answer the explorable question. Ask: Using the materials provided, how can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses?

Updated Text: Ask: How can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14A

Location: 1st column, NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14A

Location: 2nd Column, Make a Plan section

Original Text: Make a Plan Steps 1–4 To help students select a design, show them photos of bridges and advise them to look for common design features. The amount of materials needed will be an estimate because students may discover that they need more supplies as they begin construction of their bridge. As students construct their bridge, remind them to focus on making the bridge strong so that it can withstand the weight of as many pennies as possible Students will take pictures of their completed prototype. TEKS 3.1B • Steps 5–8 Advise students to place the pennies on the bridge carefully instead of dropping them onto the bridge. Students will record results in their data table. • Steps 9–11 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements and test the new bridge design. TEKS 3.2D, 3.3A Communicate Information Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Updated Text: Make a Plan/Develop the Design Steps 1-2 To help students select a design, show them photos of bridges and advise them to look for design features to sketch a plan. Students choose the materials needed to begin the

construction of their bridge. As students construct their bridge, remind them to consider all of the factors that will impact the stability of the bridge, including the materials used and the weight of each penny. Students should focus on making their bridge withstand as many pennies as possible. TEKS 3.1B, 3.5G Steps 3-5 Students will use their sketch to build the prototype according to the requirements. Students will take photos of their completed prototype. Test the Design/Improve the Design Steps 6-9 Advise students to carefully place the pennies on the bridge instead of dropping them until it collapses. Students will record results in their data table. Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A Communicate the Results Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14B

Location: Text under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column

Original Text: Provide the explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Example

Original Text: Students might investigate how the placement of the pennies on the bridge affects how many pennies the bridge will hold. Investigations must answer the explorable question.

Updated Text: 1. Build a stable gumdrop bridge that spans 15 cm using gumdrops, craft sticks, toothpicks, pennies, a ruler, and an index card. 2. Brainstorm and research shapes for a sturdy design to go across a 15 cm gap. 3. Choose a shape and plan how to put it together. 4. Build bridge #1 and test it with washers. 5. Improve the design and build bridge #2 and test it with washers. 5. Record your results in the data table.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Open inquiry

Original Text: Students write their own explorable question. Ask: What questions did you have when you evaluated your bridge design? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14B

Location: ASSESS: Gray Bar

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14C

Location: Below second student mini, below Test the Design

Original Text: 8, 11.

Updated Text: 9, 12.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14D

Location: 1st student mini, below item 13

Original Text: N/A

Updated Text: Add 14. Explain what changes you made. Did they make the bridge more stable? How do you know?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14D

Location: 2nd student mini

Original Text: 14, 15, 16

Updated Text: Renumber to 15, 16, 17

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14D

Location: Below 1st student mini, below Item 12

Original Text: N/A

Updated Text: 14. Sample answer: I put the wider part of the gumdrop on the table. The bridge was more stable when I put the wider part of the gumdrop on the bottom. It did not wobble back and forth.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 14D

Location: Below student minis, below Communicate Results Renumber the questions,

Original Text: 12, 13-15

Updated Text: 13, 15-17

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168A

Location: Last sentence after Summary heading

Original Text: Students will record data in graphic organizers, like Cause and Effect graphic organizer, they construct.

Updated Text: Students will record data in a data table they have constructed.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168A

Location: NOTE section, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168A

Location: NOTE: section

Original Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include additional textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Updated Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include a meterstick, textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation, Step 5

Original Text: 3.1B

Updated Text: 3.1F

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column smaller heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column paragraph text under Structured Inquiry

Original Text: Provide the explorable question: Ask: How is the speed of a table tennis ball related to its mechanical energy? Example Students should consider which type of graphic organizer will be most effective for collecting data during the investigation. Investigations must answer the explorable question. TEKS 3.1B

Updated Text: Provide step-by-step instructions to help students investigate the explorable question. Ask: How is the speed of a table tennis ball related to its mechanical energy? 1. Make a ramp with a book and a piece of cardboard. 2. Roll a ball down the ramp. Use a stopwatch to time how long it take the ball to roll from the top to the bottom. 3. Add another book to the ramp. 4. Roll the ball again and time how long it take the ball to roll down the ramp.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column paragraph text under Open Inquiry, Example

Original Text: Students might investigate how the height of a ramp affects the ball's speed and mechanical energy.

Updated Text: Students might investigate how the strength of a push affects the ball's speed and mechanical energy.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168B

Location: Interactive Word Wall box, second question and answer

Original Text: Ask: How did you construct a graphic organizer to record data? Sample answer: We used a Cause and Effect graphic organizer to collect data. TEKS 3.1F

Updated Text: Ask: How did you collect and record data in the investigation? Sample answer: We made a two-column graphic organizer to record the data collected. TEKS 3.1F

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168B

Location: Left Column paragraph text

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168C

Location: 1st student mini, Make a Prediction

Original Text: Think of the photo of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Updated Text: Think of the photo showing the phenomenon of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168C

Location: 1st student mini, Conduct an Investigation, Step 1

Original Text: Plan an investigation to increase the speed of roll a table tennis ball. List materials you will use and procedure follow in space below.

Updated Text: Plan an investigation to increase the speed of roll a table tennis ball. Think about the cause-and-effect relationship between your investigation set-up and the speed of the ball. List materials you will use and procedure follow in space below.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168C

Location: 2nd column, under student mini, above Item 3

Original Text: N/A

Updated Text: Conduct an Investigation (continued)

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168C

Location: 2nd column, under student mini, Item 3

Original Text: 3

Updated Text: 5

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168C

Location: 2nd column, under student mini, sample answer data table

Original Text: Table has no title and 1 blank row

Updated Text: Table title: Table Tennis Ball Observations Table has three rows with sample answers for Number of Books and Time to 'X' on Floor: 3; 0.75 second 2; 0.91 second 1; 1.15 seconds

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 8

Original Text: After listening to students explanations, the ball rolled faster and had more mechanical energy.

Updated Text: After listening to students' explanations, the higher the stack of books, the less time it took for the ball to reach the bottom of the ramp.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 9

Original Text: I could decrease the height to show how the speed also decreases when it has less mechanical energy.

Updated Text: I could use a toy car and conduct the same investigation to see if it is related to speed and mechanical energy.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 185

Location: Under Assess, under Claims, Evidence, Reasoning, anno next to Notebooking

Original Text: soil forms from rocks being weathered in different ways.

Updated Text: Sample answer: soil forms from rocks being weathered, broken-down by roots, and decomposing plants and animals. Rain weakens and breaks larger rocks into smaller pieces, and soil contains broken-down parts of plants and animals.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 192B

Location: 2nd column, Interactive Word Wall, sample answer to 1st question

Original Text: I placed soil and cubes in a tilted tray to represent houses along a slope, and I poured water into the tray to simulate a landslide.

Updated Text: I tilted a tray containing soil and cubes that represented houses along a slope, and I poured water into the tray to simulate a landslide.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 192C

Location: Conduct an Investigation, #4

Original Text: 2. Sample answer: Students' setups should show a sketch of a stream table as describe in Step 1. 4. Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Updated Text: 2. 4. Original Setup Sample answer: Students' setups should show a sketch of a stream table. Soil is smooth, and the cubes are spread out evenly on the slope. After Pouring Water Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 195

Location: CER, Notebooking, anno

Original Text: landslides cause rapid changes to Earth's surface.

Updated Text: Sample answer: soil and rock can slide down a hill and destroy a road. Volcanoes can change the Earth's surface by releasing lava and causing fires that can spread around the area. Earthquakes can also bring down houses and buildings, break rocks and move large sections of land.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition
ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 205

Location: EXPLAIN It Video

Original Text: their claim about where useful things come from.

Updated Text: their claims about how humans use natural resources.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition
ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 205

Location: CER, Notebooking, answer

Original Text: useful things are made from natural resources such as wood and metal.

Updated Text: Sample answer: useful things people use are made from natural resources. Many natural resources such as cattle, oil, and wheat are found in Texas. Natural resources can be living, like sheep, and nonliving, like natural gas. Cotton is used for making clothes and oil for driving cars.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition
ISBN: 9781266311062

Type: Editorial Change

Current Page Number(s): 205

Location: Texas Resources, image below Read the Map

Original Text: Map shows Texas surrounded by gray background.

Updated Text: Map shows the missing states around Texas, shaded, so the focus is on Texas.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition
ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 215

Location: Answer under Assess, under Claim, Evidence, Reasoning

Original Text: limited resources can run out if they are not used wisely.

Updated Text: limited resources can run out if they are not used wisely. In the investigation, I learned that the fewer resources of water we removed, the more water we had for more years. Conserving water can help in times when dry weather arrives.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition
ISBN: 9781266311062

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 216

Location: Build Your Skill, below Apply It, under photo

Original Text: What questions do you have about the Dust Bowl and its effects on natural resources?

Updated Text: Analyze the photo of the dust storm. What questions do you have about the Dust Bowl and its effects on natural resources?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222A

Location: NOTE, first sentence

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222A

Location: Right column, Identify and Brainstorm a Solution

Original Text: Identify Students should use their observations to answer the explorable question. Ask: How can you make a useful object out of recycled materials? Brainstorm a Solution Encourage group members to share their ideas about what objects could be made out of different used materials.

Updated Text: Identify a Problem/Brainstorm a Solution Ask: How can you make a useful object out of recycled materials? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Encourage group members to share their ideas about what objects could be made out of different used materials.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222A

Location: Right column, Develop the Design

Original Text: Develop the Design [bullet] Step 5 Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Updated Text: Develop the Design [bullet] Steps 4-5 Students will use their sketches to assemble their useful objects. Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222A

Location: Science Mindset

Original Text: [current placement is above Communicate the Results] Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object's design can be improved with a partner. Use sentence frames: Based our tests, I think _____ because _____. We can improve our design by _____. Could you elaborate on why you think _____ is a better design?

Updated Text: [move to left column below Short on Time? section] Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object's design can be improved with a partner. Use sentence frames: Based on our tests, I think _____ because _____. We can improve our design by _____. Could you elaborate on why you think _____ is a better design?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222B

Location: Open Inquiry

Original Text: Open Inquiry Students write their own explorable question. Ask: What questions did you have when you observed the photo of resources being reused? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222B

Location: Question under Interactive Word Wall

Original Text: Ask: How did you design your prototype? Sample answer: I chose materials we had and drew a new way to use them.

Updated Text: Ask: How did you develop and use your model? Sample answer: I used the model to build my design.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222B

Location: Left Column, Guided and Open Options and Guided Inquiry box

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.
Guided Inquiry Provide the explorable question. Ask: How can you make a useful object out of recycled materials?
Example The class might choose to agree on a common purpose or problem and then have student groups design and assemble objects that meet the purpose or solve the problem. Investigations must answer the explorable question.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation. **Structured Inquiry** Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you make a useful object out of recycled materials? **Example** Step 1. Observe the recycled materials and decide which materials to use to design a new object that will serve a purpose. Step 2. Sketch your design using those materials. Step 3. Build the new object out of the recycled materials selected. Step 4. Test your prototype. Step 5. Adjust prototype for improvements.

Component: *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222C

Location: Under student mini, Develop the Design, Item #5

Original Text: 1st column, 2nd row: Plastic bottle 2nd column, 2nd row: hold water 3rd column, 2nd row: body of car
1st column, 3rd row: Drink straw 2nd column, 3rd row: drink liquids 3rd column, 3rd row: axle for car 1st column, 4th row:
2nd column, 4th row: 3rd column, 4th row:

Updated Text: 1st column, 2nd row: rubber bands 2nd column, 2nd row: hold items together 3rd column, 2nd row: hold stand together 1st column, 3rd row: plastic cups 2nd column, 3rd row: hold liquids 3rd column, 3rd row: stand to hold tablet 1st column, 4th row: cardboard 2nd column, 4th row: packaging box 3rd column, 4th row: platform to hold tablet

Component: *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222D

Location: Under student mini, Communicate the Results

Original Text: (continued)

Updated Text: N/A

Component: *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222D

Location: Under student mini, Make a Claim

Original Text: I claim that reducing, reusing, and recycling helps conserve natural resources by allowing us to use resources again and not throw them in the trash.

Updated Text: I claim that conserving natural resources is important because we can run out of them.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 222D

Location: Under student mini, Above Improve the Design

Original Text: N/A

Updated Text: Develop the Design (continued) 7. Answers will vary based on designs that students built and tested.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 223

Location: Science Mindset

Original Text: Science Mindset When reading about the recycling situation in this community, think about other’s perspectives. What might a business owner think? What about someone living in the neighborhood? How might a decision impact others?

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 225

Location: Above EB/EL Provide Specialized Instruction

Original Text: N/A

Updated Text: Science Mindset When reading about the recycling situation in this community, have students think about other’s perspectives. Ask: What might a business owner think? How might a decision impact others?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 225

Location: Below ASSESS, Reinforce | Use to Intervene

Original Text: have them use the Concentration graphic organizer to play a vocabulary game.

Updated Text: have them use the Concentration game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 225

Location: Below ASSESS, CER Notebooking, answer

Original Text: items can be reused instead of being thrown away.

Updated Text: Sample answer: reducing, reusing, and recycling help conserve natural resources by allowing us to use resources again and not throw them in the trash. Recycling 94 million tons of materials keeps them out of landfills. Reusing cloth bags reduces plastic use. Fixing a leaky faucet saves can conserve 10,000 gallons of water each year.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 225

Location: ASSESS, below Check for Understanding, Essential Question Check-In

Original Text: Students should explain that reducing is when you use less of a natural resource, reusing is when you use something over and over again, recycling is when products are reprocessed to make new products.

Updated Text: Students should identify problems and explain the solutions when it comes to reducing, reusing, and recycling products. As part of this, they should understand that reducing involves using less of a natural resource, reusing means using something over and over again, and recycling involves reprocessing products to make new ones.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 238B

Location: CER Claim statement

Original Text: Sample answer: I claim that I can record temperature using a thermometer, use a rain gauge when it rains with no rain and record the wind direction with a wind vane

Updated Text: Sample answer: I claim that weather can be described by temperature, rain, and wind direction and measured with a thermometer, rain gauge, and wind vane.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 238C

Location: 2nd column: above Daily Weather

Original Text: N/A

Updated Text: Conduct an Investigation 2, 4, 6. Sample answers:

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 238C

Location: Conduct an Investigation

Original Text: 01/01/2022

Updated Text: 1/10/2025

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 241

Location: below the Key Moment and Above the Assess bar

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss the temperatures that are associated with different types of precipitation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 241

Location: EB/EL note

Original Text: EB/EL Promote Multilingualism Give students a chance to share in their home languages any other seasonal weather they have experienced or know about that is not common in Texas. Then as a class, determine together the English vocabulary used to describe it. ELPS 3E

Updated Text: [Move note to the bottom of the page.]

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ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 241

Location: ASSESS: CER sample answer

Original Text: a thermometer is used to measure temperature; a wind vane is used to show wind direction; a rain gauge is used to measure precipitation.

Updated Text: a thermometer is used to measure temperature, a wind vane is used to show wind direction, and a rain gauge is used to measure precipitation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 248B

Location: Interactive Word Wall: after TEKS 3.2B

Original Text: N/A

Updated Text: Ask: Why do you think scientists compare data? Sample answer: They want to learn what causes the data to be similar or different.

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ISBN: 9781266117770

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 248B

Location: Interactive Word Wall: Second sample answer

Original Text: explain similar weather pattern.

Updated Text: explain patterns of similar weather.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 248B

Location: ASSESS, CER, sample answer

Original Text: I claim that weather conditions can be different in different places on the same day.

Updated Text: I claim that weather conditions can be similar or different in different places.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 248B

Location: EB/EL: Advanced

Original Text: describe it

Updated Text: describe them

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 251

Location: EB/EL Teach Structure and Form, first sentence

Original Text: Point out the suffix -ist in meteorologist that shows it's a type of job.

Updated Text: Explain that the suffix -ist in meteorologist means that a person who works with whatever the root word is.

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ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 251

Location: ASSESS CER: Sample answer

Original Text: weather conditions can be different in different places on the same day.

Updated Text: weather conditions can be different from one location to another. The data table showed that the weather for May 11th in Anchorage was 6°C (43°F) and rainy, but in Dallas, the weather was 21°C (70°F) and no rain.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 251

Location: Back to the Big Idea

Original Text: Ask: Is today’s weather the same in all locations? Sample answer: No, the weather is different from one place to the next. It could be clear and sunny in our region, and rainy or snowy someplace else.

Updated Text: Ask: How does weather vary from place to place? Sample answer: Weather can be clear, warm, and sunny in one place and cold and rainy in another place on the same day.

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ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 259

Location: EB/EL Scaffold to Support Access

Original Text: such as the Earth revolves around the Sun while the moon revolves around Earth.

Updated Text: such as showing that Earth revolves around the Sun while the Moon revolves around Earth.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 259

Location: ASSESS, 3rd paragraph

Original Text: Talk About It Have students draw or use available materials to construct a model of the system formed by the Sun, Moon, and Earth, and then discuss their model to a partner. Encourage students to identify the strengths and limitations of the model. For example, models generally do not show the relative sizes of the three bodies

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 259

Location: Digital spotlight

Original Text: the movements of the Sun, Moon, and Earth.

Updated Text: the movements of the Moon and Earth around the Sun.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 270A

Location: HOI: Conduct an Investigation, Steps 2-3

Original Text: Steps 2–3 Lay out the string to indicate where each planet falls in relation to each other and the Sun.

Updated Text: Steps 2-6. To create a model solar system, convert planet distances to centimeters, identify planet sequence, find a large space, measure and place each planet at the correct distance, then record data by illustrating the model solar system.

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ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 271

Location: 2nd column, Interactive Infographic, after sentence

Original Text: N/A

Updated Text: NOTE: Planet size and distance from the Sun are not to scale.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 271

Location: Second KEY MOMENT

Original Text: [Key moment bar] Interactive Infographic Have students check out Our Solar System. [Key Moment bar] Read and discuss the text with students.

Updated Text: Interactive Infographic Have students check out Our Solar System.

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ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 271

Location: Key Moment

Original Text: Interactive Infographic Have students check out Our Solar System. [Key moment bar] Read and discuss the text with students. Investigation Connection Notebooking After reading, students look back at the model they created or the data table from the Position the Planets investigation. [Key moment bar]

Updated Text: Investigation Connection Notebooking After reading, students look back at the model they created or the data table from the Position the Planets investigation. [Key Moment bar] Interactive Infographic Have students check out Our Solar System.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 274

Location: GET READY, above first check box list item

Original Text: N/A

Updated Text: Cue up the Perseid Meteor Shower video.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 274

Location: Just above ASSESS

Original Text: N/A

Updated Text: [play button icon] Observe Your World Video Have students watch Perseid Meteor Shower to observe a sky full of meteors.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 274

Location: TEACH: Promote Rich Vocabulary

Original Text: gush, lump, meteor, soar.

Updated Text: gushes, lump, meteors, soaring.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 287

Location: CER reasoning

Original Text: My claim is valid because ... some animals migrate or hibernate in response to changes in weather.

Updated Text: My claim is valid because ... many birds spend the summer in the northern United States and then fly south during the fall to places with warmer weather. Groundhogs and some bats hibernate or deep sleep through the cold winter months. Weather changes can make monarch butterflies migrate south, where they hibernate until it's time to travel north again.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 28B

Location: Interactive Word Wall, second question

Original Text: Ask: How did you use observations as evidence? I used my observations to explain what measuring and testing tell you about matter.

Updated Text: Ask: How did you use measurements as evidence? Sample answer: I measured matter to tell about its physical properties.

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ISBN: 9781266117770

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 28B

Location: EB/EL Leveled Support: Advanced/Advanced High, second to last sentence

Original Text: switch roles and do again.

Updated Text: switch roles, approach another student, and repeat the interaction.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 28B

Location: ASSESS, below Claim, Evidence, Reasoning

Original Text: I claim that matter can be measured with precision when using scientific tools to measure and test the physical properties of objects and record my observations in data tables.

Updated Text: I claim that matter can be measured with precision when using scientific tools to calculate and test the physical properties of objects and record observations in data tables.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 295

Location: Digital Spotlight

Original Text: Word Lab text and big icon

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 297

Location: Digital Spotlight box, under the Interactive Infographic information

Original Text: N/A

Updated Text: Word Lab Students observe, examine, and practice using vocabulary words. [WORD LAB image]

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 297

Location: Under Assess, under Claim, Evidence, Reasoning, Reinforce: Use to Intervene

Original Text: If students are unable to explain how changes in temperature and precipitation affect plant responses and growth, have them review the infographic with a partner.

Updated Text: If students are unable to explain how changes in temperature and precipitation affect plant growth, have them review the infographic with a partner.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 297

Location: Under Assess, under CER, next to Notebooking

Original Text: My claim is valid because ... plants can respond to less water and low temperatures by becoming dormant

Updated Text: My claim is valid because ... plants can respond to less water and low temperatures by becoming dormant. Tulips become dormant when the weather is too cold and water freezes but grow as the weather becomes warmer and rain increases. Daylilies become dormant in cold weather.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 297

Location: Digital Spotlight, screenshot of interactive infographic

Original Text: Illustration showing plant with roots

Updated Text: Illustration showing flower of plant

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 310A

Location: 2nd column, Investigate

Original Text: Investigate Steps 1-2 You may wish to model these steps for the class. They will be making a paper chain that shows the flow of energy through a food chain. Step 3 Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape. Step 4 Student chains will be arranged in the following order: Sun, blank strip, producer, blank strip, consumer (herbivore), blank strip, consumer (omnivore or carnivore).

Updated Text: Conduct an Investigation [bullet] Steps 1–5 You may wish to model these steps for the class. Students will be making a paper chain that shows the flow of energy through a food chain. Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape. [bullet] Step 6 Students will illustrate a model that describes the chain they created.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 310A

Location: 2nd column, Communicate Information

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Students will analyze the data represented in the food chain model they drew to determine where to add arrows to represent the flow of energy. Remind students that the direction of the arrows should indicate where the energy is flowing to.

Updated Text: Students will describe the data represented in the food-chain model they drew to determine the flow of energy. Remind students that the direction should indicate where the energy is flowing to.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 310D

Location: Communicate Information: Item 10

Original Text: Yes, I was able to see how animals get what they need from other animals.

Updated Text: Yes, I was able to see how animals get what they need from other consumers and how a consumer gets its energy from producers. For example, both a snail and a mouse are consumers that eat strawberries for energy. However, a consumer, the snake, depends on another consumer, the mouse, for energy.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 323

Location: 2nd column: under KEY MOMENT: Before Read the Diagram

Original Text: N/A

Updated Text: Visual Literacy

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 323

Location: Visual Literacy second sample answer

Original Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized.

Updated Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized, but a photo may show a frog about to eat a fly.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 323

Location: 2nd column: Essential Question Check-In

Original Text: Sample answer: All the other members of the food chain could be affected. The animals that follow the organism may not have the food they need, and their numbers would go down. The numbers of the plants and animals that begin the food chain might go down or go up.

Updated Text: Students should infer that some organisms will increase in numbers and some will decrease.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 323

Location: Under Assess, under Claim, Evidence, Reasoning next to Notebooking

Original Text: an ecosystem can be affected by other organisms' numbers going up or down.

Updated Text: Sample answer: an ecosystem can be affected by other organisms' numbers going up or down. Removing organisms can affect much of the food chain. For example, if you remove grass, the number of rats that eat grass decreases. Animals that eat rats would also go down in numbers. But if you remove the rat, the number of grass can increase.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 323

Location: ASSESS, Connect to the Chapter Question, second sentence

Original Text: For example, if the rat were removed from the desert food chain, then the animals that followed in the food chain—the snake and hawk—would not function as a food chain by themselves.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 333

Location: ASSESS: CER: 2nd sentence

Original Text: some organisms thrive, some move to a different environment, and some perish in response to natural changes to their environment.

Updated Text: natural changes can affect if an organism survives or perishes. For example, birds might fly away from a forest fire. Droughts can cause organisms to die. However, some animals might walk or fly elsewhere to find food and water to survive.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 333

Location: Back to the Big Idea

Original Text: What are some ways that an animal can survive a sudden change to its environment, such as from a forest fire? Sample answer: A bird could fly to a new location, and a deer or wolf might try to run away from the fire. Gopher tortoises can stay safe in the burrows they dig, and other animals may join them in the burrows.

Updated Text: Could a dinosaur have survived a sudden change to its environment, such as a forest fire? Sample answer: A dinosaur in the past might have flown to a new location like a deer or wolf might try to run away from the fire today.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 333

Location: Connect to the Chapter Question

Original Text: Discuss how few organisms may survive a severe drought, but many organisms are better able to survive a drought than others.

Updated Text: Discuss how few organisms may survive a severe drought but that many organisms are better able to survive a drought than others.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 342A

Location: Next to the red heading in the left column

Original Text: hand washing icon

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 342A

Location: Bottom of the left column

Original Text: Students reflect on their research and explain how the fossils are similar and different.

Updated Text: Students will explain the evidence in the photos where the organisms lived, how the environment in Texas changed over time, and their results from the investigation. Students reflect on their research and explain how the fossils are similar and different.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 342C

Location: Under Conduct an Investigation, items 4, 6

Original Text: Sample answer: Table has no title and shows one sample answer under Organism; Description; Environment: fish; rounded skeleton, fins; water

Updated Text: Sample answers: Table title: Photo Observations The table shows four sample answers under Organism; Description; Environment: mammoth; large, long tusks, covered in hair; cold tundra saber-toothed cat; long canine teeth, short tail, muscular; plans or forest crinoid; "arms" look like feathers; shallow and deep parts of the ocean brachiopod; shells that open and close; deep in the ocean

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 368A

Location: Conduct an Investigation, Step 1

Original Text: 3.1D

Updated Text: 3.1D, 3.1G

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 368A

Location: Under HOI video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Life Cycles: Beetle and Cricket 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support.6:40

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 368A

Location: Simulation title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 368A

Location: Key Moment, Conduct an Investigation, after first step

Original Text: Step 1 Have students complete the simulation. Assist with navigation as needed. [TEKS pill] 3.1D

Updated Text: Have students complete the simulation. Assist with navigation as needed. [bullet] Step 1 Have students use their notebooks or graph paper to construct a table or draw their observations. [TEKS] 3.1D, 3.1G

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 368C

Location: Title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 380

Location: First and second Key Moment bar and contents

Original Text: Key moment- Read and discuss the text with students Key moment- Read and discuss the text with students. Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Updated Text: [Place above Interactive Word Wall section] Key moment- Read and discuss the text with students. Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 380

Location: Get Ready gray bar, second list item

Original Text: [check-square]Download the Flow Chart and Concentration graphic organizers.

Updated Text: [check-square] Download the Flow Chart graphic organizer. [check-square] Download Game to Reinforce: Concentration (optional).

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 3G

Location: Target Vocabulary, Supporting Vocabulary, above "evidence"

Original Text: N/A

Updated Text: Add the following: collect data constraint data analysis

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 3I

Location: DAY 2 ASSESS, below Quick Check

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 3I

Location: DAY 2, ASSESS, Quick Check

Original Text: Students use the Word Sort graphic organizer to practice vocabulary.

Updated Text: Students complete the Word Ladder vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 3I

Location: DAY 2 ASSESS, below Quick Check text

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 3 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 3J

Location: DAY 3, below TEACH

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 3J

Location: DAY 4, below TEACH

Original Text: Delete yellow box: Students apply vocabulary words in the Write About It! assignment.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 3J

Location: DAY 5, below ASSESS

Original Text: Delete: "Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 10 min

Updated Text: Yellow shaded box: Connect the cognitive verbs and Scientific and Engineering Practices to the investigation and post related items to the Interactive Word Wall. 5 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 50

Location: GET READY, Gray Bar: Change Text Complexity score from 650L to 680L

Original Text: 650L

Updated Text: 680L

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 50

Location: Interactive Word Wall, below Word-Learning Strategies

Original Text: Multiple Meanings

Updated Text: Context

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 50

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Share the meaning of the suffix -ion. Ask: How does the meaning of the suffix help you understand what evaporation means? Sample answer: Evaporation is the act of evaporating. ELAR 3.3C

Updated Text: Help students think of ways to monitor their comprehension and annotate to make adjustments. Ask: What could you write or draw to help you understand the meaning of condensation? Sample answer: I could circle the water droplets on the outside of the glass and add a label "condensation" next to them. ELAR 3.6I

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 50B

Location: Interactive Word Wall, after the sample answer

Original Text: N/A

Updated Text: Ask: How did your group collect observations and measurements as evidence? Sample answer: We observed what happened to the ice cubes for some time and recorded data in the data table. TEKS 3.1E

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 57

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Digital Spotlight, below Page Keeley Video

Original Text: Four Corners Strategy Learn more about how to use the strategy. 2:12

Updated Text: Confidence Levels Strategy Learn more about how to use the strategy. 2:17

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 57

Location: TEACH, second paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe and have students go to that corner for a class discussion.

Updated Text: Use the Confidence Levels strategy. Poll the class on their answer choices and ask students to rate their response by holding up one (not sure), two (somewhat confident), or three (very confident) fingers.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 57

Location: GET READY

Original Text: Four Corners Strategy

Updated Text: Confidence Levels Strategy

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, Red heading at the top

Original Text: Structured Inquiry Summary Students will demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Updated Text: Guided Inquiry Summary Students demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, Text under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 4:00

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 3:00

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, NOTE:

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60A

Location: 2nd column, Identify/Brainstorm

Original Text: Identify/Brainstorm Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used? Plan/Develop • Step 4 As students sketch each design, make sure they include the amount of water and sand and water and clay they plan to use in each brick. To better release each brick from the mold, have students wiggle the mold as they lift it off of the brick. • Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G Test/Improve Communicate

Updated Text: Identify a Problem/Brainstorm a Solution Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Make a Plan/Develop the Design • Step 4 As students sketch each design, make sure they include the amount of water and sand and water and modeling dough they plan to use in each brick. To better release each brick from the mold, have students wiggle the mold as they lift it off of the brick. Develop, Test, and Improve the Design • Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G Communicate the Results

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60A

Location: 1st column, Materials

Original Text: • 1/2 cup damp sand • 1/2 cup dry sand

Updated Text: • 1/4 cup damp sand • 1/4 cup dry sand

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60B

Location: Guided and Open Options

Original Text: Guided and Open Options Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used? Example Students may wish to mix other materials into the sand. They may also decide on different methods of determining its strength.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used? Example Step 1. Measure the damp sand and dry sand, then mix the two together. Step 2. Measure the water and add to the sand mixture. Step 3. Mix the sand and water mixture until it is mixed thoroughly. Step 4. Once you have the correct consistency of water and sand, pour the mixture into the brick mold. Step 5. Gently wiggle the mold and remove the sand brick.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60B

Location: Open Inquiry

Original Text: Open Inquiry Students write their own explorable question. What questions did you have when you observed the photo of the building blocks? Plan the Investigation Make sure students choose a testable question. Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60B

Location: ASSESS: below Claim, Evidence, Reasoning

Original Text: Sample answer: I claim that I can combine materials to design a brick that will not be crushed by a weight.

Updated Text: Sample answer: I claim that materials can be combined to design a brick that will not be crushed by a weight.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60B

Location: Interactive Word Wall: below first paragraph

Original Text: N/A

Updated Text: How did you use models to represent a solution to a problem? Sample answer: I sketched a plan for my prototype to build a stronger brick.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60C

Location: Under 2nd student mini, below number 5, Testing Bricks

Original Text: clay-and-sand brick

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60C

Location: Below first student mini, Make a Plan

Original Text: N/A

Updated Text: Move Make a Plan and Item 2. with anno over to the next column, above Item 5.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60D

Location: Under 1st student mini, below Improve the Design, number 7

Original Text: clay

Updated Text: modeling dough

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60D

Location: Under student mini, below Communicate the Results: number 8.

Original Text: clay-and-sand

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results: number 9.

Original Text: I would choose the sand-and-clay brick. The sand and clay are both easy to mold. The clay is firmer, and the sand made the brick harder.

Updated Text: I would choose the modeling dough-and-sand brick. The sand and modeling dough are both easy to mold. The modeling dough is firmer, and the sand made the brick harder.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results, number 11.

Original Text: I wore safety goggles and used the materials responsibly.

Updated Text: I wore goggles and made sure that I cleaned up my workspace.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Type: Editorial Change

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A builder is choosing materials to build the deck of a bridge. Which properties are most useful in selecting materials for the bridge? Choose two properties.

Updated Text: Observe the bridge system. Explain how the structure of a bridge helps its function. Include details about properties of materials in your response.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Type: Editorial Change

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A. lasts a long time B. easy to break C. soft D. strong

Updated Text: Sample answer: The wood is strong and lasts a long time, so it allows the bridge to function and safely support trucks.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 65

Location: Assess, Below Key Moment, Item 1

Original Text: Dual Coded Students will refer to the model to answer the question about selecting the most useful bridge materials. A. Correct Students understand materials used to build the deck of a bridge should be long-lasting. B. Incorrect Students may choose “easy to break” because they do not understand that the materials should be strong to support the weight of vehicles on the bridge. C. Incorrect Students may choose “soft” because they do not realize that materials should be hard so that vehicles can drive over the bridge without sinking into them. D. Correct Students understand materials used to build the deck of a bridge should be strong. DOK 3

Updated Text: Dual Coded Students will refer to the bridge system model to explain its structure and the materials used to help it function. DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 67

Location: GET READY, under Download the Show What YOU Know support and rubric.

Original Text: N/A

Updated Text: [checkbox] Download the STEM Project Teacher Support.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 67

Location: ASSESS, FOLDABLES section, 1st sentence

Original Text: Four-Tab Concept Map

Updated Text: Concept-Map Book Foldable

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 67

Location: ASSESS, Item 1

Original Text: Students think back to what they learned about testing matter and then list three ways to test an object's properties.

Updated Text: Students think back to what they learned about measuring and testing matter and then list three ways to test an object's properties.

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ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 67

Location: ASSESS, Item 3

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: A. Correct Students understand that water evaporates as it is heated. B. Incorrect Students may think the water will condense, but they do not understand that when water is heated, it evaporates, becoming water vapor. C. Incorrect Students may think the water will freeze because they do not understand that when the temperature goes up the water will become warmer and evaporate. D. Incorrect Students may think the water will melt because they do not understand that the water is already melted. DOK 2

Updated Text: Students understand that boiling water evaporates to become water vapor as it is heated. Clouds seen are water droplets formed as water vapor cools in the air. DOK 2

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 71C

Location: Under DAY 4, below GET READY, 1st bullet

Original Text: • View the Meet a Piano Mover video. .

Updated Text: • View the Meet a Basketball Coach video.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 71C

Location: Under DAY 4, below TEACH

Original Text: Read STEM Connection: Meet a Piano Mover.

Updated Text: Read STEM Connection: Meet a Basketball Coach: Tony Wingen.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Type: Editorial Change

Current Page Number(s): 86C

Location: Under 2nd student mini, Conduct an Investigation: Changing How Objects Move table, sample answers for 2nd row: How do pulls change how objects move?

Original Text: 1. Tie a string to the toy car. 2. Pull the string taut and keep it low to the ground. 3. Give the string a gentle pull. 4. Record your observations.

Updated Text: 1. Set the toy car on a flat surface. 2. Give the toy car a gentle pull. 3. Measure how far the toy car moved.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Type: Editorial Change

Current Page Number(s): 88

Location: Bottom of the page, video screenshot

Original Text: photo of blue figure pulling a "PULL" line

Updated Text: photo of swings in a swing set

Publisher: McGraw Hill

Science, (Spanish) Grade 4

Program: McGraw Hill Ciencias para Texas, Grado 4: TEKS

Editorial Changes

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 105B

Location: Chapter Overview, chapter question

Original Text: barber shop

Updated Text: barbershop

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 116

Location: Light blue bar under lesson title

Original Text: EVALUATE Day 5

Updated Text: ELABORATE Day 4

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122A

Location: Note:

Original Text: NOTE: Download the student page for structured inquiry. Be sure students handle the mini light bulb with caution to avoid crushing it. You may wish to place sets of materials in plastic bags for students. Do not use rechargeable cells for this activity as they develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about $\frac{1}{4}$ inch of insulation off both ends of the wire.

Updated Text: NOTE: Download the student page for guided inquiry. Be sure students handle the mini light bulb with caution to avoid crushing it. You may wish to place sets of materials in plastic bags for students. Do not use rechargeable cells for this activity as they develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about ¼ inch of insulation off both ends of each piece of wire.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Identify/Brainstorm

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122A

Location: Make a Plan/Develop the Design heading

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122A

Location: Test and Improve the Design heading

Original Text: Test/Improve Observe students as they work. Encourage discussion with partners about their observations.

Updated Text: Test and Improve the Design Observe students as they work. Encourage discussion with group members about their observations.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122B

Location: Guided and Open Options heading

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122B

Location: Guided Inquiry heading

Original Text: Guided Inquiry Provide the explorable question: Ask: How can you arrange the materials to make the light bulb light? Example Students might experiment with using other materials in the circuit. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you arrange the materials to make the light bulb light? Example Step 1. Observe the materials and sketch four possible arrangements you would like to use to make a light bulb light. Step 2. Build one of the circuits you designed. Step 3. Test your circuit to see if it works. Step 4. Exploring other arrangements to see which ones work. Step 5. Observe other groups and try to identify patterns that are successful in making the light bulb light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122B

Location: Open Inquiry heading

Original Text: Open Inquiry Students write their own explorable question. Ask: What questions did you have when you observed the photo of car dashboard controls? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 122B

Location: EB/EL heading, first sentence

Original Text: Support students with following the directions for the Science Investigation.

Updated Text: Support students with following the directions for the investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: 6. Have students

Updated Text: 6. Dual Coded Have students

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ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: chapter opener

Updated Text: Chapter Launch

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 140

Location: Item 6, second sentence

Original Text: Students identify electrical, sound, and light energy in the photo

Updated Text: Students identify electrical, thermal, sound, and light energy in the photo

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 149

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction.

Updated Text: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction. In the text, the mass of a wooden block affected the amount of friction it had on the floor. Rougher surfaces have more friction than smoother surfaces.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 14A

Location: NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Students should use the given question to identify the criteria for the solution. Ask: How can you use paper to prevent an egg from breaking when dropped? Sample answer: The criteria are that we must use paper and the solution must prevent the egg from breaking.

Updated Text: Ask: How can you use paper to prevent an egg from breaking when dropped? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Under Open Inquiry

Original Text: Students write their own explorable question. Ask: What are some other engineering design problems you could solve in this way? TEKS 4.1A Make a Plan Make sure students choose an engineering design problem. Ask: Can your problem be solved using the engineering design process?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? TEKS 4.1A Make a Plan Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 14B

Location: Right column, Assess heading

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation.

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 14B

Location: Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped? Example Students might design a device to catch the egg rather than designing a carrier. Investigations must answer the explorable question. TEKS 4.1B

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped? Example Step 1. Observe the materials for building a device to keep the egg from breaking when dropped from two meters. Step 2. Brainstorm what device can be made with the available materials. Step 3. Build the device. Step 4. Find an area and test the device. Step 5. Compare the design with others and think of ways to improve the design. Step 6. Repeat brainstorming and improving the design to help make the egg drop successful.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 159

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker with distance.

Updated Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker or stronger depending on the distance. At a distance of 60 cm, the magnet does not pull the paper clip, but at 10 cm, the paper clip jumps up to the magnet.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 185

Location: ASESS: Claim, Evidence, Reasoning

Original Text: water, wind, and ice cause weathering. They each have different ways of breaking down rocks into smaller pieces.

Updated Text: water, wind, and ice cause weathering and changes the Earth's surface. Each has different ways of breaking down rocks into smaller pieces. During the investigation, blowing wind wore the sand mound, scraping ice wore the sand mound, and water poured made divots in the sand.

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 207

Location: Table: Advantages: second row

Original Text: Sunlight is free

Updated Text: uses the Sun

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 207

Location: Table: Advantages: third row

Original Text: Wind is free

Updated Text: uses wind

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 207

Location: Table: Disadvantages

Original Text: There are not many new sites for dams.

Updated Text: not many new sites for dams

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 214A

Location: Hands-On Investigations, to the right of the handwashing icon near Structured Inquiry

Original Text: N/A

Updated Text: [safety glove icon]

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 214A

Location: HOI: Summary

Original Text: Students observe how some natural resources break down faster than others in order to explain the importance of proper disposal and recycling.

Updated Text: For Station 1, students observe and explain the importance of proper disposal and recycling. For Station 2, students explore the critical role of natural resources.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 214A

Location: HOI: Expected Outcome

Original Text: Answers will vary depending on materials used. Typically, students will observe that natural materials decompose more quickly than synthetic materials such as plastic. They should observe that turning the water off while washing their hands conserves water.

Updated Text: Answers will vary depending on materials used. For Station 1, students will typically observe that natural materials decompose more quickly than synthetic materials such as plastic. For Station 2, students explain how energy resources have impacted modern life.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 214A

Location: HOI: Materials: Station 2

Original Text: • glue stick

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 6

Original Text: Have students place their boxes in a place it will not be disturbed for the duration of the week. Check to be sure that the lid is tightly sealed.

Updated Text: Have students place their cups in a place where it will not be disturbed for the duration of the week. Check to be sure that each lid is tightly sealed.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 8

Original Text: Step 8

Updated Text: Step 9

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 224A

Location: first column: Materials

Original Text: measuring cup

Updated Text: measuring cup (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 224A

Location: first column: below materials: Note: last sentence

Original Text: N/A

Updated Text: Use the measuring cup to measure out 100 mL of water into a cup for each group.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 224A

Location: second column: Math Replay Video

Original Text: Measure Liquid Volume

Updated Text: Use Tools to Measure Liquid Volume

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 227

Location: Map of Texas

Original Text: map of Texas

Updated Text: New accessible map of Texas with key

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 227

Location: Talk About It under the art

Original Text: Which colors represent the largest aquifers?

Updated Text: Which areas represent the largest aquifers?

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 251

Location: 2nd paragraph, 2nd and 3rd sentences

Original Text: Often scientists use weather information over a decade, or a period of ten years, to describe climate.

Updated Text: Often scientists use weather information spanning decades to describe climate. A decade is a period of ten years.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation: Step 3

Original Text: Step 3

Updated Text: Step 6

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation

Original Text: Steps 4-5

Updated Text: Step 9

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Communicate Information

Original Text: Moon phase calendar

Updated Text: Moon-phase calendar

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274A

Location: HOI: Expected Outcome

Original Text: grows

Updated Text: get larger

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: HOI: Conduct an Investigation: Step 2

Original Text: students holding flashlight

Updated Text: lamp

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274D

Location: Communicate Information: Item 12

Original Text: The Moon grows then shrinks in a continuous cycle.

Updated Text: The Moon appears to grow and shrink in a continuous cycle.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274D

Location: Communicate Information: Item 13

Original Text: N/A

Updated Text: The Moon will follow the sequence and it will appear to grow again.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274D

Location: Communicate Information: Item 14

Original Text: The Moon

Updated Text: The model showed that the Moon

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 274D

Location: Item 15

Original Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth. The cycle begins with a Moon that is not visible, then moves to a Moon that appears larger each night until it is full. The Moon then appears smaller each night until it is not visible again.

Updated Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 28C

Location: Below the blue Explore bar in pink section in upper right corner of the page.

Original Text: N/A

Updated Text: [screen icon] Student recording sheets are available in flexible formats.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 28C

Location: Conduct an Investigation

Original Text: 3-7.

Updated Text: 3, 7.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 28C

Location: Communicate Information: Item 10

Original Text: hot cup of water

Updated Text: cup of hot water

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 28C

Location: Make a Claim: Item 13

Original Text: I claim that matter can be classified as a solid, liquid, or gas. It can also be classified as hot or cold.

Updated Text: I claim that matter can be classified and described as a solid, liquid, or gas. It can also be classified and described as hot or cold.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 3rd column

Original Text: tissue paper

Updated Text: paper towel

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation

Original Text: 3

Updated Text: 3, 7.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation: Table

Original Text: answer in second column

Updated Text: answer in third column

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 2nd column2nd row: 3rd row: 4th row:

Original Text: N/A

Updated Text: damp

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 290D

Location: Communicate Information: Item 10: Sample answer

Original Text: Cotton is different from leaves because it is manmade while leaves are found in nature

Updated Text: Cotton fabric is different than a real leaf. They are not made of the same material. Using cotton fabric to model a leaf was challenging because a real leaf may have held the water longer, even if it was unwrapped in wax paper or a paper towel.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 290D

Location: Communicate Information: Item 11

Original Text: Answers will vary.

Updated Text: Sample answer: Yes, the leaves help the plant take in and keep water in allowing the plant to live and grow.

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 296

Location: STEM Connection: Prompt 1, bullet 1

Original Text: Why do only certain plants thrive in the vertical grow poles?

Updated Text: Research fruits and vegetables that grow where you live. Could they use vertical grow poles?

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 296

Location: STEM Connection: Prompt 1

Original Text: • What zone do you live in? What fruits and vegetables could you grow?

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: Expected Outcomes

Original Text: students'

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: Teacher Note

Original Text: Prepare 4 seed-starting cups per group 7–10 days prior to the activity.

Updated Text: Prepare 4 seed-starting cups 7–10 days prior to the activity.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: Materials

Original Text: • 4 cups; 9 oz with lids

Updated Text: • 4 cups; 9 oz

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: Materials: Below "• 4 cups; 9 oz"

Original Text: N/A

Updated Text: • 1 plastic lid

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: Materials: next to "measuring cup"

Original Text: N/A

Updated Text: (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: NOTE and Teacher Tips

Original Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity. Teacher Tips Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow

Updated Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow. Teacher Tips Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation: Step 5

Original Text: It is important to remove as much air as possible from the resealable plastic bag. Ensure that the bags are completely sealed. Instruct students not to open the bags, if possible. If water collects in the bag, try to get the water back into the cup without opening the bag.

Updated Text: It is important to remove as much air as possible from the cup when placing the lid. Ensure that the cup is completely sealed. Instruct students not to open the cup, if possible.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation

Original Text: • Step 6 You may wish to print the photos and have students add them to the data table. Alternatively, students could create a presentation using the photos they have taken. TEKS 4.1D, 4.1E

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316A

Location: Communicate Information: anno

Original Text: Sample answer:

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316C

Location: Conduct an Investigation: third row:[2nd column] [3rd column] [4th column] [5th column]

Original Text: [2nd column] N/A [3rd column] N/A [4th column] N/A [5th column] N/A

Updated Text: [2nd column] healthy sprouts [3rd column] sprouts begin to wilt [4th column] sprouts begin to droop [5th column] sprouts begin to turn brown

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: 8

Updated Text: 6, 8.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: N/A

Updated Text: Add two more rows to the bottom of the data table

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 336A

Location: Below Materials: After Note

Original Text: [Online Icon]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 336A

Location: Caption under video image

Original Text: Preview step-by-step support in the Anytime Investigation video, Around the Big Bend.

Updated Text: To see the different steps students may use when conducting research, preview the Anytime Investigation Video, Research Support.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 336A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 336A

Location: Purpose

Original Text: they lived

Updated Text: the dinosaurs lived

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 336A

Location: Short on time?

Original Text: Assign student groups one dinosaur to research.

Updated Text: Assign each student group a different dinosaur to research.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 336A

Location: Make a Prediction blue question

Original Text: Ask: How can fossils teach us what Earth was like millions of years ago?

Updated Text: Ask: How can people learn about what Earth was like millions of years ago?

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 336A

Location: Conduct an Investigation

Original Text: • Step 2 Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings. Communicate Information • Step 3 Encourage students to focus on structures that allow them to move around in their environment. Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live?

Updated Text: • Step 3 Encourage students to focus on structures that allow them to move around in their environment. Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live? Communicate Information Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings.

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 342

Location: STEM Connection: Prompt 2

Original Text: Flow Chart Graphic Organizer

Updated Text: Opinion Writing Graphic Organizer

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 342

Location: STEM Connection: Prompt 2

Original Text: Flow Chart

Updated Text: Opinion Writing

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 3I

Location: Day 2: Assess: Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3: Teach: Laser Light Time

Original Text: 25 min

Updated Text: 35 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3: Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [10 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 4: Assess

Original Text: Students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: Students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5: Assess

Original Text: Quick Check Students use the Word Sort graphic organizer to practice vocabulary. [5 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5: Assess: Time

Original Text: 5 min

Updated Text: 10 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry

Original Text: Ask: How can you classify matter based on its mass?

Updated Text: Ask: How can you classify different objects?

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry: Example

Original Text: mass

Updated Text: masses

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40B

Location: ASSESS: CER: sample claim

Original Text: I claim that matter can be classified by the mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40B

Location: Interactive Word Wall

Original Text: When did you use tools to classify?

Updated Text: When did you use tools to measure?

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Delete: Part 2: First, we will _____. Then, we will _____. Next, we will _____. Finally, we will.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Finally, we will.

Updated Text: Finally, we will _____.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Advanced

Original Text: One student describes the steps in Part 1, and the other student describes the steps in Part 2.

Updated Text: One student describes Steps 1-3, and the other student describes Steps 4-5.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40C

Location: Conduct an Investigation

Original Text: Steps 1-5

Updated Text: Steps 1, 3, 5

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40C

Location: Communicate Information: Item 7

Original Text: of the objects

Updated Text: of each object

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40C

Location: Communicate Information: Item 9

Original Text: Sample answer: I can describe the mass of objects by holding them in my hands to describe them as heavy or light.

Updated Text: Sample answer: I can describe the mass of an object by holding it in my hands to describe it as heavy or light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40C

Location: Communicate Information: Item 10

Original Text: predicted

Updated Text: measured and found

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 40C

Location: Make a Claim Item 11

Original Text: I claim that matter can be classified by its mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 50C

Location: Conduct an Investigation

Original Text: 3-10

Updated Text: 3, 5, 7-10

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 50C

Location: Conduct an Investigation: Table

Original Text: N/A

Updated Text: Add two rows to bottom of table. 1st added row: eraser float sink 2nd added row: pencil sharpener sink sink

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 50C

Location: Make a Claim: Item 14

Original Text: I claim that matter can be classified by whether it can sink or float.

Updated Text: I claim that matter can be classified and described by whether it can sink or float.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 55

Location: Digital Spotlight, Assessment

Original Text: Assessment

Updated Text: Lesson Review

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 62

Location: Interactive Word Wall section, 1st two sentences

Original Text: [THEME] Patterns Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections. [THEME] Patterns Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 62

Location: Bottom of page, below Differentiation Tip

Original Text: N/A

Updated Text: Take Note! Encourage students to include illustrations in their notes. Some examples are compasses, audio speakers, electric motors, jewelry, cabinet latch, and money clips.

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 63

Location: Magnet video screenshot

Original Text: Photo of magnet with paperclips

Updated Text: Photo of a hand holding a magnet

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 63

Location: Read the Table: Question below the table

Original Text: What physical property do all the magnetic objects have in common?

Updated Text: What other physical property do all the magnetic objects have in common?

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74A

Location: Note:

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74A

Location: second column

Original Text: Identify/Brainstorm

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74A

Location: second column

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74A

Location: second column

Original Text: Test/Improve

Updated Text: Test and Improve the Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74B

Location: left column. Guided and Open Options

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74B

Location: left column, Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question. Ask: How can you separate matter that has been mixed together? Example Students might use additional tools to help separate the mixture such as cheese cloth and water to dissolve the salt. They might use a heat lamp to help evaporate the water. Investigations must answer the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you separate matter that is mixed together? Step 1. Observe the mixture in the bowl and think about the physical properties of each individual substance. Step 2. Determine what tools to use to separate the mixture into individual parts. Step 3. Use tools to begin separating the mixture until all substances are separated. Step 4. Observe other groups and think about how you can improve on your design.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: What questions did you have when you observed the photo of beach? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74C

Location: first column: below Brainstorm a Solution

Original Text: N/A

Updated Text: Insert: Make a Plan Answers will vary.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74C

Location: second column: Above Test the Design

Original Text: N/A

Updated Text: Insert: Improve the Design Answers will vary.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 74C

Location: Test the Design, Step 8

Original Text: Table is in black font, no first column heading

Updated Text: Change table to anno pink font. Add first column heading: Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 82

Location: Item 3: answer

Original Text: Sample answer: Each one is a mixture of a solid and liquid. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter. The chocolate milk is a mixture of milk and chocolate syrup.

Updated Text: Sample answer: Both are mixtures. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter (a liquid and a solid). The chocolate milk is a mixture of milk and chocolate syrup (a liquid and a liquid).

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 86A

Location: first column: Structured Inquiry

Original Text: Delete safety googles icon

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 87

Location: first paragraph, third sentence

Original Text: The solid does not disappear.

Updated Text: The solids do not disappear.

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 87

Location: first paragraph, sixth sentence

Original Text: some kinds of hand sanitizer

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: some kinds of hand sanitizers

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Type: Editorial Change

Current Page Number(s): 87

Location: Investigation Connection

Original Text: would you revise any of your decisions about which mixtures are solutions?

Updated Text: compare the three mixtures and classify them as a mixture or a solution.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 9

Location: Talk About It Text

Original Text: When they see this icon, they should take a moment to talk with a partner or small group. Explain that this helps them build upon their understanding of scientific concepts. Explain that scientists talk and communicate with each other often. Science is a social activity.

Updated Text: When they see this icon, they should take a moment to talk with a partner or small group. Science is a social activity.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Type: Editorial Change

Current Page Number(s): 9

Location: ASSESS: Below Check for Understanding

Original Text: N/A

Updated Text: Students will revisit the chapter question throughout the chapter and lessons.

Publisher: McGraw Hill

Science, (Spanish) Grade 5

Program: McGraw Hill Ciencias para Texas, Grado 5: TEKS

Editorial Changes

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 111

Location: Art at the top of the page

Original Text: dotted line goes in a circular path

Updated Text: dotted line is updated to go through the battery, wires, up through the switch, to the bulb, up into the filament of the bulb, and back to the battery

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 121

Location: bottom of the page, to the right of the photo, in gray box

Original Text: Electricity is transformed into what types of energy in a hairdryer?

Updated Text: Electricity is transformed into which types of energy in a hair dryer?

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 121

Location: Third paragraph beginning with "Sound Energy"

Original Text: currently third paragraph

Updated Text: moved to be first paragraph

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 13

Location: Assess section

Original Text: Assess 10 min Check for Understanding Quick Check Have students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 130A

Location: Structured Inquiry, Teacher Tips, end of the paragraph

Original Text: n/a

Updated Text: Use index cards of various colors to demonstrate that when light hits an object, some colors are absorbed. Explain that the color our eyes see has been reflected back to us.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 143E

Location: Science Station title

Original Text: Energy Transfer Scavenger Hunt

Updated Text: Energy Transformation Scavenger Hunt

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 143E

Location: Science Station, Energy Transformation Scavenger Hunt, Sentence 2

Original Text: Students walk around the classroom looking for three different energy transfers.

Updated Text: Students walk around the classroom looking for three different energy transformations.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 146A

Location: Structured Inquiry, Under Video thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Examine the Energy. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support.1:31

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, first bullet

Original Text: • Step 1 Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Updated Text: Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, second bullet

Original Text: Step 6

Updated Text: Steps 5[en dash]6

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 146B

Location: Assess, First pink sample answer

Original Text: Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: Sample answer: I claim energy can form and change into an identifiable series of steps.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, Column 2 head

Original Text: Energy Transformation

Updated Text: Description of Energy Change

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, above table

Original Text: n/a

Updated Text: (insert table title) Energy Changes

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 146D

Location: Under Student page mini, Make a Claim, 12.

Original Text: 12. Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: 12. Sample answer: I claim energy can form and change into an identifiable series of steps.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 148

Location: Second paragraph- blue title

Original Text: Lee

Updated Text: Lee

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14A

Location: Red heading at the top of the page.

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14A

Location: Left column, NOTE:

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14A

Location: Right Column, Identify a Problem/Brainstorm a Solution, Paragraph 3

Original Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work.

Updated Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work. After students discuss and record potential solutions to the problem, they will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14A

Location: Plan heading

Original Text: Plan

Updated Text: Make a Plan

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, top of the page

Original Text: Guided and Open Options For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Guided Inquiry

Original Text: Guided Inquiry Provide the explorable question.

Updated Text: Structured Inquiry Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14B

Location: Left column, Open Inquiry

Original Text: Students write their own explorable question.

Updated Text: Students identify their own problem.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 14B

Location: Right column, Assess

Original Text: For this investigation, revisit the explorable question from the start of the investigation. Ask: How can you design a paper airplane that flies far and straight?

Updated Text: For this investigation, revisit the "Identify a Problem" question from the start of the investigation. Ask: How can you design a paper airplane that flies straight and far?

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 17

Location: Diameter of the Craters on the Moon table

Original Text: n/a

Updated Text: Add pink anno bars to coordinate with the data in the Table

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 14

Original Text: 14. Sample answer: The higher the ramp, the greater the amount of force causing the stationary car to move farther.

Updated Text: 14. Sample answer: As the height of the ramp decreased, the amount of force decreased, causing the stationary car to travel a shorter distance after the collision.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 15

Original Text: 15. Sample answer: Yes, the greater the height of the ramp, the further the stationary car moved after the collision.

Updated Text: 15. Sample answer: A higher ramp resulted in a greater force, causing the car to travel farther.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), 16

Original Text: 16. Sample answer: Yes. I predicted that higher speeds would result in the stationary moving further after a collision.

Updated Text: 16. Sample answer: Yes. I hypothesized that higher speeds would result in the stationary car moving farther after a collision, and that is what happened in our trials.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), Under #17 sample answer

Original Text: n/a

Updated Text: 18. Revisit [anno] Sample answer: When the car was not moving, forces were equal. When the car was moving down the ramp, forces were unequal.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 172D

Location: Under second Student page mini, Make a Claim, 18

Original Text: 18

Updated Text: 19

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: Conduct an Investigation

Updated Text: Make a Hypothesis (continued)

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: 4. Tape a straw to a balloon lengthwise.

Updated Text: 4. Tape the straw to the balloon lengthwise. Pull the balloon and straw to one end of the string.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 208D

Location: Under first Student page mini, Communicate Information, Item 10

Original Text: Sample answer: Water can change the appearance of Earth's surface.

Updated Text: Sample answer: I modeled erosion and deposition. I modeled a canyon and a delta.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 208D

Location: Under first Student page mini, Communicate Information, Item 12

Original Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon.

Updated Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon in the lesson photos.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 208D

Location: Under second Student page mini, Communicate Information (continued), Item 15

Original Text: Students will revisit the investigation after learning the lesson vocabulary to label their diagram.

Updated Text: Revisit Students will revisit the investigation after learning the lesson vocabulary. Students should identify and label where a canyon and delta formed in their models.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 209

Location: Key Moment, Investigation Connection, Notebooking support

Original Text: Have students use vocabulary words to label their diagram and explain how the investigation modeled a delta.

Updated Text: Have students use vocabulary words to label their sketches and explain how the investigation modeled a delta and a canyon.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 22

Location: Chapter Close; Item 5

Original Text: Students apply their knowledge of communication in science to identify the activity that is not part of being a respectful collaborator.

Updated Text: A. Incorrect. Respectful collaborators listen actively during discussions. B. Correct. Talking quietly will make it difficult to communicate with a peer. C. Incorrect. Respectful collaborators engage in discussions. D. Incorrect. Respectful collaborators ask on-topic questions.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 221

Location: EXTEND | Use to Accelerate

Original Text: EXTEND | Use to Accelerate Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Updated Text: EXTEND | Use to Accelerate [blue text] Ask: Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 221

Location: Directly above gray ASSESS bar

Original Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.

Updated Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.[TEKS] 5.5B

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 221

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: glaciers weather and erode Earth’s surface as they move slowly across the land. They can make a valley wider and steeper and leave a ridge-like mound at the end.

Updated Text: glaciers weather and erode Earth’s surface as they move slowly across the land. The glacier plucks rocks from the ground and carries gravel, sand, and clay, making the valley wider and steeper. Glaciers leave moraines, ridge-like mounds, on the Earth’s surface. Over time, a glacier carves U-shaped valleys.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 234D

Location: Below student mini

Original Text: Delete Item 6 and renumber 7, 8 to 6, 7

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 234D

Location: Below student mini, Communicate Information (continued), Item 7 (now Item 6)

Original Text: 7. Sample answer: Yes. I predicted that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Updated Text: 6. Sample answer: Yes. I observed that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 237

Location: ASSESS, Claim, Evidence, Reasoning, pink text

Original Text: sedimentary rocks form when sediment that has been weathered, eroded, and deposited is compacted and cemented together.

Updated Text: the process of sedimentary rock formation consists of weathering, erosion, deposition, and cementation. Sedimentary rocks start with weathered and eroded rock carried by the wind, water, ice, or gravity to a new location like a body of water. Sedimentary rocks are formed when sediment gets cemented and hardens. This process can take hundreds of years

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 254

Location: Blue heading (Essential Question)

Original Text: How do the Sun and ocean affect weather?

Updated Text: How do the Sun and the ocean affect weather?

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 254

Location: GET READY, THEME Energy and Matter

Original Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. TEKS 5.5E

Updated Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. Use the THEME Graphic Organizer: Energy and Matter. TEKS 5.5E

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 256

Location: TEACH, UNDER Claim, Evidence, Reasoning Notebooking support

Original Text: n/a

Updated Text: KEY MOMENT green bars with this text between them: "Read and discuss the text with students."

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 256

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Model Reading Comprehension Encourage students to identify the main idea and details. Ask: What is the main idea of the lesson? What is one supporting detail? Sample answer: Water moves between the air and Earth's surface in the water cycle. The Sun drives the process of evaporation. ELAR 5.3A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Encourage students to establish purpose for reading the assigned text. [BLUE] Ask: What is the purpose of the Water on Land and in the Air text? [anno] Sample answer: This text explains what the water cycle is and each step of the process. [ELAR pill] 5.6A

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition
ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 258

Location: mini video screenshot attached to blue bar

Original Text: art of the water cycle

Updated Text: art of the water cycle with labels

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 28D

Location: Under Student Page mini, Above Make a Claim

Original Text: n/a

Updated Text: Communicate Information (continued) [items 7 and 8 from page 28C under new head]

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 310

Location: Above the yellow Interactive Word Wall yellow box

Original Text: n/a

Updated Text: KEY MOMENT green bars with the text "Read and discuss the text with students."

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition
ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 334

Location: Paragraph 1, sentence 1

Original Text: All animals are born with behaviors and instincts.

Updated Text: Many animals are born with instinctual behaviors. Throughout their lifetime, animals will also develop learned behaviors as they interact with their environment.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 350

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: GET READY, checklist items

Original Text: [checkbox] Download the T-Chart and Act It Out graphic organizers

Updated Text: [check box] Download the T-Chart graphic organizer. [check box] Download Game to Reinforce: Act It Out (optional)

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 350

Location: Blue box Notebooking Tip under the Student page mini

Original Text: Infographics: Diagrams Students can make diagrams using quarter- and half-sheets of paper. Always include a title, labels, and captions that explain the information being shown. Under the tabbed diagram, students explain how they analyze and interpret the data presented. Have students make a diagram of an ecosystem that identifies and labels biotic and abiotic factors. [caption] 70-72

Updated Text: Connect, Apply, Infer Use PHOTostart / PHOTOfinish Foldables to help students read between the lines. As students observe a photo, they connect it to something they already know, apply something they are learning to it, or infer to determine what is happening that is not stated or shown. [caption] See pages 68–69.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 359

Location: Under the Talk About It

Original Text: N/A

Updated Text: Look at the diagram of the food web. What is the proportion of decomposers to consumers? One decomposer to six consumers; 1:6

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 359

Location: Top right of page, in Key Moment

Original Text: N/A

Updated Text: Visual Literacy [RIH] Read the Diagram Guide students through the See-Scan-Analyze thinking process. Encourage students to trace the arrows, looking closely at the illustration and reading the labels. Ask: How can you use the illustration to help you determine the proportion of decomposers to consumers? Sample answer: I can count the number of producers and consumers and use that information to determine the proportion.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 361

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy.

Updated Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy. For example, grass provides food for elephants, rats, and insects. However, lizards can eat rats but also provide food for eagles. Removing an organism affects the cycling of matter and flow of energy. If you remove grass, it will decrease organisms that eat it for survival. Elephants that depend on grass might not survive.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 371

Location: Looking for more? Try this!, THEME Music Video

Original Text: THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid.

Updated Text: [play button icon] THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid. [TEKS] 5.5G

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 371

Location: ASSESS Gray Bar

Original Text: Claim, Evidence, Reasoning support is ABOVE the ASSESS bar

Updated Text: Claim, Evidence, Reasoning support is BELOW the ASSESS bar

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 371

Location: ASSESS, Claim, Evidence Reasoning, Notebooking, pink text

Original Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems.

Updated Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems. Human activities that improve the health of ecosystems protect wildlife and abiotic factors. Humans can recycle trash into useful products, plant trees, and compost food to save landfills and return nutrients to the soil. Not disposing of waste or not recycling trash harms ecosystems.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 371

Location: ASSESS, Check for Understanding, REINFORCE | Use to Intervene

Original Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy graphic organizer to play a vocabulary game.

Updated Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 38C

Location: Under second student page, Conduct an Investigation

Original Text: Steps 5 and 7.

Updated Text: Steps 3, 5, 7.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 38C

Location: Under first student page mini

Original Text: Make a Prediction

Updated Text: Make a Hypothesis

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 39

Location: Under Notebooking, Extend | Use to Accelerate

Original Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain.

Updated Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain. Sample answer: Steel is used for the needle of the compass. It points to Earth's naturally occurring magnetic north pole.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 39

Location: Above THEME Music Video: Patterns

Original Text: n/a

Updated Text: [header] Looking for more? Try This!

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 39

Location: After Music Video: Patterns paragraph

Original Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text.

Updated Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text. [TEKS] 5.5A

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 39

Location: Under ASSESS; Check for Understanding, Quick Check

Original Text: Quick Check Have students complete the Frayer Model graphic organizer to practice using lesson vocabulary words.

Updated Text: Quick Check Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 3I

Location: Day 2; Assess, gray bar

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 3I

Location: Day 2; Assess, Under Quick Check text

Original Text: n/a

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 3 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5; Assess

Original Text: Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 5 min

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 4; Assess, Quick Check

Original Text: Quick Check Students complete the Word Sort graphic organizer to practice vocabulary. 5 min

Updated Text: Quick Check Students complete the Word Sort vocabulary resource. 5 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 3; Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 3J

Location: Day 5; Teach; Flight of the Paper Airplane

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 41

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 41

Location: Under ASSESS, Claim, Evidence, Reasoning; Notebooking, Sample answer

Original Text: Sample answer: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet.

Updated Text: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet. Magnets can pull iron, but not plastic, glass, paper, and fabric. Magnets only attract iron, nickel, cobalt, and some rare Earth materials.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 51

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 51

Location: ASSESS, Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: Scientists test the ability of materials to conduct thermal and electrical energy. They compare and contrast those materials based on the results of the tests.

Updated Text: thermal energy can flow slowly through insulators. For example, the ice melted the least in the investigation versus the newspaper, foil, and no insulator. Wires have conductors, like copper, to allow or conduct the passage of electrical energy.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 51

Location: Under ASSESS, Reinforce | Use to Intervene

Original Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation, First cell in the table

Original Text: n/a

Updated Text: [column header] Matter

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation

Original Text: Steps 4, 6, 8, 10, and 12.

Updated Text: Steps 4, 6, 8, 10, 13.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation, Above Table

Original Text: n/a

Updated Text: [title] Stirring Matter into Water

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 61

Location: top of the page

Original Text: [blue] States of Matter

Updated Text: [black] States of Matter

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 63

Location: Visual Literacy, second sample answer

Original Text: Sample answer: They help me see more solids, liquids, and gases. I can see the butter melting (liquid) and steam (gas).

Updated Text: Sample answer: They help me see more solids, liquids, and gases. I can see the solid butter melting to become a liquid.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 63

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 63

Location: Under ASSESS, Claim Evidence, Reasoning, sample answer

Original Text: Sample answer: substances, such as salt, dissolve. I can use my observations to compare and contrast solubility and states of matter.

Updated Text: substances like salt and sugar can dissolve. Sugar or salt mixed with water in the investigation were soluble. States of matter can also be observed and compared. Air takes the shape of a balloon, rocks are solids, and water is a liquid.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 63

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under second green Key Moment bar

Original Text: n/a

Updated Text: Interactive Infographic: Have students check out A Carnival of Solids, Liquids, and Gases.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 67

Location: Under GET READY, under first checklist item

Original Text: n/a

Updated Text: [checkbox] Download the STEM Project Teacher Support.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 67

Location: Assess, Above item 1

Original Text: n/a

Updated Text: Use the following questions to assess students' understanding of chapter content.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 67

Location: Assess Item 1, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 67

Location: Assess Item 2, after sentence 1

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 67

Location: Assess Item 3, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 68

Location: Item 4, after answer choice D

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition
ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 74

Location: Top left, Interactive Word Wall, last vocab word listed

Original Text: substance

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition
ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 74

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Paragraph 1, line 4,

Original Text: [yellow/bold] substance

Updated Text: substance [no formatting]

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition
ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 77

Location: Read the table text and table

Original Text: not contained in a gray box

Updated Text: contained in a gray box

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition
ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 86

Location: Claim, Evidence, Reasoning box, line 2

Original Text: Did the salt change properties after it was mixed with water and then separated? Can you back it up?

Updated Text: Did the salt change properties after it was mixed with water and then separated? Check your claim. Can you back it up?

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 86A

Location: Materials list; second bullet

Original Text: 3 slides

Updated Text: 2 slides

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 86A

Location: Materials list; 6th bullet

Original Text: 2 cup

Updated Text: cup

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition
ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet

Original Text: Step 1 and 3

Updated Text: Steps 1[en dash]4

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet, line 4

Original Text: Have students record their observations in the Before Mixing side of the table.

Updated Text: Have students record their observations of the salt and water in the Before Combining side of the table.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 86A

Location: Conduct an Investigation, second bullet, Step 5 support

Original Text: Prepare the salty water as a demonstration. Set the hot plate to medium heat. Heat 250 mL of water so it's hot, not boiling. Add 2 tablespoons of salt and stir. Let the water cool before preparing slides for students. Ask: How can we find out if the salt is still present?

Updated Text: Assist students in slide preparation as necessary. Ask: How can we find out if the salt is still present?

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 89

Location: Looking for more? Try this! section

Original Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures.

Updated Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures. [THEME] 5.5A

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS, REINFORCE | Use to Intervene

Original Text: If students are unable to classify the mixtures, have them use the What's On My Head? Graphic organizer to play a vocabulary game.

Updated Text: If students are unable to classify the mixtures, have them use the What's On My Head? game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking section

Original Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
Sample answer: forming a solution is a physical change. It does not change the types of matter.

Updated Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
in the investigation, mixing salt and water formed a solution. The salt was no longer visible but was still there. Water was also still present in the mixture."

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 89

Location: ASSESS, Check for Understanding, Essential Question Check-In

Original Text: Students should use their knowledge and experience from the lesson to classify mixtures based on whether their physical properties change when combined.

Updated Text: Students classify mixtures based on whether their physical properties change when combined.

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 9

Location: Top of the page

Original Text: n/a

Updated Text: [header] Experimental Investigations

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment

Original Text: n/a

Updated Text: Read and discuss the text with students.

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Type: Editorial Change

Current Page Number(s): 98

Location: mini video screenshot attached to blue bar

Original Text: beaker with red particles

Updated Text: fish swimming inside a fishtank

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment, Investigation Connection

Original Text: Now would be a good time to complete the Revisit prompt on the student investigation page.

Updated Text: Now would be a good time to complete the Revisit prompt on the student investigation page. In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, EB/EL Provide Individualized Instruction

Original Text: Invite students to act out examples in the text: moving through air, moving through water, trying to move through a solid. Have students hold up index cards labeled solid, liquid, or gas to identify each example.

Updated Text: Invite students to act out examples in the text: moving through air and water and trying to move through a solid. Have students hold up index cards labeled to identify each example.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 98

Location: heading at the top of the left column

Original Text: Evidence for the Particle Model

Updated Text: Evidence for the Particle Model

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 98

Location: TEACH, Key Moment

Original Text: Key Moment Read and discuss the text with students.

Updated Text: n/a

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781266122446

Type: Editorial Change

Current Page Number(s): 99

Location: ASSESS, Claim, Evidence, Reasoning, pink sample answer text

Original Text: Sample answer: solids, liquids, and gases are all made up of matter. The particles are arranged differently in each state.

Updated Text: particles of matter make up all states of matter, solids, liquids, and gases. Particles inside solids look closer together than in liquids, followed by gases. Gas particles are further apart and move more freely in a container compared to a solid. Gases can take the shape of their container, but solids keep their shape.

Feedback and Publisher Responses

Component: *McGraw Hill Ciencias para Texas, Grado 5 Student Edition*

ISBN: 9781266314117

Page Number(s): 150

URL:

[View Content](#)

Feedback Text: On the top of the activity-Transformar le energia por completoCorrection Los científicos hacen preguntas instead of Los científicos se hacen preguntas

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.

Component: *McGraw Hill Ciencias para Texas, Grado 5 Student Edition*

ISBN: 9781266314117

Page Number(s): 159

URL:

[View Content](#)

Feedback Text: Add the word problem to question-Cual seria el problema que tiene el cepillo de dientes si esta fallando y no funciona bien?

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Page Number(s): 258

URL:

[View Content](#)

Feedback Text: Proper translation of weather according to TEA is "estado del tiempo" not only "tiempo". Please add to the first and last sentence in paragraph one "estado del""Aprendiste que el sol puede afectar el estado del tiempo, como la humedad y la precipitacion""El oceano tambien tiene un efecto importarte en el estado del tiempo"

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Page Number(s): 261

URL:

[View Content](#)

Feedback Text: Syntaxis error Change question to Cuales son las dos maneras en las que el sol afecta al estado del tiempo

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Page Number(s): 282-285.

Feedback Text: Title in page 292 should include the words "de manera" to be grammatically correct. "La importancia de la eliminacion de residuos de manera adecuada" instead of La importancia de la eliminacion de residuos adecuada.

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Page Number(s): 360

URL:

[View Content](#)

Feedback Text: Change in instructions the word "circulacion" for the word "ciclo"Observa el diagrama para predecir coo afectarian los campbios en un ecosistema al flujo de energia y a el ciclo de la materia.

Publisher Response: Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.

Publisher: McGraw Hill

Science, (Spanish) Grade 6

Program: McGraw Hill Ciencias para Texas, Grado 6: TEKS

Editorial Changes

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition*

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Popping Good Fun, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition*

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Make a Wave, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition*

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, introduction paragraph

Original Text: What objects do you think will sink into water? Observe the items your teacher presents and make a prediction for each item on if you think it will sink. Record your observations.

Updated Text: What objects do you think will sink in water? Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition*

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Roll On, introduction paragraph, sentence 1

Original Text: How does a force affect an object?

Updated Text: What do you think causes a tennis ball to change its motion?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, introduction paragraph, sentence 3

Original Text: Classify the components in the image provided into each of Earth’s systems.

Updated Text: Classify the components in the image provided by your teacher into each of Earth’s systems.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, Go Online

Original Text: Now check out the video Will it Float? to see the phenomenon you predicted in the activity happening.

Updated Text: Now check out the video Will it Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, before sentence 1

Original Text: N/A

Updated Text: What happens when the forces on an object suddenly change?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, image

Original Text: Image of nature, with rocks, water, grass and mountians.

Updated Text: Image removed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Elementary Materials, introduction paragraph

Original Text: Go Online: Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Then, with a partner, identify and list 20 elements you think are important for day-to-day life.

Updated Text: Go Online: What materials do you think are important for modern day life? Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Notice the substances, called elements, that make up the materials. Then, with a partner, identify and list 10 elements you think are important for day-to-day life. Explain your reasoning.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, sentence 2 and 3

Original Text: Identify the forces acting on the penny. Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny, before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Natural Wonders, introducion paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: History of the Night Sky, paragraph 1, sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 1

Location: Quick Launch: Energy Evaluation, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 10

Location: Liquids, paragraph 1, sentence 1

Original Text: How is the shape, structure, particle motion, and volume of liquids different from solids?

Updated Text: How are the structure, shape, particle motion, and volume of liquids different from solids?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 10

Location: Structure and Shape of Liquids, Describe question

Original Text: How does the structure of liquids affect its shape?

Updated Text: How does the structure of a liquid affect its shape?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 2

Original Text: Follow your teacher’s instructions and think about the interactions of forces as you jump.

Updated Text: Follow your teacher’s instructions to get some clues. Think about the interactions between objects that occur when you jump.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 3

Original Text: Record observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 11

Location: History Connection, paragraph 1, last sentence

Original Text: The unit used for volume was hekat, which is approximately 4.8 liters.

Updated Text: The unit used for volume was a hekat, which is about 4.8 liters.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 11

Location: Apply It, Compare question sample answer

Original Text: The atoms and molecules in liquids are more spread out, the attractive forces between particles are weaker. This allows the particles to slip past one another and flow.

Updated Text: Liquids can flow because their atoms and molecules are more spread out, the attractive forces between them are weaker, and they have more kinetic energy than in solids.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 4

Original Text: A person is pushing to the right on an object.

Updated Text: Determine A person is pushing to the right on an object.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 6, answer choice A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope with equal force.

Updated Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 12

Location: Structure and Shape of Gases, Infer question sample answer

Original Text: The particles would need a container to define a shape.

Updated Text: You could put the gas into a container. The atoms and molecules would then spread out and take the shape of the container.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 12

Location: STEM Connection, Focus on Engineering, Discuss question

Original Text: With a partner, discuss what other type of situations compressed air might be useful for.

Updated Text: With a partner, discuss other situations when compressed air might be useful.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 122

Location: Quick Launch, Energy Evaluation, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 134

Location: Quick Launch, Popping Good Fun, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 148

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Quick Launch, Make a Wave, paragraph 1, sentence 2

Original Text: Follow your teacher’s instructions to create a wave in your classroom.

Updated Text: Follow your teacher’s instructions to make a wave in your classroom.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 148

Location: Quick Launch, Make a Wave, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 160

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how energy is being transformed and transferred between the system and its surroundings.

Updated Text: Analyze the system to determine how energy is being transformed and transferred between the system and its surroundings.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 4 answer options

Original Text: A The kinetic energy of the particles on the right is the greatest of the three images of particles. B The particles in the middle have more kinetic energy than the particles on the right. C The particles in the middle have less space between them than the particles on the left, which means they have more kinetic energy. D Energy was added to the particles on the left to give them more energy than the particles in the middle.

Updated Text: A The kinetic energy of the atoms on the right is the greatest of the three images of atoms. B The atoms in the middle have more kinetic energy than the atoms on the right. C The atoms in the middle have less space between them than the atoms on the left, which means they have more kinetic energy. D Energy was added to the atoms on the left to give them more energy than the atoms in the middle.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 5 answer options

Original Text: A Particles in the image are close together and move freely, while particles in solids are far apart and move freely. B Particles in the image are close together and vibrate in place, while particles in solids are close together and move freely. C Particles in the image and particles in solids are far apart and vibrate in place. D Particles in the image are far apart and move freely, while particles in solids are close together and vibrate in place.

Updated Text: A Atoms in the image are close together and move freely, while atoms in solids are far apart and move freely. B Atoms in the image are close together and vibrate in place, while atoms in solids are close together and move freely. C Atoms in the image and atoms in solids are far apart and vibrate in place. D Atoms in the image are far apart and move freely, while atoms in solids are close together and vibrate in place.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 176

Location: A Day in the Life, paragraph 2, sentence 2

Original Text: They also do research at locations on Earth that simulate the environments on different planets.

Updated Text: They also conduct research at locations on Earth that simulate the environments on different planets.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 1, last sentence

Original Text: Observe the items your teacher presents, and predict whether each item will sink or float. Record your observations.

Updated Text: Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 2, sentence 1

Original Text: Now check out the video Will It Float to observe real-world examples of the phenomenon you made predictions about in the activity.

Updated Text: Now check out the video Will It Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 184

Location: Tidal Range, last sentence

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Since low tides occur between high tides, in many areas low tide occurs 6 hours and 12.5 minutes after high tide.

Updated Text: Since low tides occur between high tides, low tide occurs 6 hours and 12.5 minutes after high tide in many areas.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 22

Location: Apply It, Explain question, sentence 2

Original Text: Are the values of these physical properties greater than, less than, or equal to another?

Updated Text: Are the values of these physical properties greater than, less than, or equal to one another?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 23

Location: Density of Liquids, paragraph 1, sentence 2

Original Text: The density of all liquids is similarly determined by its mass and volume.

Updated Text: The density of a liquid is similarly determined by its mass and volume.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 263

Location: Impacts of Global Energy, paragraph 1, sentence 1

Original Text: Even with the overall growth of global energy usage, there are still many communities who live with insufficient or unreliable energy.

Updated Text: Even with the overall growth of global energy usage, people in many communities still live with insufficient or unreliable energy.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 280

Location: Quick Launch, Let's Get Organized, paragraph 1, sentence 2

Original Text: Follow your teacher's directions to make a model of the different levels of a website.

Updated Text: Follow your teacher's directions to develop a model of the different organizational levels of a website.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 280

Location: Quick Launch, Let's Get Organized, paragraph 1, last sentence

Original Text: Record your observations or draw a sketch to show your understanding.

Updated Text: Record your observations or draw a sketch to show your understanding. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 289

Location: Differentiation Options, Extend, Use to Accelerate, Continue Your Education, sentence 1

Original Text: To learn more about a specific biology career, research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Updated Text: To learn more about a specific biology career, ask students to research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 29

Location: Lesson 1.2 TEKS 6.6D Review, question 6, sentence 2

Original Text: She created the table below from the data she collected.

Updated Text: She organized her collected data in Table 2.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, sentence 2

Original Text: Follow your teacher's directions to complete an activity that models this type of relationship.

Updated Text: Follow your teacher's directions to complete an activity that models feeding relationships between organisms.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, last sentence

Original Text: Record your observations.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 340

Location: Cell Types, paragraph 1, sentence 3

Original Text: These observations helped scientists identify two main types of cells—prokaryotic (proh ka ree AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Updated Text: These observations helped scientists identify two main types of cells—prokaryotic (proh kayr ee AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 350

Location: Quick Launch, Discovering Differences, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 37

Location: Assess, Foldables, Lesson Content, sentence 2

Original Text: On the back, have students research what happens when valuable elements are found.

Updated Text: Have students research what happens when valuable elements are found and record their findings on the back.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 37

Location: Importance of Metalloids to Modern Life, paragraph 1

Original Text: Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Pure silicon and germanium are used in semiconductors. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds

Updated Text: Metalloids are commonly used in industry as semiconductors. Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 39

Location: Mining Today, paragraph 1, last sentence

Original Text: You might find cement in homes such as patios, staircases, and driveways.

Updated Text: You might find cement in homes such as in patios, staircases, and driveways.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 42

Location: Show What YOU Know, bullet 1

Original Text: Read the instructions for the science challenge Be a Detective.

Updated Text: Read the instructions for the Science Challenge Be a Detective.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 42

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how the densities of diet and regular soda compare.

Updated Text: Plan an investigation to determine physical properties can be used to differentiate between two similar substances.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 42

Location: Show What YOU Know, bullet 4, sentence 1

Original Text: CER Make a claim about the how the densities of diet and regular soda compare.

Updated Text: CER Make a claim about how a physical property can be used to differentiate between two similar substances.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 53

Location: Under Making a Solution, Relate box, sentence 2

Original Text: Read the paragraphs about Homogeneous Mixtures and Making a Solution again.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Read the paragraphs about homogeneous mixtures and making a solution again.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 56

Location: Sedimentation, paragraph 2, last sentence

Original Text: The small rocks because they are denser than the sand.

Updated Text: The small rocks will fall first because they are denser than the sand.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): 64

Location: Physical Changes, Classify question sample answer

Original Text: Wood carving cannot be reversed. Once you remove parts of the wood, it cannot be reattached.

Updated Text: Once pieces are carved from the wood, they cannot be rejoined to form the original piece.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 7

Location: Molecules, paragraph 1, sentence 1 and 2

Original Text: Some matter, such as helium, neon, and krypton, consist of individual atoms that are not attached to each other. While other matter, such as water, nitrogen, and carbon dioxide, consist of molecules.

Updated Text: Some matter, such as helium, neon, and krypton, consists of individual atoms that are not attached to each other. Other matter, such as water, nitrogen, and carbon dioxide, consists of molecules.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 7

Location: Characteristics of Matter, paragraph 2, sentence 1

Original Text: The main factors that determine the state of matter are shape and structure, particle motion, and whether it has a definite volume.

Updated Text: The main factors that determine the state of matter are structure and shape, particle motion, and volume.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 82

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Quick Launch, Roll On, paragraph 1, sentence 2 and 3

Original Text: With the ball provided to you follow your teacher’s instructions. Record your observations of the ball’s motion.

Updated Text: Follow your teacher's instructions to get some clues. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 1

Original Text: Follow your teacher’s instructions and set up the activity.

Updated Text: What happens when the forces on an object suddenly change? Follow your teacher’s instructions and set up the activity.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 2 and 3

Original Text: Identify the forces acting on the penny. Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition*
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): SEP 32

Location: Quick Launch, History of the Night Sky, paragraph 2 sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition*
ISBN: 9781266856112

Type: Editorial Change

Current Page Number(s): SEP 4

Location: Quick Launch, Natural Wonders, paragraph 2, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition*
ISBN: 9781266737039

Type: Editorial Change

Current Page Number(s): SEP 45

Location: Chapter Wrap-Up, Assess, TEKS Review, question 6, answer choice A

Original Text: Incorrect The design does meet the height criterion because the height of the suitcase is less 55 cm.

Updated Text: Incorrect The design does meet the height criterion because the height of the suitcase is less than 55 cm.

Publisher: McGraw Hill

Biology

Program: McGraw Hill Texas Biology: TEKS

Editorial Changes

Component: *McGraw Hill Texas Biology Teacher Edition*
ISBN: 9781265765026

Type: Editorial Change

Location: LABS, Lesson 1 row

Original Text: N/A

Updated Text: BioLab: Design Your Own: How can the most effective antibiotics be determined?

Component: *McGraw Hill Texas Biology Teacher Edition*
ISBN: 9781265765026

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Prion Diseases

Updated Text: Quick Lab: Viruses and Prions BioLab: Design Your Own Project: Viruses

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Location: ASSIGNMENTS, Chapter 20 row

Original Text: STEM Project: Explain Helpful Benefits of Bacteria

Updated Text: STEM Project: Explain Helpful Benefits of Bacteria STEM at Work: Solving Big Mysteries—Giant Viruses

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 10

Location: Figure 9, add subcaptions (9A, 9B, 9C)

Original Text: N/A

Updated Text: Left image: 9A Newly hatched chicks Center image: 9B Growing chicks need food Right image: 9C Chicks start to fly after 2 weeks

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1002

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Examine Body Plans

Updated Text: Quick Lab: Examine Body Plans BioLab: Is that symmetrical?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1002

Location: ASSIGNMENTS, Chapter 23 row

Original Text: STEM Project: Compare Characteristics of Endangered Species

Updated Text: STEM Project: Compare Characteristics of Endangered Species STEM at Work: Asymmetry: It's a Brain-Teaser

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 102

Location: VIDEOS & INTERACTIVES, Lesson 3 row

Original Text: Video: Ecological Succession Interactive Visual Literacy: Ecological Succession

Updated Text: Interactive Visual Literacy: Ecological Succession

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 102

Location: LABS, Lesson 1 row

Original Text: N/A

Updated Text: Quick Lab: Formulate a Climate Model

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 102

Location: ASSIGNMENTS, Chapter 3 row

Original Text: STEM Project: Design a Rooftop Garden

Updated Text: STEM Project: Design a Rooftop Garden Biology & Society: Out on a Limb

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1038

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Explore Habituation

Updated Text: Quick Lab: Explore Habituation BioLab: Design Your Own Lab: How does the external stimulus of light affect behavior?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1038

Location: ASSIGNMENTS, Chapter 24 row

Original Text: STEM Project: Explain How Habitats Meet the Needs of Animals

Updated Text: STEM Project: Explain How Habitats Meet the Needs of Animals Biology & Society: Helpful or harmful?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1038

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Invertebrates

Updated Text: CER: Invertebrates STEM Biographies: Better Crops by Studying Insects

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1038

Location: ASSIGNMENTS, Lesson 2 row

Original Text: STEM Connection: The Birdman of India

Updated Text: STEM Biographies: The Birdman of India

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1042

Location: Lesson 1 Invertebrates, top of page

Original Text: N/A

Updated Text: Lesson Overview header below Lesson 1 Invertebrates header

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1051

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: Better Crops by Studying Insects | Assignments | 10 minutes Have students read Better Crops by Studying Insects, which describes Dr. Bill Hendrix and how he became an entomologist. He studies the insects that affect crops, and then develops treatments to help farmers control the insects.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1069

Location: Lesson 3 Basic Behaviors, top of page

Original Text: N/A

Updated Text: Lesson Overview header below Lesson 3 Basic Behaviors header

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1076

Location: Elaborate continued, top of page

Original Text: N/A

Updated Text: [Below Quick Lab: Explore Habituation] [red lab box] BioLab: Experimental Design Your Own Lab: How does the external stimulus of light affect behavior? | Labs | 50 minutes Students will design and implement an experiment and testing chamber to investigate how isopods respond to light.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1082

Location: ASSIGNMENTS, Chapter 25 row

Original Text: STEM Project: Model Engineering and the Human Body

Updated Text: STEM Project: Model Engineering and the Human Body Biology & Technology: Lending a (Virtual) Hand

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1082

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Levels of Organization and Homeostasis

Updated Text: CER: Levels of Organization and Homeostasis Applying Practices: Hierarchical Organization in the Human Body

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1082

Location: VIDEOS & INTERACTIVES, Chapter 25 row

Original Text: Interactive Case Exploration: Human Body Systems

Updated Text: Interactive Case Exploration: Life-Saving Hypothermia

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1082

Location: LABS, Chapter 25 row

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Launch Lab: How do you track a cold? BioLab: Investigate Homeostasis in the Human Body

Updated Text: Launch Lab: What changes take place in the body during exercise? BioLab: Investigate Homeostasis in the Human Body

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1082

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Homeostasis and Blood Glucose; Model the Endocrine System

Updated Text: Quick Lab: Model the Endocrine System

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1083

Location: CHAPTER LAUNCH, bottom of column

Original Text: Launch Lab: How do you track a cold? | Labs | 15 minutes Students will ask classmates a series of questions and organize data they collect to trace the path of a cold.

Updated Text: Launch Lab: What changes take place in the body during exercise? | Labs | 15 minutes Students will investigate how various body system responses to exercise interrelate.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1090

Location: Explore, table with answers

Original Text: Tissue level: [2nd column] Cellular level: [3rd column]

Updated Text: Cellular level: [2nd column] Tissue level: [3rd column] [columns needs to be switched]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1094

Location: Explain continued, toward bottom of page

Original Text: [red lab box] Quick Lab Homeostasis and Blood Glucose | Labs | 20 minutes Students will perform a role play designed to illustrate what happens during the disruption of homeostasis in Type 1 diabetes. The role play is designed to facilitate students' understanding of the role of the pancreas, glucose, insulin, glucagon, and muscles in glucose homeostasis.

Updated Text: [red lab box] Quick Lab: Descriptive Model the Endocrine System | Labs | 25 minutes Students will create a model to show how the endocrine system uses hormones to maintain homeostasis.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1095

Location: ELPS Support

Original Text: Beginning Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure’s face. Gesturing to support comprehension, say: It’s very hot outside, but this person’s temperature doesn’t change. Continue with different types of weather. Then, using gestures and other such visuals to support comprehension, say: This is an example of homeostasis. This person’s temperature stays the same even when the outside temperature changes. Intermediate Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure’s face. Say: It’s very hot outside, but this person’s temperature doesn’t change. This is an example of homeostasis. This person’s temperature stays the same even when the outside temperature changes. Continue with different types of weather. Then ask: What is this an example of? Advanced/Advanced High Write the word homeostasis and model the pronunciation. Ask: What is the average temperature of the human body? When it’s very hot outside, what happens to your temperature? What happens to it when it’s very cold outside? Say: This is an example of homeostasis. Then ask a volunteer to give a definition of homeostasis based on what they’ve just learned. If students have trouble, have a volunteer find the definition in the first paragraph of the reading and share it.

Updated Text: Beginning Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure’s face. Gesturing to support comprehension, say: It’s very hot outside, but this person’s temperature doesn’t change. Continue with different types of weather. Then, using gestures and other such visuals to support comprehension, say: This is an example of homeostasis. This person’s temperature stays the same even when the outside temperature changes. Intermediate Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure’s face. Say: It’s very hot outside, but this person’s temperature doesn’t change. This is an example of homeostasis. This person’s temperature stays the same even when the outside temperature changes. Continue with different types of weather. Then ask: What is this an example of? Advanced/Advanced High Write the word homeostasis and model the pronunciation. Ask: What is the average temperature of the human body? When it’s very hot outside, what happens to your temperature? What happens to it when it’s very cold outside? Say: This is an example of homeostasis. Then ask a volunteer to give a definition of homeostasis based on what they’ve just learned. If students have trouble, have a volunteer find the definition in the first paragraph of the reading and share it.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1097

Location: Elaborate continued, bottom

Original Text: [N/A: needs added]

Updated Text: Applying Practices: Hierarchical Organization in the Human Body | 60 minutes Students will develop a model that can be used to show how the different systems of the body interact during and after exercise, and during nutrient absorption, reproduction, and defense from injury or illness.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1118

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Integumentary, Skeletal, and Muscular Systems

Updated Text: CER: Integumentary, Skeletal, and Muscular Systems STEM Biographies: Building a Better Body

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1118

Location: VIDEOS & INTERACTIVES, Chapter 26 row

Original Text: Video: Science Bob

Updated Text: Video: Science Bob IF/THEN She Can: Lataisia Jones

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1118

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Animation: Gas Exchange Interactive Visual Literacy: Respiratory System; Circulatory System

Updated Text: Interactive Visual Literacy: Respiratory System; Circulatory System

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1118

Location: LABS, Chapter 26 row

Original Text: Launch Lab: What changes take place in the body during exercise? BioLab: How can skeletons help you solve a crime?

Updated Text: Launch Lab: How does the enzyme pepsin aid digestion? BioLab: How can skeletons help you solve a crime?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1118

Location: LABS, Lesson 3 row

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Quick Lab: Investigate Digestion of Lipids; Role of Pepsin in Digestion BioLab: Compare Rates of Starch Digestion Virtual Lab: Chemical Composition of Cells: Digestion of Starch

Updated Text: Quick Lab: Investigate Digestion of Lipids BioLab: Compare Rates of Starch Digestion Virtual Lab: Chemical Composition of Cells—Digestion of Starch

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1118

Location: ASSIGNMENTS, Chapter 26 row

Original Text: STEM Project: Design a Medical Device

Updated Text: STEM Project: Design a Medical Device Biology & Technology: Matters of the Heart

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1119

Location: CHAPTER LAUNCH

Original Text: Launch Lab: What changes take place in the body during exercise? | Labs | 15 minutes Students will investigate how body system responses to exercise might be related to each other.

Updated Text: Launch Lab: How does the enzyme pepsin aid digestion? | Labs | 25 minutes Students will investigate the role of pepsin, an enzyme, in the digestion of protein.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 112

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: [red lab box] Quick Lab: Descriptive Formulate a Climate Model | Labs | 25 minutes Students will observe, develop, and model the difference in the intensity of light from the Sun at different latitudes to determine how light intensity affects climate.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1127

Location: Explore continued, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: Building a Better Body | Assignments | 5 minutes Have students read about the life the career of Dr. Hugh Herr, an amputee. This introduces students to biophysics and mechanical engineering and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1140

Location: Content Vocabulary, middle column

Original Text: • lung • artery

Updated Text: • lung • alveolus • artery

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1148

Location: Explain continued, bottom of page

Original Text: Animation: Gas Exchange | Videos & Interactives | 2 minutes Students will watch the video to learn about gas exchange in the respiratory system. [tile icon]

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 116

Location: 1st Ask Yourself question

Original Text: Describe how density-dependent factors can be influenced by climate change.

Updated Text: Explain why white-nose syndrome is a density-dependent factor.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 117

Location: Last paragraph, last sentence

Original Text: In the next lesson, you'll learn about the different kinds of population growth.

Updated Text: However, humans can also help populations that were once in decline bounce back by conservation and preservation efforts, which you will learn about in Chapter 6.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1173

Location: Lesson 1, Essential Question

Original Text: Essential Question: What is the function of the human nervous system?

Updated Text: Essential Question: What are the structures and functions of the nervous system?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1174

Location: VIDEOS & INTERACTIVES, Chapter 27 row

Original Text: Video: Human Body Systems

Updated Text: Video: Human Body Systems Part II IF/THEN She Can: Danielle Twum

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1174

Location: LABS, Lesson 4 row

Original Text: Quick Lab: Evaluate the Spread of Infectious Disease Simulation: Virtual Pathology BioLab: How do you find Patient Zero?

Updated Text: Quick Lab: Evaluate the Spread of Infectious Disease; How do you track a cold? BioLab: How do you find Patient Zero? Simulation: Virtual Pathology

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1174

Location: ASSIGNMENTS, Chapter 27 row

Original Text: STEM Project: Evaluate Effects of Space Travel on the Immune System

Updated Text: STEM Project: Evaluate Effects of Space Travel on the Immune System Scientific Breakthroughs: Predicting Prematurity

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1174

Location: ASSIGNMENTS, Lesson 4 row

Original Text: CER: Immune System STEM Connection: A Passion for Science

Updated Text: CER: Immune System STEM Biographies: A Passion for Science

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1178

Location: Essential Question

Original Text: Essential Question: What is the function of the human nervous system?

Updated Text: Essential Question: What are the structures and functions of the nervous system?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1217

Location: Elaborate continued

Original Text: [red lab box] BioLab How do you find Patient Zero? | Labs | 45 minutes Students will determine who in class is Patient Zero and is “spreading” an illness.

Updated Text: [red lab box] Quick Lab: Descriptive How do you track a cold? | Labs | 25 minutes Students will trace the possible path of a cold.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 124

Location: Explain continued, middle of page

Original Text: Simulation: Marine Ecosystems | Labs | 20 minutes Students will apply their knowledge of marine ecosystems by creating and modeling a marine ecosystem in a reef tank.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 1261

Location: Glossary

Original Text: sexual reproduction: type of natural selection in which the change in frequency of a trait is based on the ability to attract a mate. reproducción sexual: tipo de selección natural en la que el cambio en la frecuencia de un rasgo se basa en la capacidad de atraer pareja.

Updated Text: sexual reproduction: requires two parents to produce offspring. Each parent contributes a sex cell, and these join to produce an offspring. reproducción sexual: se necesitan dos progenitores para producir el descendiente. Cada progenitor aporta una célula sexual y estas se juntan para producir un descendiente.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 127

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: [red lab box] BioLab: Experimental Pond in a Jar | Labs | 50 minutes Students will create and develop a model ecosystem and observe the interactions between parts of the ecosystem.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 129

Location: Table 1 Population Growth Rate of Countries, right column

Original Text: Location

Updated Text: Population Growth of Countries Graph

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 14

Location: ELPS Support box

Original Text: Beginning Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, bacteria. For each category of living things say: This is/ These are living things. (point to the words living things on the board) Contrast with a few pictures of non-living things and pointing to things in the classroom (table, car, house, etc.) and, shaking your head, say: These are non-living things. Confirm understanding by asking students to point to things that are living and things that are non-living. Intermediate Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, bacteria. For each category of living things say: This is/ These are living things (point to the words living things on the board). Contrast with a few pictures of non-living things and pointing to things in the classroom (table, car, house, etc.) and say: These are non-living things. Confirm understanding by asking students to distinguish between living and non-living things. Have students use sentence stem: A [plant] is a _____. (living thing) A [table] is not a _____ (living thing) Point to the text book and the word biology and say: Biology is the study of living things. Advanced/Advanced High Ensure comprehension of the term living things by asking students to give examples of living things. (people, plants, animals, organisms, cells, bacteria) Be sure they use the term living things as they give their examples. Explain how Biology is the study of all living things.

Updated Text: Beginning Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, bacteria. For each category of living things say: This is/ These are living things. (Point to the words living things on the board.) Contrast with a few pictures of nonliving things as well as nonliving things in the classroom (table, car, house, etc.). Shaking your head, say: These are nonliving things. Confirm understanding by asking students to point to things that are living and things that are nonliving. Intermediate Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, and bacteria. For each category of living things say: This is/ These are living things (point to the words living things on the board). Contrast with a few pictures of non-living things and pointing to things in the classroom (table, car, house, etc.) and say: These are non-living things. Confirm understanding by asking students to distinguish between living and non-living things. Have students use sentence stem: A [plant] is a _____. (living thing) A [table] is not a _____ (living thing) Point to the text book and the word biology and say: Biology is the study of living things. Advanced/Advanced High Ensure comprehension of the term living things by asking students to give examples of living things (people, plants, animals, organisms, cells, bacteria). Be sure they use the term living things as they give their examples. Explain how biology is the study of all living things.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 144

Location: ASSIGNMENTS, Chapter 4 row

Original Text: STEM Project: Compare Yeast Population Size

Updated Text: STEM Project: Compare Yeast Population Size STEM at Work: As Easy (or Not) as 1, 2, 3

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 144

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Interactive Visual Literacy: Population Characteristics

Updated Text: Interactive Visual Literacy: Population Characteristics; Competition

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 144

Location: VIDEOS & INTERACTIVES, Lesson 3 row

Original Text: Interactive Visual Literacy: Human Age Structures

Updated Text: Video: Human Population Interactive Visual Literacy: Human Age Structures

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 155

Location: ELPS Support

Original Text: Beginning Write the word characteristic on the board. Use gestures and sketches to get the meaning across of the word and ask students to repeat the word after you. Say: A characteristic is something about us. Some characteristics of me are, I have brown hair. I have brown eyes. I am tall. Check understanding of the word by asking students to point to their own characteristics and point out characteristics specific to animals in pictures. For example, students point to the trunk of an elephant. You say: Yes, the trunk is a characteristic of an elephant. Continue by showing other species and pointing out the characteristics. Intermediate Write the word characteristic on the board. Have students find the word in their text. Use gestures and sketches to get the meaning across of the word and ask students to repeat the word after you. Say: A characteristic is something about people, animals or things. Some characteristics of me are, I have brown hair. I have brown eyes. I am tall. A characteristic of a giraffe is a long neck. Check understanding of the word by asking students to tell about characteristics specific to animals using a sentence stem. A _____ is a characteristic of a _____. Advanced/Advanced High Have students find the word characteristic in their text. Ask students to repeat the word after you. Elicit a definition in their own words and some examples. Check understanding of the word by asking students to talk about characteristics specific to certain species.

Updated Text: Beginning Write the word characteristic on the board. Use gestures and sketches to explain the meaning of the word, and ask students to repeat the word after you. Say: A characteristic is something about us. Some characteristics of me are: I have brown hair. I have brown eyes. I am tall. Check understanding of the word by asking students to point to their own characteristics and point out characteristics specific to animals in pictures. For example,

students point to the trunk of an elephant. You say: Yes, the trunk is a characteristic of an elephant. Continue by showing other species and pointing out the characteristics. Intermediate Write the word characteristic on the board. Have students find the word in their text. Use gestures and sketches to explain the meaning of the word, and ask students to repeat the word after you. Say: A characteristic is something about people, animals, or things. Some characteristics of me are: I have brown hair. I have brown eyes. I am tall. A characteristic of a giraffe is a long neck. Check understanding of the word by asking students to tell about characteristics specific to animals using a sentence stem. A _____ is a characteristic of a _____. Advanced/Advanced High Have students find the word characteristic in their text. Ask students to repeat the word after you. Elicit a definition in their own words and some examples. Check understanding of the word by asking students to talk about characteristics specific to certain species.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 156

Location: Elaborate, bottom of page

Original Text: Simulation: Population Biology | Labs | 30 minutes Students will investigate how organisms in a population compete for food.

Updated Text: Simulation: Population Biology | Labs | 30 minutes Students will investigate how organisms in a population compete for food. [add flask icon to right of text] Interactive Visual Literacy: Competition | Videos & Interactives | 5 minutes Students will learn about the relationship between competition and population density.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 158

Location: Heat Transfer in Oceans header

Original Text: Heat Transfer in Oceans

Updated Text: Heat transfer in oceans

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 158

Location: Heat transfer in oceans header, 1st paragraph, 4th and 5th sentences

Original Text: Along the way, water loses heat. Cold water from the poles moves back toward the equator.

Updated Text: Along the way, water loses heat and its density rises. Cold water from the poles moves back toward the equator, so as the water warms the water becomes less dense.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 158

Location: 1st Ask Yourself question

Original Text: Explain how ocean currents move heat and influence climate.

Updated Text: N/A [deleted]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 158

Location: Answer Key, 1st Page 116 Question/Answer

Original Text: Ask Yourself Describe how density-dependent factors can be influenced by climate change. Sample answer: Disease is a density-dependent factor that can be influenced by climate change because organisms, like bats with white-nose syndrome, are using energy to fight off the fungus and do not have the energy to reproduce.

Updated Text: Ask Yourself Explain why white-nose syndrome is a density-dependent factor. When the population density of bats is high, the fungus spreads quickly between individuals. When the population density of bats is low, the fungus spreads more slowly.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 163

Location: Figure 29 caption

Original Text: This graph shows how the average temperature of each year differs from the average yearly temperature for 1901–2000.

Updated Text: This graph shows the global average surface temperature between 1880–2000. It shows the cooler than average years as blue, and the warmer than average years as dark red

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 163

Location: 1st paragraph, 1st and 2nd sentence

Original Text: Changes in greenhouse gas concentrations have led to global warming, a rise in global temperatures, as shown in Figure 29. This graph shows how the temperature each year differed compared to the average temperature between 1901–2020.

Updated Text: Changes in greenhouse gas concentrations have led to global warming, a rise in global temperatures. Figure 29 shows how increased surface temperatures are related to a rise in global temperatures.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 172

Location: Lesson 3 Blueprint table, left column, Engage

Original Text: N/A

Updated Text: Video: Human Population [5 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 172

Location: Lesson 3 Blueprint table, right column, Explain

Original Text: N/A

Updated Text: Under Differentiation Instruction add: Quick Lab: Evaluate Factors [15 min]

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 172

Location: Essential Question

Original Text: How do using renewable and nonrenewable energy resources affect biodiversity?

Updated Text: How does using renewable and nonrenewable energy resources affect biodiversity?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 173

Location: Engage, bottom of page

Original Text: N/A

Updated Text: Video: Human Population | Videos & Interactives | 5 minutes This video shows trends in human population growth.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 177

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: [red lab box] Quick Lab: Descriptive Evaluate Factors | Labs | 15 minutes Students will predict the effect of different factors on human population growth.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 178

Location: Possible, Not perfect header

Original Text: Possible, Not perfect

Updated Text: Possible, Not Perfect

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 184

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Climate and Climate Change Applying Practices: Exploring Relationships: Climate Change and Human Activity STEM Connections: Looking for Carbon Dioxide

Updated Text: CER: Climate and Climate Change Applying Practices: Exploring Relationships: Climate Change and Human Activity; Forecasting Climate Change STEM Biographies: Looking for Carbon Dioxide; The Art of Modeling Climate Change

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 184

Location: VIDEOS & INTERACTIVES, Chapter 5 row

Original Text: Video: Science Bob Interactive Case Exploration: Bye, Bye Butterfly?

Updated Text: Video: Science Bob Interactive Case Exploration: Bye, Bye Butterfly? IF/THEN She Can: Shyla Raghav

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 184

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Survey Leaf Litter Samples

Updated Text: Quick Lab: Survey Leaf Litter Samples BioLab: How do we measure biodiversity?; How can surveying a plot of land around your school help you understand the health of your ecosystem? Virtual Lab: Biological Sampling

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 184

Location: ASSIGNMENTS, Chapter 5 row

Original Text: STEM at Work: How Can Computer Models Predict an Ecosystem's Future

Updated Text: Scientific Breakthroughs: More species—Fewer Individuals

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 184

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Biodiversity STEM Connections: Blending Science and Literature

Updated Text: CER: Biodiversity STEM Connections: Blending Science and Literature Applying Practices: Biodiversity in Leaf Litter

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 184

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Threats to Biodiversity

Updated Text: CER: Threats to Biodiversity Applying Practices: Evaluating Impacts of Environmental Change of Populations

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 194

Location: Essential Question

Original Text: How do using renewable and nonrenewable energy resources affect biodiversity?

Updated Text: How does using renewable and nonrenewable energy resources affect biodiversity?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 2

Location: About the photo

Original Text: People have always been fascinated with Mars and speculation about life on Mars. A series of Mars explorations using rovers have provided a vast amount of data describing the conditions on Mars. Humans also speculate about the possibility of humans living on Mars one day.

Updated Text: People have always been fascinated with Mars and speculation about life on Mars. A series of Mars explorations using rovers have provided a vast amount of data describing the conditions there. Humans also speculate about the possibility of living on Mars one day.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 207

Location: Nonpolar covalent bonds paragraph

Original Text: Polar covalent bonds header/paragraph and art Nonpolar covalent bonds header/paragraph

Updated Text: Nonpolar covalent bonds header/paragraph Polar covalent bonds header/paragraph and art

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 21

Location: Lesson 2 Blueprint table, top right column

Original Text: Derived Units

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 21

Location: Lesson 2 Blueprint table, toward bottom of right column

Original Text: Quick Lab: Determine Density

Updated Text: BioLab: Determine Density

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 21

Location: Lesson 2 Blueprint table, toward bottom of right column

Original Text: Probeware Lab: Quantitative and Qualitative Observations [60 min]

Updated Text: Lab: Organizing Quantitative and Qualitative Data [50 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 210

Location: Lesson 3 Blueprint table, right column, Elaborate

Original Text: Quick Lab: Feedbacks-Melting Sea Ice [20 min]

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 216

Location: Your Study Tools

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: ✓ Review with Interactive Visual Literacy: Properties of Water. ✓ Watch additional videos for lesson concepts: Covalent Bonds and Water. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Properties of Water. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 217

Location: Elaborate continued

Original Text: [red lab box] Quick Lab Feedbacks-Melting Sea Ice | Labs | 20 minutes In this activity, students explore cause-and-effect relationships related to global warming, melting sea ice, and differences in albedo.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 219

Location: Answer Key, Page 157, 1st entry

Original Text: Page 157 Ask Yourself Relate the tilt of Earth’s axis to the seasons. The tilt of Earth’s axis causes variation in the amount of solar radiation an area receives at different times of year. This, in turn, causes seasons.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 219

Location: Answer Key, Page 158, 1st entry

Original Text: Page 158 Ask Yourself Explain how ocean currents move heat and influence climate. Ocean currents move heat from the equator to the poles and back.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 221

Location: Chapter Overview, Lesson 1

Original Text: Essential Question: How do using renewable and nonrenewable energy resources affect biodiversity?

Updated Text: Essential Question: How does using renewable and nonrenewable energy resources affect biodiversity?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 222

Location: VIDEOS & INTERACTIVES, Chapter 6 row

Original Text: Video: Preserving Biodiversity

Updated Text: Video: Preserving Biodiversity IF/THEN She Can: Rae Wynn-Grant

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 222

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Use Solar Power at Home

Updated Text: Quick Lab: Use Solar Power at Home BioLab: Engage in Scientific Argumentation

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 222

Location: ASSIGNMENTS, Chapter 6 row

Original Text: STEM Project: Design a Solution for Maintaining Biodiversity in National Parks

Updated Text: STEM Project: Design a Solution for Maintaining Biodiversity in National Parks Focus on Texas: Preserving Biodiversity in Texas

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 222

Location: ASSIGNMENTS, Lesson 3 row

Original Text: CER: Conservation and Biodiversity Preservation Applying Practices: Microbeads, Mega-Problem; Cleaning Up an Oil Spill

Updated Text: CER: Conservation and Biodiversity Preservation Applying Practices: Microbeads, Mega-Problem; Cleaning Up an Oil Spill STEM Biographies: Diving Deep for the Health of Oceans

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 227

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Macromolecules. ✓ Review vocabulary using Word Lab.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: ✓ Review with Interactive Visual Literacy: Macromolecules. ✓ Watch additional videos for lesson concepts: The Building Blocks of Life. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 227

Location: Footer

Original Text: 227 Chapter 7 • Chemistry of Life

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 231

Location: Topic: Nonrenewable Resources, bottom of page

Original Text: N/A

Updated Text: [red lab box] BioLab: Descriptive Engage in Scientific Argumentation | Labs | 50 minutes Students will research and debate the use of nuclear energy.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 234

Location: Figure 1 caption

Original Text: A close up look into the cell nucleus, in green, and surrounding structures can be captured by a specialized microscope.

Updated Text: A close up look into the cell nucleus, in green, and surrounding structures can be captured by a specialized microscope.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 250

Location: Explore, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: Diving Deep for the Health of Oceans | Assignments | 5 minutes Have students read about the career of Philippe Cousteau, Jr. which introduces students to oceanography and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 258

Location: Lesson 4 title

Original Text: Cellular Transport

Updated Text: Cellular Transport and Energy

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 260

Location: All Cells Need Energy paragraph

Original Text: Remember that living organisms are made of cells. Inside cells are organelles, each of which performs specific functions, such synthesizing proteins. Cells themselves perform different functions. For example, cells in muscles contract in order to move the muscle. Certain cells in the stomach produce proteins and acids to digest food. All of these cellular activities require energy, which is the ability to do work. Therefore, even when you are sleeping, the chemical reactions and other processes that happen in cells are going on. Even when you might not think that you are using any energy you are. In other words, cells require energy continuously. Bioenergetics is the study of how cells obtain, store, and use energy. You'll learn more about bioenergetics in this lesson.

Updated Text: Remember that living organisms are made of cells. Inside cells are organelles that each perform specific functions such as synthesizing proteins. Cells themselves perform different functions. For example, cells in muscles contract in order to move the muscle. Certain cells in the stomach produce proteins and acids to digest food. All of these cellular activities require energy, which is the ability to do work. Even when you might not think that you are using any energy you are. Chemical reactions and other processes continue to occur in the cells, even while you are sleeping. In other words, cells require energy continuously. Bioenergetics is the study of how cells obtain, store, and use energy. You'll learn more about bioenergetics in this lesson.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 267

Location: Figure 10 art

Original Text: N/A

Updated Text: Add chemical equation to art: $\text{NH}_5\text{C}_2\text{O}_2 + \text{NH}_7\text{C}_3\text{O}_2 \rightarrow \text{N}_2\text{H}_{10}\text{C}_5\text{O}_3 + \text{H}_2\text{O}$

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 268

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Chemical Reaction.

Updated Text: ✓ Watch additional videos for lesson concepts: Bioluminescence and The Conservation of Mass.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 28

Location: Probeware Lab, top of page

Original Text: Probeware Lab Quantitative and Qualitative Observations | Labs | 60 minutes Students will measure the change in temperature, compare quantitative and qualitative observations, discuss the difference between observations and

Updated Text: Lab: Descriptive Organizing Quantitative and Qualitative Data | Labs | 50 minutes Students will organize quantitative and qualitative data using graphs, charts, and graphic organizers.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 284

Location: Engage, under CER

Original Text: Video: Covalent Bonds and Water | Videos & Interactives | 3 minutes This video illustrates how covalent bonds affect the properties of water.

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 286

Location: Digital Spotlight

Original Text: Explosions? Slime? Science? Check out Science Bob as he uncovers new ways to “blow up” the content in this chapter.

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 286

Location: Digital Spotlight

Original Text: Interactive Case Exploration: Photosynthesis and Cellular Respiration

Updated Text: Interactive Case Exploration: Underwater Herb Gardening

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 296

Location: Top of page

Original Text: Lesson Details with 5E Options

Updated Text: Teaching Lesson 4 with 5E Options

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 302

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: The Calvin Cycle. ✓ Watch additional videos for lesson concepts: Photosynthesis Phase One: Electron Transport. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: The Calvin Cycle. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 306

Location: VIDEOS & INTERACTIVES, Chapter 8 row

Original Text: Interactive Case Exploration: Cellular Structure and Function

Updated Text: Interactive Case Exploration: Nanotech and Cells IF/THEN She Can: Claire Meaders

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 306

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Interactive Visual Literacy: Microscope Technology

Updated Text: Interactive Visual Literacy: Microscopes

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 306

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Interactive Visual Literacy: Phospholipid Bilayer

Updated Text: Interactive Visual Literacy: Phospholipid Bilayer; Selective Permeability

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 306

Location: ASSIGNMENTS, Chapter 8 row

Original Text: STEM Project: Construct a Cell Analogy

Updated Text: STEM Project: Construct a Cell Analogy Scientific Breakthroughs: Mitochondria: More Than Just a Powerhouse

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 307

Location: CHAPTER LAUNCH, bottom of column

Original Text: Launch Lab: What Is a cell? | Labs | 15 minutes Students will use a microscope to distinguish between living and nonliving things.

Updated Text: Launch Lab: What are the differences between animal cells and bacterial cells? | Labs | 25 minutes Students will use a compound microscope to observe and compare animal cells and bacterial cells.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 314

Location: Quick Lab

Original Text: Quick Lab Discover Cells | Labs | 20 minutes Students will view images from microscopes that are projected, describe, and draw what they see.

Updated Text: Quick Lab: Descriptive Discover Cells | Labs | 20 minutes Students will view, describe, and draw images from microscopes that are projected.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 316

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Krebs Cycle. ✓ Watch additional videos for lesson concepts: Aerobic Respiration: Electron Transport Chain. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Krebs Cycle. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 318

Location: Under Lesson Wrap Up, bottom of page

Original Text: Differentiation Resources: The Plasma Membrane

Updated Text: Differentiation Resources: Cell Discovery and Cell Theory

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 323

Location: Griffith paragraph, 5th sentence

Original Text: The live R cells did not kill the mice, and the killed S cells did not kill the mice.

Updated Text: Neither the live R cells nor the killed S cells caused the mice to die.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 323

Location: Figure 2 Look Closer

Original Text: Describe what happened when dead S cells were mixed with live R cells.

Updated Text: Describe what happened when killed S cells were mixed with live R cells.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 327

Location: Elaborate continued

Original Text: N/A

Updated Text: Interactive Visual Literacy: Selective Permeability | Videos & Interactives | 5 minutes Students will explore substances that enter and leave the plasma membrane.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 336

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Transcription and Translation. ✓ Watch additional videos for lesson concepts: Central Dogma: DNA to RNA to Proteins. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Transcription and Translation. ✓ Watch additional videos for lesson concepts: Central Dogma. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 345

Location: Figure 24 subcaptions

Original Text: N/A

Updated Text: Left image: 24A Amino acid substitution Top right image: 24B Healthy red blood cells Bottom right image: 24C Sickle-cell red blood cells

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 345

Location: Cystic fibrosis paragraph, Line 4-5

Original Text: The condition is due to a faulty or missing ion channel, called the CFTR protein.

Updated Text: The condition is due to a faulty or missing ion channel, called the CFTR (cystic fibrosis transmembrane conductance regulator) protein.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 367

Location: Figure 10

Original Text: Update Image [equation needs added]

Updated Text: Add equation at bottom of image $\text{NH}_5\text{C}_2\text{O}_2 + \text{NH}_7\text{C}_3\text{O}_2 \rightarrow \text{N}_2\text{H}_{10}\text{C}_5\text{O}_3 + \text{H}_2\text{O}$

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 382

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: [red lab box] BioLab: Experimental What factors affect an enzyme reaction? | Labs | 50 minutes Students will investigate the role of enzymes in facilitating cellular processes by planning and conducting an experiment on factors that affect the activity of the enzyme peroxidase.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 395

Location: Table 3, Phenotype row

Original Text: No phenotypic affect

Updated Text: No phenotypic effect

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 4

Location: LABS, Chapter 1 row

Original Text: BioLab: Use Density to Date a Coin

Updated Text: BioLab: Determine Density

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 4

Location: LABS, Lesson 1 row

Original Text: BioLab: What is biology?

Updated Text: BioLab: What is biology?; How can you keep cut flowers fresh?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 4

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Determine Density Probeware Lab: Quantitative and Qualitative Observations Virtual Lab: Metric Measurement: Length; Weight; Temperature; Volume

Updated Text: Lab: Organizing Quantitative and Qualitative Data Virtual Lab: Metric Measurement: Length; Weight; Temperature; Volume

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 4

Location: ASSIGNMENTS, Chapter 1 row

Original Text: STEM Project: Design a Product to Enhance a Living Organism

Updated Text: STEM Project: Design a Product to Enhance a Living Organism Biology & Society: A Shot in the Arm

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 40

Location: Human impact on systems header, 1st paragraph, line 5

Original Text: decreased the stability of the interactions between

Updated Text: decreased the stability of the interactions among

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 40

Location: Figure 6 Look Closer

Original Text: Describe what might happen to a bird population if the number of dragonflies decreased.

Updated Text: Describe what might happen to a bird population if the number of dragonflies decreases.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 40

Location: Humans and Earth’s systems header, 2nd paragraph, line 5

Original Text: dragonflies in a region can have quite a large effect

Updated Text: dragonflies in a region can have a significant effect

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 40

Location: Humans depend on Earth’s systems header, 2nd paragraph, line 3

Original Text: dive deeper into the topic in Chapters 5 and 6.

Updated Text: dive deeper into the topic in later chapters.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 400

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Virtual Lab: Osmosis—Movement of Water Across a Selectively Permeable Membrane | Labs | 40 minutes
In this virtual lab, students will investigate the diffusion of water through a selectively permeable membrane. [add icon to the right]

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 412

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Law of Independent Assortment; Dihybrid Cross. ✓ Watch additional videos for lesson concepts: Mendelian Genetics. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Law of Independent Assortment; Dihybrid Cross. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 419

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Pedigrees. ✓ Watch additional videos for lesson concepts: Basic Patterns of Human Inheritance. ✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Pedigrees. ✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 430

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Multiple Alleles: Blood; Sex-linked Traits: Colorblindness. ✓ Watch additional videos for lesson concepts: Sex-linked Traits. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Multiple Alleles: Blood; Sex-linked Traits: Color Blindness. ✓ Watch additional videos for lesson concepts: Complex Patterns of Inheritance. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 448

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Genetic Engineering; DNA Sequencing. ✓ Watch additional videos for lesson concepts: Recombinant DNA Technology; Polymerase Chain Reaction. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Genetic Engineering; DNA Sequencing. ✓ Watch additional videos for lesson concepts: Gel Electrophoresis. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 456

Location: Your Study Tools

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: ✓ Review with Interactive Visual Literacy: Chromosomal Microarray. ✓ Watch additional videos for lesson concepts: Use of DNA Technology in Medicine. ✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Chromosomal Microarray. ✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 470

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Interactive Visual Literacy: Griffith's Experiment

Updated Text: Interactive Visual Literacy: Discovery of DNA's Structure

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 470

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Video: DNA, RNA, and Protein

Updated Text: Animation: Central Dogma

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 470

Location: ASSIGNMENTS, Chapter 11 row

Original Text: STEM Project: Assess Pest Control Options for Corn Crops

Updated Text: STEM Project: Assess Pest Control Options for Corn Crops Scientific Breakthroughs: Cancer and Aging Research Enters New TERRA-tory

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 470

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Principles of Natural Selection. ✓ Watch additional videos for lesson concepts: Principles of Natural Selection. ✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Principles of Natural Selection. ✓ Watch additional videos for lesson concepts: The Theory of Evolution by Natural Selection. ✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 470

Location: VIDEOS & INTERACTIVES, Chapter 11 row

Original Text: Interactive Case Exploration: DNA Structure and Gene Function

Updated Text: Interactive Case Exploration: Thoroughbred DNA

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 481

Location: Explain continued

Original Text: Interactive Visual Literacy: Griffith's Experiment | Videos & Interactives | 5 minutes Students will learn about Griffith's experiment. This expands on Figure 2.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 483

Location: Explain continued

Original Text: Interactive Visual Literacy: DNA Structure and Function | Videos & Interactives | 5 minutes Students will learn about the organization of nucleotides in DNA. This expands on Figure 7.

Updated Text: Interactive Visual Literacy: Discovery of DNA's Structure | Videos & Interactives | 5 minutes Students will learn about the organization of nucleotides in DNA. This expands on Figure 7.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 492

Location: Engage

Original Text: Video: DNA, RNA, and Protein | Videos & Interactives | 4 minutes Show this video to introduce the key concepts for this lesson.

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 492

Location: Anatomical characters, 2nd sentence

Original Text: For example, because hawks and eagles share many anatomical characters, such as keen eyesight and taloned feet, that other bird species do not have, hawks and eagles should share a more recent common ancestor with each other than with other birds.

Updated Text: For example, because hawks and eagles share many anatomical characters that other bird species do not have, such as keen eyesight and taloned feet, they should share a more recent common ancestor with each other than with other birds.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 493

Location: Table 2 in text reference and Table

Original Text: Table 2

Updated Text: Table 1

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 5

Location: CHAPTER LAUNCH, bottom of column

Original Text: Prepare: BioLab: Use Density to Date a Coin The lab requires coins that vary in age. Prepare: Probeware Lab: Quantitative and Qualitative Observations The lab requires copper(II) chloride and aluminum foil.

Updated Text: Prepare: BioLab: Determine Density The lab requires balances, graduated cylinders, and unknown objects for students to choose. Prepare: Lab: Organizing Quantitative and Qualitative Data The lab requires graph paper, metric rulers, and colored pencils.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 5

Location: CHAPTER CLOSE, middle

Original Text: BioLab: Use Density to Date a Coin | Labs | 45 minutes Students will measure the density of a coin to determine when the coin was made.

Updated Text: BioLab: Determine Density | Labs | 50 minutes Students will measure the mass and volume of an object, then calculate the density of the object.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 50

Location: Commensalism header, 1st paragraph, last sentence

Original Text: However, animals that use the mounds for shelter, or to help keep cool, benefit.

Updated Text: However, animals benefit from using the mounds for shelter or for keeping cool.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 50

Location: Parasitism header, 1st paragraph, 1st sentence

Original Text: If you've ever watched a dog scratch a flea, you've seen parasitism in action.

Updated Text: If you've ever watched a dog scratch a flea bite, you've seen parasitism in action.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 501

Location: Adaptations as Evolutionary Traps, 1st paragraph

Original Text: Single-celled bacteria can evolve adaptations, such as drug resistance, quickly due to their short generation time. Populations of more complex organisms have slower generation times, and thus adaptations cannot be acquired and spread as fast. The mutations that build up allowing new structures and behaviors to appear and spread through a population are slow and occur over many generations. So, when the rate of environmental change increases, adaptations don't always occur in time to help long-lived organisms adapt.

Updated Text: Single-celled bacteria can evolve adaptations quickly, such as drug resistance, due to their longer generation time. Populations of more complex organisms have slower generation times, and thus adaptations cannot be acquired and spread as fast. The mutations that build up, allowing new structures and behaviors to appear and spread through a population, are slow and occur over many generations. So when the rate of environmental change increases, adaptations don't always occur in time to help long-lived organisms adapt.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 503

Location: Unpack the TEKS Flow chart

Original Text: [last bubble] significance

Updated Text: [last bubble] significance of these changes

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 505

Location: Explore, bottom of page

Original Text: 5E banner (Explore stands out) Animation: The Lac Operon | Videos & Interactives | 3 minutes This narrated animation shows the regulation of the lac operon.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 506

Location: Explore, top of page

Original Text: [Red Quick Lab box]

Updated Text: 5E Banner moved from previous page Delete red quick lab box from around the Simulation. Add icon to right of simulation.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 506

Location: Digital Spotlight

Original Text: Interactive Case Exploration: Speciation and Extinction

Updated Text: Interactive Case Exploration: What is a fish?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 51

Location: Lesson 4

Original Text: Essential Question: How does matter cycle between living and nonliving parts of an ecosystem?

Updated Text: Essential Question: How does matter cycle through an ecosystem?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 519

Location: CHAPTER CLOSE, STEM Project

Original Text: STEM Project: Develop an Algae Bloom Remediation Plan | Assignments | 45 minutes/week Students will design a system to control the growth of algae with minimal disruption to the surrounding ecosystems.

Updated Text: STEM Project: Explain How Engineers Use Cells to Protect People or the Environment | Assignments | 45 minutes/week Students will design a system that will protect people or the environment.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 52

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: ASSIGNMENTS, Lesson 4 row

Original Text: CER: Cycling of Matter

Updated Text: CER: Cycling of Matter Applying Practices: Modeling the Carbon Cycle

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 52

Location: VIDEOS & INTERACTIVES, Chapter 2 row

Original Text: Interactive Case Exploration: Coral Reefs

Updated Text: Interactive Case Exploration: Return of the White Shark

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 52

Location: LABS, Chapter 2 row

Original Text: Launch Lab: Problems in Drosophila World?

Updated Text: Launch Lab: Can you think like an ecologist?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 52

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Coral Reefs

Updated Text: Biolab: Coral Reef Bleaching

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 52

Location: ASSIGNMENTS, Chapter 2 row

Original Text: STEM Project: Design a Rainwater Harvest System

Updated Text: STEM Project: Create an Ecosystem Awareness Campaign STEM at Work: How can computer models predict an ecosystem's future?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 52

Location: ASSIGNMENTS, Lesson 1 row

Original Text: STEM Connection: Studying a Species like a Theoretical Ecologist

Updated Text: STEM Biographies: Studying a Species like a Theoretical Ecologist

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 526

Location: Engage continued

Original Text: Video: DNA Replication | Videos & Interactives | 2 minutes This video shows how an understanding of DNA's double helix structure helped Watson and Crick to determine how DNA replication could occur.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 527

Location: Explain, bottom of page

Original Text: N/A

Updated Text: Animation: Semiconservative Replication | Videos & Interactives | 2 minutes This video shows the process of semiconservative replication. [Add icon to the right]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 53

Location: CHAPTER LAUNCH, bottom of column

Original Text: Launch Lab: Problems in Drosophila World? | Labs | 15 minutes Students will observe fruit flies and determine if that is a reasonable way to study population.

Updated Text: Launch Lab: Can you think like an ecologist? | Labs | 20 minutes Students will analyze data to predict the effect of plant loss on an ecosystem.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 553

Location: Explore, BioLab

Original Text: [red lab box] Bio Lab Does sunlight affect the cell cycle in yeast? | Labs | 30 minutes Students examine the question, "Can sunscreens prevent damage to UVR sensitive yeast?" Students make a hypothesis about the effect of ultraviolet radiation on the cell cycle in yeast and conduct an investigation to test their hypothesis.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: [red lab box] BioLab: Experimental Does sunlight affect the cell cycle in yeast? | Labs | 50 minutes
Students will investigate the effect of ultraviolet (UV) radiation on the growth of yeast.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 557

Location: Prosimians header/paragraph

Original Text: The name prosimian means pre-monkey. These primates have a snout that is moist and longer than monkeys and large eyes adapted for night vision. Lemurs, ayeayes, lorises, tarsiers, and bush babies, shown in Figure 23 are all examples of modern-day prosimians.

Updated Text: The name prosimian means pre-monkey. These primates have a snout that is moist and long and large eyes adapted for night vision. Lemurs, ayeayes, lorises, tarsiers, and bush babies, shown in Figure 23, are modern-day prosimians.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 566

Location: Early Modern Humans header

Original Text: Early Modern Humans

Updated Text: Early modern humans

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 58

Location: Lesson 1 Blueprint table, left column, Explore

Original Text: STEM Connection

Updated Text: STEM Biographies

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 58

Location: Lesson 1 Blueprint table, left column, Explain

Original Text: Quick Lab [20 min]

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 58

Location: Lesson 1 Blueprint table, right column, Elaborate

Original Text: Reading Strategy [5 min] Apply Your Knowledge [5 min]

Updated Text: Reading Strategy [5 min] Apply Your Knowledge [5 min] Applying Practices: Design Your Own: Effects of Water on Earth's Processes [60 min] Applying Practices: Human Activity, Natural Resources, Hazards, and Climate Change [60 min]

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 594

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Viral Infection.

Updated Text: ✓ Watch additional videos for lesson concepts: Retroviruses.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 598

Location: VIDEOS & INTERACTIVES, Chapter 14 row

Original Text: Interactive Case Exploration: Genetic Inheritance

Updated Text: Interactive Case Exploration: Genetic Inheritance IF/THEN She Can: Amanda Masino

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 598

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Video: Mendelian Genetics Interactive Visual Literacy: Dihybrid Cross; Law of Independent Assortment

Updated Text: Interactive Visual Literacy: Dihybrid Cross; Law of Independent Assortment

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 598

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Video: Basic Patterns of Inheritance Interactive Visual Literacy: Pedigrees

Updated Text: Interactive Visual Literacy: Pedigrees

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 598

Location: ASSIGNMENTS, Chapter 14 row

Original Text: STEM Project: Develop a Simulation of Conservation Genetics

Updated Text: STEM Project: Develop a Simulation of Conservation Genetics STEM at Work: Calculated Risks

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 598

Location: ASSIGNMENTS, Lesson 3 row

Original Text: CER: Complex Patterns of Inheritance

Updated Text: CER: Complex Patterns of Inheritance Applying Practices: Monohybrid and Dihybrid Crosses

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 605

Location: Engage

Original Text: Video: Mendelian Genetics | Videos & Interactives | 2 minutes This video showcases the genetics research of William Bateson and his team. Their work, conducted in the early 20th century, built on Mendel’s understanding of inheritance.

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 61

Location: Human impacts on the water cycle header, 1st paragraph, lines 3

Original Text: 6000 BC.

Updated Text: 6000 B.C.E.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 61

Location: Human impacts on the water cycle header, 2nd paragraph, last sentence

Original Text: Before the 1960s, the amount of water flowing into and evaporating from the lake was relatively constant, and the lake level stable.

Updated Text: Before the 1960s, the amount of water flowing into and evaporating from the lake was relatively constant, and the lake level was stable.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 61

Location: Bottom of page below last paragraph

Original Text: Ask Yourself Describe how human impacts on climate affect Earth's water cycle.

Updated Text: Ask Yourself Describe how humans impact Earth's climate and how this affects the water cycle.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 613

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Types of Protists. ✓ Watch additional videos for lesson concepts: Protist Diversity. ✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Types of Protists. ✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 623

Location: Engage

Original Text: Video: Basic Patterns of Inheritance | Videos & Interactives | 5 minutes This video describes how scientists used family trees to help them determine the location of the Duchenne Muscular Dystrophy (DMD) gene.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 647

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Monohybrid and Dihybrid Crosses | 25 minutes The online Applying Practices activity Punnett Squares can be used to assess students' mastery of [TEKS 8.B].

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 65

Location: Elaborate, under Apply Your Knowledge

Original Text: N/A

Updated Text: Applying Practices: Design Your Own: Effects on Water on Earth's Processes | 60 minutes Students will plan and conduct investigations on the properties of water and the effects of water on Earth. They will apply the evidence to make connections between the hydrologic cycle and rock cycle. Applying Practices: Human Activity, Natural Resources, Hazards, and Climate Change | 60 minutes Students will research how natural resources, hazards, and climate change have influenced the human activity in the local area. They will then present a timeline of their findings.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 654

Location: VIDEOS & INTERACTIVES, Chapter 14 row

Original Text: Video: Genetic Technology

Updated Text: Video: Genetic Technology IF/THEN She Can: Anjali Chadha

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 654

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Model Restriction Enzymes; Model Hybridization Simulation: PCR: Organ Transplant

Updated Text: Quick Lab: Model Restriction Enzymes BioLab: The Missing Restaurant Owner; Forensics: How can genetic engineering be used to solve a crime? Simulation: PCR: Organ Transplant

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 654

Location: ASSIGNMENTS, Chapter 15 row

Original Text: STEM Project: Modify an Animal using Genetic Engineering

Updated Text: STEM Project: Modify an Animal using Genetic Engineering Biology & Society: A Question of Ethics

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 654

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: DNA Technology

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 654

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Use of DNA Technology in Medicine Applying Practices: Cost-Benefit Analysis of Genome Editing

Updated Text: CER: Use of DNA Technology in Medicine Applying Practices: Cost-Benefit Analysis of Genome Editing
STEM Biographies: Expectations and Inspiration

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 655

Location: Climate Impacts on Plant Reproduction header, 1st paragraph

Original Text: Evidence supports this observation, plants are producing more pollen and producing it for a longer span of time than they have in the past. Plants are also producing pollen at times of the year when many pollinators are not present. Recall, for example, the effect of climate change has had on the migration of monarch butterflies you read about in Chapter 5. Out of sync pollen production is just one effect of climate change.

Updated Text: Evidence supports this observation. Plants are producing more pollen and producing it for a longer span of time than they have in the past. Plants are also producing pollen at times of the year when many pollinators are not present. Recall, for example, the effect of climate change has had on the migration of monarch butterflies you read about in Chapter 5. Out-of-sync pollen production is just one effect of climate change.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 655

Location: Climate Impacts on Plant Reproduction header, 2nd paragraph

Original Text: Some plants require low temperatures to go into dormancy and, in some places, those temperatures aren't being reached in winter. Instead of going dormant, seeds germinate, and often are killed off by frost. Some climate impact changes in plant reproduction are second hand. Many species of animals, including monkeys, birds, and bats are essential for seed dispersal, such as the macaque in Figure 22. A decrease in these populations makes their companion plants' seed dispersal mechanisms less effective. Climate change affects almost every stage of plant reproduction.

Updated Text: Some plants require low temperatures to go into dormancy and, in some places, those temperatures aren't being reached in winter. Instead of going dormant, seeds germinate, and often are killed off by frost. Some climate impact changes in plant reproduction are second-hand. Many species of animals, including monkeys, birds, and bats are essential for seed dispersal, such as the macaque in Figure 22. A decrease in these populations makes their companion plants' seed dispersal mechanisms less effective.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 658

Location: Sentence above Table 9

Original Text: Study Table 9 to learn more about the characteristics of the three divisions of nonvascular plants.

Updated Text: Study Table 9 to learn more about the characteristics of two divisions of seedless vascular plants.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 659

Location: Vascular seed plants header, 1st paragraph, 1st sentence

Original Text: Vascular seed plants produce seeds, like those shown in Figure 27.

Updated Text: Two groups of vascular plants produce seeds, as shown in Figure 27.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 662

Location: Explore continued

Original Text: [red lab box] Quick Lab Model Hybridization | Labs | 20 minutes Students will examine techniques used to produce a variety of lilies.

Updated Text: [red lab box] BioLab: Descriptive The Missing Restaurant Owner | Labs | 50 minutes Students will analyze blood and DNA samples from a crime scene.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 666

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: [red lab box] BioLab: Descriptive Forensics: How can genetic engineering be used to solve a crime? | 50 minutes Students will perform gel electrophoresis to compare samples of DNA from a crime scene to determine if any suspects were at the crime scene.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 669

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Investigate Genome Editing | 60 minutes Students will choose one application of genome editing to explore, research this application, and complete a cost-benefit analysis about it.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 67

Location: Last Ask Yourself Question/Answer

Original Text: Ask Yourself Describe a small impact humans can have on the biosphere. Sample answer: Humans can increase or decrease the number of plants in their garden and trees around their homes.

Updated Text: Ask Yourself Describe a small impact humans can have on the biosphere. Sample answer: Humans can increase or decrease the number of plants in their garden and trees around their homes. If humans increased the number of plants in their garden ecosystem, that would have positive effect on the local biome, which would impact the biosphere.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 67

Location: Dead zones header, 3rd sentence to end of paragraph

Original Text: The bacteria and other decomposers that break down these algae use up so much of the oxygen present that there is not enough to sustain other organisms in the ecosystem. The dead zone in Figure 36B is due to phosphorus and nitrogen runoff from Midwestern farms. This runoff enters the Mississippi, causing eutrophication of the algae there, and ultimately, a dead zone that is second largest in the world.

Updated Text: The bacteria and other decomposers that break down these algae use up so much oxygen that there is not enough to sustain other organisms in the ecosystem. The dead zone in Figure 36B is due to phosphorus and nitrogen runoff from Midwestern farms. This runoff enters the Mississippi River, causing eutrophication of the algae there and, ultimately, a dead zone that is second largest in the world.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 67

Location: Figure 36 subcaptions

Original Text: Figure 36A People mine phosphate for use in animal feed and plant fertilizer. Figure 36B The Gulf of Mexico's dead zone is over 16,000 square kilometers in size, larger than the U.S. state of Connecticut.

Updated Text: 36A People mine phosphate for use in animal feed and plant fertilizer. 36B The Gulf of Mexico's dead zone is over 16,000 square kilometers in size, which is larger than the U.S. state of Connecticut.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 675

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Reproduction and Tissue Development. ✓ Watch additional videos for lesson concepts: Animals Feeding. ✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Reproduction and Tissue Development. ✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 684

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: Expectations and Inspiration | 10 minutes Have students read Expectations and Inspiration which describes the career of Dr. Lydia Villa-Komaroff and her research.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 690

Location: VIDEOS & INTERACTIVES, Chapter 16 row

Original Text: Interactive Case Exploration: Evolutionary Change

Updated Text: Interactive Case Exploration: The Shrinking Cod

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 690

Location: ASSIGNMENTS, Chapter 16 row

Original Text: STEM Project: Compare Forms of Evolution

Updated Text: STEM Project: Compare Forms of Evolution STEM at Work: When did life begin?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 690

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Mechanisms of Evolution

Updated Text: CER: Mechanisms of Evolution Applying Practices: Pest Management and Natural Selection STEM Biographies: The Evolution of Oysters

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 70

Location: Lesson 2 Blueprint table, left column, Explore

Original Text: Quick Lab: Coral Reefs [20 min]

Updated Text: BioLab: Coral Reef Bleaching [50 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 70

Location: Lesson 2 Blueprint table, right column, Explain

Original Text: Driving Question Connection [5 min]

Updated Text: Driving Question Connection [5 min] English Language Proficiency Standards [10 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 70

Location: Lesson 2 Blueprint table, left column, Elaborate

Original Text: Applying Practices: Local Ecosystem Dynamics [45 min] Apply Your Knowledge [5 min]

Updated Text: Applying Practices: Local Ecosystem Dynamics [45 min] Apply Your Knowledge [5 min] Applying Practices: Investigate and Evaluate Ecological Relationships [60 min]

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 700

Location: Notochord header, 1st sentence

Original Text: Figure 13 shows the notochord is a flexible, rodlike structure

Updated Text: Figure 13 shows the notochord[highlight] is a flexible, rodlike structure

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 717

Location: Lesson 3 Blueprint, right column, Explain (continued)

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: [under Writing Support] Applying Practices: Pest Management and Natural Selection [30 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 717

Location: Lesson 3 Blueprint, right column, Explain (continued)

Original Text: N/A

Updated Text: [under Research] STEM Biographies: The Evolution of Oysters [5 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 717

Location: Lesson 3 Blueprint, right column, bottom

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 72

Location: Red Lab box

Original Text: Quick Lab Coral Reefs | Labs | 20 min Students will investigate coral reefs.

Updated Text: BioLab: Descriptive Coral Reef Bleaching | Labs | 50 minutes Students will analyze data about coral bleaching and look for patterns to determine the effects of climate change on a reef ecosystem. [NOTE: This needs to move to the end of Explore on page]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 721

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Pest Management and Natural Selection | Assignments | 30 minutes In this activity, students will determine how corn modified to produce the Bt-toxin has been used to protect corn from rootworm.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 723

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: The Evolution of Oysters | Assignments | 5 minutes Have students read The Evolution of Oysters which describes the career of Dr. Geerat J. Vermij and introduces students to evolutionary biology and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 727

Location: LESSON 3 Vocabulary, bottom of column 1 and top of column 2

Original Text: • classical conditioning • operant conditioning

Updated Text: • operant conditioning • classical conditioning

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 730

Location: ASSIGNMENTS, Chapter 17 row

Original Text: STEM Project: Compare an Adaptation of a Living Organism

Updated Text: STEM Project: Compare an Adaptation of a Living Organism STEM at Work: Cool Adaptations

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 730

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Fossil Evidence

Updated Text: CER: Fossil Evidence STEM Biographies: A Life Spent Digging in the Dirt

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 741

Location: Elaborate, bottom of page

Original Text: [N/A: needs added]

Updated Text: STEM Biographies: A Life Spent Digging in the Dirt | Assignments | 5 minutes Have students read about the career of Annie Alexander, which introduces students to paleontology and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 743

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Overview of Human Body Systems.

Updated Text: ✓ Watch additional videos for lesson concepts: Interactions Among Systems.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 750

Location: Topic: Characters, Interactive Visual Literacy: Anatomical Characters

Original Text: This expands on Figures 12, 13, and Table 2.

Updated Text: This expands on Figures 12, 13, and Table 1.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 753

Location: Table 2, 3rd bullet for Support

Original Text: • Almost all bones support

Updated Text: • Almost all bones support muscles

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 766

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Respiratory System; Circulatory System. ✓ Watch additional videos for lesson concepts: Respiratory and Circulatory Systems; Gas Exchange. ✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Respiratory System; Circulatory System. ✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 768

Location: VIDEOS & INTERACTIVES, Chapter 18 row

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Interactive Case Exploration: Speciation and Extinction

Updated Text: Interactive Case Exploration: Speciation and Extinction

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 768

Location: ASSIGNMENTS, Chapter 18 row

Original Text: STEM Project: Compare Methods for Preventing Extinction

Updated Text: STEM Project: Compare Methods for Preventing Extinction Focus on Texas: New Species Discovered in Texas

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 77

Location: Elaborate continued

Original Text: Apply Your Knowledge | 5 minutes Ask: Distinguish a population’s limiting factor and its range of tolerance. Limiting factors are factors that restrict the growth of populations. The range of tolerance is a set of conditions in which a population can survive.

Updated Text: Apply Your Knowledge | 5 minutes Ask: Distinguish a population’s limiting factor and its range of tolerance. Limiting factors are factors that restrict the growth of populations. The range of tolerance is a set of conditions in which a population can survive. Applying Practices: Investigate and Evaluate Ecological Relationships | Assignments | 60 minutes Students will research an ecological relationship and present the results of their research.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 772

Location: Nephron filtration, 1st paragraph, 2nd sentence

Original Text: As illustrated in Figure 23, a nephron

Updated Text: As illustrated in Figure 24, a nephron

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 78

Location: Differentiation Resources

Original Text: Differentiation Resources: Interactions in the Biodiversity Use Science Literacy Essentials, LearnSmart, and Word Lab to remediate and differentiate as needed.

Updated Text: Differentiation Resources: Interactions in the Biosphere Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 782

Location: Nervous System, 1st paragraph, last sentence

Original Text: Too little of a response, or too large of one, can indicate nervous system damage.

Updated Text: Too little or too large of a response can indicate nervous system damage.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 782

Location: Essential Question

Original Text: What is the function of the human nervous system?

Updated Text: What are the structures and functions of the nervous system?

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 790

Location: Endocrine System paragraph

Original Text: Work, both from school, shown in Figure 11, and outside of school, family, social life—these are just a few of the situations that teens routinely report cause stress in their lives.

Updated Text: Schoolwork, shown in Figure 11, work outside of school, family matters, and social life are just a few examples that teens routinely report cause stress in their lives.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 801

Location: 1st paragraph, 1st-2nd sentence

Original Text: Many children are born through what is known as labor. And people who have been through labor generally agree—it is painful.

Updated Text: Many babies, such as the one in Figure 25, are born through what is known as labor and people who have been through labor generally agree—it is painful.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 801

Location: Revisit the Essential Question, 1st sentence

Original Text: The structures of the male reproductive system make and deliver sperm cells and include the testes.

Updated Text: The structures of the male reproductive system, including the testes, make and deliver sperm cells.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 808

Location: VIDEOS & INTERACTIVES, Chapter 19 row

Original Text: Interactive Case Exploration: Origin and History of Life

Updated Text: Interactive Case Exploration: Purple Earth Hypothesis

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 808

Location: ASSIGNMENTS, Chapter 19 row

Original Text: STEM Project: Explain Effect of Change in the Environment on Animals

Updated Text: STEM Project: Explain the Effect of Change in the Environment on Animals Focus on Texas: Unearthing Fossils in Texas

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 808

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Origin of Life

Updated Text: CER: Origin of Life Applying Practices: Scientific Explanations of Cellular Complexity

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 808

Location: ASSIGNMENTS, Lesson 3 row

Original Text: CER: Primate Evolution STEM Connection: Archaeology: The Search for Clues

Updated Text: CER: Primate Evolution Applying Practices: Evidence for Primate Evolution STEM Biographies: Archaeology: The Search for Clues

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 810

Location: Lesson Vocabulary, Lesson 2 center column

Original Text: era eon Cambrian explosion

Updated Text: era eon

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 817

Location: LESSON 4 last bullet point

Original Text: Disease patterns include endemics, continually found within the population, large outbreaks in an area called an epidemic, and diseases that cover large regions, pandemics.

Updated Text: Disease patterns include endemics which are continually found within the population, epidemics which are large outbreaks within an area, and pandemics that cover large regions.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 825

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Scientific Explanations of Cellular Complexity | Assignments | 60 minutes Students will conduct research on the different scientific explanations for cellular complexity, including the endosymbiont theory and the autogenous theory, then compare and contrast these explanations in a report.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 859

Location: Glossary

Original Text: sexual reproduction: type of natural selection in which the change in frequency of a trait is based on the ability to attract a mate. reproducción sexual: tipo de selección natural en la que el cambio en la frecuencia de un rasgo se basa en la capacidad de atraer pareja.

Updated Text: sexual reproduction: requires two parents to produce offspring. Each parent contributes a sex cell, and these join to produce an offspring. reproducción sexual: se necesitan dos progenitores para producir el descendiente. Cada progenitor aporta una célula sexual y estas se juntan para producir un descendiente.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 860

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Evidence for Primate Evolution | Assignments | 60 minutes Students will gather and communicate information about various lines of evidence related to the evolution and ancestry of one specific member of the hominoid group.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 866

Location: VIDEOS & INTERACTIVES, Chapter 20 row

Original Text: Video: Bacteria and Viruses

Updated Text: Video: Bacteria, Archaea, and Viruses IF/THEN She Can: M. Nia Madison

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 877

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: [red lab box] BioLab: Experimental Design Your Own: How can the most effective antibiotics be determined? | Labs | 50 minutes Students will investigate how the effectiveness of antibiotics can be tested.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 88

Location: Differentiation Resources

Original Text: Review Resources: Flow of Energy in Ecosystems Use Science Literacy Essentials, LearnSmart, and Word Lab to remediate and differentiate as needed.

Updated Text: Differentiation Resources: Flow of Energy in Ecosystems Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess. [NOTE: Icons will be removed]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 888

Location: Explain, top of page, Summary Writing

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Bacteria have peptidoglycan; archaea do not. Peptidoglycan provides strength for the cell wall and also gives shape to the bacteria. Ribosomal proteins are different in bacteria and archaea. Ribosomes consist of RNA and proteins. Archaea genes have introns, while bacterial genes lack introns. Introns are noncoding nucleic acid sequences. Archaea are the only organisms known to survive in extreme environments. These environments include hot springs, thermal vents, areas with a high salt concentration, and highly acidic environments.

Updated Text: Bacteria have peptidoglycan; archaea do not. Peptidoglycan provides strength for the cell wall and also gives shape to the bacteria. Ribosomal proteins are different in bacteria and archaea. Ribosomes consist of RNA and proteins. These environments include hot springs, thermal vents, areas with a high salt concentration, and highly acidic environments.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 893

Location: Answer Key, Page 587

Original Text: Climate change has been shown to likely be causing an increase in some prokaryote populations, like those normally locked in glaciers, and a decrease in others, like those that require a specific pH range in which to live.

Updated Text: Climate change has been shown to likely be causing an increase in some prokaryote populations, like those normally locked in glaciers, and a decrease in others.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 898

Location: Explore continued

Original Text: Animation: Viral Infection | Videos & Interactives | 5 minutes Students will watch an animation that details how viruses infect cells.

Updated Text: Animation: Retroviruses | Videos & Interactives | 5 minutes Students will watch an animation that details how retroviruses replicate.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 901

Location: Topic: Prions

Original Text: Quick Lab Prion Diseases | Labs | 15 minutes Students will analyze information about a prion-caused disease to determine factors on how it is spread.

Updated Text: Quick Lab: Descriptive Viruses and Prions | Labs | 15 minutes Students will compare and contrast viruses and prions.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 902

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: BioLab: Descriptive Design Your Own Project: Viruses | Labs | 50 minutes Students will learn more about viruses and the spread of infectious diseases.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 908

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Investigate Photosynthesis in Algae

Updated Text: Quick Lab: Investigate Photosynthesis in Algae; Investigate Slime Molds

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 908

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Investigate Mold Growth

Updated Text: Quick Lab: Investigate Mold Growth BioLab: What are mushroom spores?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 908

Location: ASSIGNMENTS, Chapter 21 row

Original Text: STEM Project: Compare Protists and Fungi

Updated Text: STEM Project: Compare Protists and Fungi Biology & Society: Blooms of Death: Proactive Pollution Prevention

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 91

Location: Unpack the TEKS, very bottom

Original Text: N/A

Updated Text: [TEKS 13.B] Analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 925

Location: Explore, bottom of page

Original Text: Clarify a Preconception | 5 minutes Ask: What do you think of when you hear the word seaweed? Some students might think of plants found along the seashore. This is partly true. Seaweeds are found in the sea, but they are actually protists. They are the multicellular species of algae that live in the world’s oceans. Species include kelp, sea lettuce, and bladder wracks. Seaweeds dominate the rocky intertidal and subtidal areas of most oceans and provide food and shelter for other marine organisms.

Updated Text: Clarify a Preconception | 5 minutes Ask: What do you think of when you hear the word seaweed? Some students might think of plants found along the seashore. Seaweeds are found in the sea, but they are actually protists. They are the multicellular species of algae that live in the world’s oceans. Species include kelp, sea lettuce, and bladder wracks. Seaweeds dominate the rocky intertidal and subtidal areas of most oceans. [Red Lab box] Quick Lab: Descriptive Investigate Slime Molds | Labs | 20 minutes Students will observe and compare slime mold specimens with the unaided eye and with a microscope.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 939

Location: Elaborate, top of page

Original Text: [red lab box] BioLab How do environmental factors affect mold growth? | Labs | 90 minutes Students will explore how environmental factors such as food sources affect the growth of mold.

Updated Text: [red lab box] BioLab: Descriptive What are mushroom spores? | Labs | 50 minutes Students will observe and identify the parts of a mushroom, make a mushroom spore print, and model spore dispersal.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 954

Location: VIDEOS & INTERACTIVES, Chapter 22 row

Original Text: Interactive Case Exploration: Plants

Updated Text: Interactive Case Exploration: Fire as Friend of the Sequoia Forest

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 954

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Compare Flower Structures

Updated Text: Quick Lab: Examine Flower Structures

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 954

Location: ASSIGNMENTS, Chapter 22 row

Original Text: STEM Project: Explain How Plants Enhance Quality of Life

Updated Text: STEM Project: Explain How Plants Enhance Quality of Life Biology & Technology: What might crop up on Mars?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 954

Location: ASSIGNMENTS, Lesson 2 row

Original Text: Applying Practices: Hierarchical Organization in Plants

Updated Text: Applying Practices: Hierarchical Organization in Plants; Investigate Homeostasis in Plants

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 96

Location: Chemistry Connection paragraph

Original Text: Coral polyps use calcium carbonate to build their hard, protective structures. They create coral reefs that other species use as a habitat. Like all ecosystems, coral reefs are sensitive to changes in the environment. As a result, they are not immune to the impact of climate change, including increases in atmospheric carbon dioxide (CO₂). As seawater absorbs more CO₂, the pH of the water decreases, making the water more acidic. This reduces the amount of calcium carbonate in the water and slows the growth of coral skeletons, along with the reef itself. Ultimately, this impacts other organisms that inhabit the reef. Damage to coral reefs also occurs when climate change alters ocean circulation, intensifying storms. Climate change increases water temperature as well, which also harms reefs, as shown in Figure 30.

Updated Text: Coral polyps use calcium carbonate to build their hard, protective structures. They create coral reefs that other species use as a habitat. Like all ecosystems, coral reefs are sensitive to changes in the environment. Climate change increases water temperature, which harms reefs, as shown in Figure 30. Climate change also increases in atmospheric carbon dioxide (CO₂). As seawater absorbs more CO₂, the pH of the water decreases, making the water more acidic. This reduces the amount of calcium carbonate in the water and slows the growth of coral skeletons, along with the reef itself. Ultimately, this impacts other organisms that inhabit the reef. Damage to coral reefs also occurs when climate change alters ocean circulation, intensifying storms.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 97

Location: Elaborate

Original Text: N/A

Updated Text: Applying Practices: Modeling the Carbon Cycle | Assignments | 60 min In this activity, students will illustrate the movement of carbon by developing a model that includes photosynthesis and cellular respiration.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 978

Location: Exit Tickets

Original Text: N/A

Updated Text: Topic: Climate Impacts on Plant Structures Explain how a warmer climate can impact plant roots. Sample answer: A warmer climate can cause decreased root growth, which can impact human food supply.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): 98

Location: Differentiation Resources

Original Text: Review Resources: Cycling of Matter Use Science Literacy Essentials, LearnSmart, and Word Lab to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Updated Text: Differentiation Resources: Cycling of Matter Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): Sci-10

Location: Bottom of page below last paragraph

Original Text: N/A

Updated Text: [blue pill]TEKS 4.A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Figure 8

Original Text: Image needs x- and y-axis titles

Updated Text: x-axis title will be "News Sources" and y-axis title will be "Percent"

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or “banked” for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or “banked” for long periods of time.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkeley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the

University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself[en space]Describe the contribution of one scientist.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself[en space]Identify[en space]What are science-related challenges faced by marginalized populations?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-17

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-28

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-37

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-48

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes This digital assignment introduces students to the first scientist, Thales of Miletus [assignment icon] STEM Biographies: The National Society of Black Engineers | Assignments | 15 minutes This digital assignment introduces students to the National Society of Black Engineers and the history of their founding.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes This digital review provides end of chapter practice prior to testing. Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): vi

Location: Front Matter TOC: Chapter 0, Lesson 2

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 4.A

Component: *McGraw Hill Texas Biology Teacher Edition*

ISBN: 9781265765026

Type: Editorial Change

Current Page Number(s): xxvii

Location: CHAPTER 1, top of page

Original Text: TEKS

Updated Text: TEKS 1.E, 1.F, 1.G, 2.B, 2.C

Program: McGraw Hill Texas Biology: ELPS

Editorial Changes

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 102

Location: p.102 2nd paragraph

Original Text: Scientists who study forest fires similar to the one shown in Figure 37 are finding that climate change increases the frequency of wildfires, the area of burn, and the length of the wildfire season.

Updated Text: Scientists who study forest fires, similar to the one shown in Figure 37, are finding that since the early 1980s climate change has increased the frequency of wildfires, the area of burn, and the length of the wildfire season.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 128

Location: p.128 2nd paragraph, 2nd sentence

Original Text: This was due primarily to a famine in China in which about 60 million people died.

Updated Text: This was due to one of the greatest manmade disasters in history, a famine in China caused by government policies that led to the deaths of about 60 million people.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 132

Location: p.132 last paragraph, second sentence

Original Text: Some effects are direct, like increases in heat waves, floods, and violent storms.

Updated Text: Some effects are direct, like increases in extreme weather events, floods, and violent storms.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 156

Location: p.156 2nd paragraph, first sentence

Original Text: Climate describes the long-term weather patterns of an area.

Updated Text: Climate describes the long-term weather patterns of an area, generally over a three-decade period.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 165

Location: p.165 Revisit the Essential Question

Original Text: Natural changes lead to shifts in Earth's climate between glacial and interglacial periods. Human activities have enhanced the greenhouse effect, leading to global warming and global climate change.

Updated Text: Natural changes lead to shifts in Earth's climate between glacial and interglacial periods. Human activities are an important factor in enhancing the greenhouse effect, leading to global climate change.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 173

Location: p.173 2nd paragraph, last sentence

Original Text: Some people express concern about the loss of habitat and subsequent loss of biodiversity around large areas needed to build solar fields like the one in Figure 2.

Updated Text: If constructed on land that is not already developed, there is concern about loss of habitat and subsequent loss of biodiversity around large areas needed to build solar fields like the one in Figure 2.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 180

Location: p.180 2nd paragraph, last sentence

Original Text: However, there are ways to reduce the impact of mining on the environment.

Updated Text: The United States is a global leader in regulating mining and developing technology to reduce the impact of mining on the environment and biodiversity.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 192

Location: p.192 1st paragraph, third sentence

Original Text: Use of renewable resources, such as energy from wind as shown in Figure 21, may provide part of the answer, but they are not a simple fix. It will take a global effort to take on the challenges we face both now, and in the decades to come.

Updated Text: Use of renewable resources, such as energy from wind as shown in Figure 21, may provide part of the answer, as will improvements in technology that limits emissions from fossil fuel use, but there is no simple fix.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 194

Location: p.194 2nd bullet point

Original Text: • Renewable resources like solar, water, and wind are generally considered to be sustainable. They do not contribute to the carbon emissions responsible for climate change. Renewable resources do have effects on ecosystem diversity, but these tend to be restricted to small areas, and are often able to be overcome with creativity and planning.

Updated Text: • Renewable resources like solar, water, and wind are generally considered to be sustainable. Although renewable technologies do not themselves release CO₂, they do indirectly contribute to climate change because manufacturing the technologies to use these resources results in emissions as well. However, harnessing them has some effects on ecosystem diversity, but these tend to be restricted to small areas, and are often able to be overcome with creativity and planning.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 538

Location: p.538 1st paragraph

Original Text: At NASA's Ames Research Center, you might meet scientists who focus on origin of life research and see the mural, shown in Figure 1, that depicts how life on Earth may have emerged. Over the centuries, many scientists have contributed to our understanding of how Earth formed and how life on Earth may have begun. This lesson introduces you to what we know about these topics.

Updated Text: At NASA's Ames Research Center, you might meet scientists who focus on origin of life research and see the mural, shown in Figure 1, that depicts how life on Earth may have emerged. Many scientists have contributed to our understanding of how Earth formed and how life on Earth may have begun. As much is still unknown about the origin of life, it requires much further study. This lesson introduces you to what we understand about these topics.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 557

Location: p.557 Figure 22 caption

Original Text: Primate lineage is thought to have begun about 60 mya from a common ancestor into prosimians, monkeys, and hominoids.

Updated Text: Primate lineage is thought to have begun about 60 mya.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 560

Location: p.560 last paragraph, last sentence

Original Text: Hominins are the lineage that most likely led to humans split off from the other African apes between 8 and 5 mya.

Updated Text: Hominins are the lineage that most likely led to humans.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 560

Location: p.560 first paragraph, first sentence

Original Text: Orangutans, gorillas, chimpanzees, and humans are all great apes or hominids.

Updated Text: Orangutans, gorillas, chimpanzees, and humans are all hominids.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 560

Location: p.560 last paragraph, first sentence

Original Text: Humans are included in the great ape or hominid family.

Updated Text: Humans are included in the hominid family.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 561

Location: p.561 Figure 29

Original Text: Art has chimpanzee on left and hominin on right.

Updated Text: Art will have hominin on left and chimpanzee on right.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 561

Location: p.561 Figure 29 caption

Original Text: Figure 29 Anatomical comparison between a chimpanzee and human illustrates changes in evolution leading to bipedalism.

Updated Text: Figure 29 Anatomical comparison between a hominin and chimpanzee.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 562

Location: p. 562 5th paragraph, fourth sentence

Original Text: Although the fossil record is lacking fossils, many scientists infer that they evolved from an ancestor of australopithecines, a hominin that lived in the east-central and southern parts of Africa between 4.2 and 1 mya.

Updated Text: Although the fossil record is lacking fossils and is incomplete, many scientists infer that they evolved from an ancestor of australopithecines, a hominin that lived in the east-central and southern parts of Africa between 4.2 and 1 mya.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 562

Location: p.562 Figure 30 caption

Original Text: Illustration of how Homo habilis may have appeared.

Updated Text: Skull of Homo habilis.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 562

Location: p.562 Figure 30

Original Text: Illustration of Homo habilis

Updated Text: Photo of homo habilis skull

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 562

Location: p.562 Figure 31

Original Text: Illustration of Homo ergaster

Updated Text: Photo of homo ergaster skull

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 562

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: p.562 Figure 31

Original Text: Illustration of Homo erectus

Updated Text: Photo of homo erectus skull

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 562

Location: p. 562 5th paragraph, second sentence

Original Text: Currently, it is thought that the genus Homo, which includes living and extinct humans appeared somewhere between 3 and 2.5 mya in Africa, as the environment became cooler.

Updated Text: The current hypothesis says that the genus Homo, which includes living and extinct humans, appeared somewhere between 3 and 2.5 mya in Africa, as the environment became cooler.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 563

Location: p.563 Figure 32

Original Text: Illustration of Homo neanderthalensis

Updated Text: Photo of homo neanderthalensis skull

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Type: Editorial Change

Current Page Number(s): 563

Location: p.563 last paragraph, 3rd and 4th sentences

Original Text: Neanderthals had thick skulls, bony brow ridges, and large noses. They also had a heavily muscled, robust stature, as illustrated in Figure 32.

Updated Text: Neanderthals had thick skulls, bony brow ridges, and large noses, as shown in Figure 32. They also had a heavily muscled, robust stature.

Publisher: McGraw Hill

Chemistry

Program: McGraw Hill Texas Chemistry : TEKS

Editorial Changes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 1005

Location: Alkenes

Original Text: Interactive Visual Literacy: Nuclear Stability 5 min Laboratory: Ripening Fruit with Ethene 120 min

Updated Text: Interactive Visual Literacy: Naming Alkenes 5 min ChemLAB: The Ripening Fruit with Ethene 120 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 101

Location: Elaborate

Original Text: Chemistry Project | Assignments | 30 minutes EXTEND Low-fat milk may look like a solution but is a type of mixture—a colloid. Have students conduct research on types of colloids and their uses. They should write a detailed description of each type and include information about the sources they consulted.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1038

Location: Videos & Interactives, Chapter 22

Original Text: Video: Synthetic Dyes

Updated Text: Video: Greener Plastics

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1039

Location: Chapter Launch

Original Text: Video: Synthetic Dyes | Videos & Interactives | 5 minutes The video shows the process behind the creations of synthetic dyes.

Updated Text: Video: Greener Plastics | Videos & Interactives | 5 minutes The video shows the process behind the creations of greener plastics.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1039

Location: Chapter Close

Original Text: Driving Question Close | Assignments | 5 minutes How are organic chemists inspired by nature? Sample answer: Chemists can make most organic compounds that are found in nature, as well as many other organic compounds that are not.

Updated Text: Driving Question Close | Assignments | 5 minutes How are organic chemists inspired by nature? Sample answer: Organic chemists analyze plants and other natural materials that have desirable properties to isolate the key substances they contain. They can make most organic compounds that are found in nature, as well as many other organic compounds that are not.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1044

Location: Elaborate

Original Text: Virtual Lab: Functional Groups 45 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1049

Location: (bottom of page)

Original Text: Virtual Lab: Functional Groups | Labs | 45 minutes Students will model hydrocarbons and the addition of functional groups.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1051

Location: (middle of page)

Original Text: As the number of electrons increases in a halogen-substituted alkane, the boiling point increases due to the formation of temporary dipoles between the particles.

Updated Text: The outer electrons in halogens with more electrons are more mobile, so the boiling point of the halocarbon increases due to the formation of temporary dipoles between the molecules.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 106

Location: Lesson 3

Original Text: Example Problem Video: Using Atomic and Mass Number Example Problem Video: Calculate Average Atomic Mass Interactive Visual Literacy: Atomic Number

Updated Text: Interactive Visual Literacy: Atomic Number Interactive Example Problems: Atomic Number; Use Atomic Number and Mass Number; Calculate Atomic Mass

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 106

Location: Labs/Assignments, Lesson 2

Original Text: PhET: Rutherford's Experiment [in assignments]

Updated Text: PhET: Rutherford Scattering [title updated and asset listing moved to Labs]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 106

Location: Labs/Assignments, Lesson 3

Original Text: PhET: Build an Atom [in assignments]

Updated Text: PhET: Build an Atom [asset listing moved to labs]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 106

Location: Chapter 3 Assignments

Original Text: N/A

Updated Text: Scientific Breakthroughs: Mapping the Mysteries of Materials

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 106

Location: Lesson 3 Assignments

Original Text: N/A

Updated Text: Applying Practices: Chemistry Teacher

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 106

Location: Videos & Interactives, Chapter 3

Original Text: Interactive Case Exploration: The Development of Atomic Theory

Updated Text: Interactive Case Exploration: A Once in a Lifetime Comet

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1062

Location: (top of page)

Original Text: All alcohols contain a hydroxyl group, –OH, as well as carbon bonded to hydrogen.

Updated Text: All alcohols contain a hydroxyl group, –OH.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1062

Location: (top of page)

Original Text: Because 3 and 4 are not the lowest possible numbers that represent the location of the functional group

Updated Text: The numbers 3 and 4 are not the lowest possible numbers that represent the location of the functional group.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1062

Location: (bottom of page)

Original Text: Petroleum contains alkanes that can be converted into other hydrocarbons, such as alkyl halides, alcohols, and amines, and used to make synthetic organic compounds.

Updated Text: Petroleum contains alkanes, which can be converted into synthetic organic compounds.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 107

Location: Chapter Launch

Original Text: Interactive Case Exploration: The Development of Atomic Theory | Videos & Interactives | 10 minutes
Students will explore important milestones in the development of atomic theory.

Updated Text: Interactive Case Exploration: A Once in a Lifetime Comet | Videos & Interactives | 10 minutes
Students will explore the appearance of a rare comet in order to examine important milestones in the development of atomic theory.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 107

Location: Chapter Close

Original Text: Go Further: Data Analysis Lab | Labs | 45 minutes Students will use spectrometer data to estimate the atomic mass of a mystery element and then identify the element.

Updated Text: ChemLAB: Simulation of Rutherford's Gold Foil Experiment | Labs | 50 minutes Students will calculate the trajectory of an alpha particle as it passes near the nucleus of a gold atom and estimate the size of a gold atom's nucleus.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1073

Location: (middle of page)

Original Text: N/A

Updated Text: Page 731 Ask Yourself Describe the properties of ketones that make them useful as solvents. Ketones are polar, but less reactive than aldehydes, so they are good solvents for moderately polar substances.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1083

Location: (bottom of page)

Original Text: Ask Yourself Name the type of reaction in which hydrocarbons are oxidized. Oxidation-reduction reaction

Updated Text: Ask Yourself Identify two application of organic redox reactions. Sample answer: synthesizing new molecules and energy production

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1083

Location: (bottom of page)

Original Text: Writing an organic reaction in generic form helps you see what kind of reaction it is, which tells you what the products will be.

Updated Text: Writing an organic reaction in generic form helps you see what kind of reaction it is, which lets you predict what the products will be.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1083

Location: (bottom of page)

Original Text: Ask Yourself Use Table 13 to identify two possible products that are produced when the aldehyde is further oxidized. Methanoic acid and carbon dioxide

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Ask Yourself Use Table 13 to list substances that can form as methane undergoes oxidation reactions. methanol, methanal, methanoic acid, and carbon dioxide

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1095

Location: (top of page)

Original Text: N/A

Updated Text: Page 745 Ask Yourself List two chemically-treated natural polymers. rubber, celluloid

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1098

Location: Labs, Lesson 3

Original Text: Small-Scale Lab: Saturated and Unsaturated Fats

Updated Text: ChemLAB: Saturated and Unsaturated Fats

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1098

Location: Assignments, Chapter 23

Original Text: N/A

Updated Text: STEM Biographies: Looking for Carbon Dioxide, A Path from Failure to Role Model Scientific Breakthroughs: Antibiotics from Amphibians

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1127

Location: (top of page)

Original Text: Therefore unsaturated fatty acids require less energy to make liquid resulting in a lower melting point.

Updated Text: Therefore, unsaturated fatty acids require less energy to break their intermolecular bonds, resulting in a lower melting point.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1127

Location: (top of page)

Original Text: Identify the ester bonds in each of the examples in Figure 14. The ester linkage occurs between the carbon single bonded to oxygen and double bonded to the other oxygen present. There are three present in this triglyceride. This is considered the ester group.

Updated Text: Identify the ester bonds in the triglyceride molecule in the figure. The ester linkage occurs between the carbon single bonded to oxygen and double bonded to the other oxygen present. There are three present in this triglyceride.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1133

Location: (top of page)

Original Text: the intermolecular forces among polar the nitrogen-containing bases

Updated Text: The bases attract each other using hydrogen bonds.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1139

Location: Anabolism and Catabolism

Original Text: Theme: Energy and Matter 20 min

Updated Text: SEP: Developing and Using Models 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1148

Location: Labs, Lesson 2

Original Text: Quick Investigation: Model Nutrient Loss

Updated Text: Quick Lab: Model Nutrient Loss

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1148

Location: Labs, Lesson 3

Original Text: Laboratory: Neutralizing Acid Precipitation

Updated Text: ChemLAB: Neutralizing Acid Precipitation

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1148

Location: Assignments, Chapter 24

Original Text: N/A

Updated Text: Focus on Texas: Air Pollution in Texas STEM Biographies: The Art of Modeling Climate Change

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1148

Location: Assignments, Lesson 2

Original Text: N/A

Updated Text: Applying Practices: Carbon Cycling Through Earth's Spheres: Climate Change, Ocean Acidification

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1148

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Analyze Geoscience Data - Climate Data

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1148

Location: Videos & Interactives, Lesson 3

Original Text: Video: Successes and Challenges of Pollution

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1148

Location: Labs, Lesson 1

Original Text: N/A

Updated Text: Field Investigation: Observing Weathering and Erosion

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1154

Location: Explore

Original Text: N/A

Updated Text: Field Investigation: Observing Weathering and Erosion 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1156

Location: (middle of page)

Original Text: N/A

Updated Text: Field Investigation: Descriptive Observing Weathering and Erosion | Labs | 50 minutes Students will observe examples of weathering and erosion in an outdoor setting.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1179

Location: Engage

Original Text: Video: Successes and Challenges of Pollution 1 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1180

Location: (middle of page)

Original Text: Video: Successes and Challenges of Pollution | Videos & Interactives | 1 minute This video illustrates the successes and challenges of mitigating pollution.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 1180

Location: (middle of page)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Video: Successes and Challenges of Pollution | Videos & Interactives | 1 minute This video illustrates the successes and challenges of mitigating pollution.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 121

Location: Explore

Original Text: Differentiated Instruction: Attraction and Repulsion 10 min PhET Simulation: Rutherford's Experiment 20 min

Updated Text: Differentiated Instruction 10 min PhET Simulation: Rutherford Scattering 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 121

Location: The Electron

Original Text: Extension: Oil Drop Experiment 20 min

Updated Text: Extend 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 121

Location: Explain

Original Text: Activity: Gold Foil Experiment 10 min

Updated Text: Activity 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 121

Location: Explain

Original Text: Discussion: Accelerating Developments 5 min

Updated Text: Discussion 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 121

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Elaborate

Original Text: Extension: Scanning Tunneling Microscope 10 min

Updated Text: Extend 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 121

Location: Elaborate

Original Text: Apply Your knowledge: Compare 10 min

Updated Text: Apply Your Knowledge 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 124

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Descriptive Simulation of Rutherford's Gold Foil Experiment | Labs | 50 minutes Students will calculate the trajectory of an alpha particle as it passes near the nucleus of a gold atom and estimate the size of a gold atom's nucleus.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 134

Location: Engage

Original Text: Activate Prior Knowledge: Early Periodic Table 5 min Activity: Isotopes 5 min Activity: Atomic Number and Mass Number 5 min

Updated Text: Activate Prior Knowledge 5 min Activity 5 min Activity 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 134

Location: Explore

Original Text: Theme: Patterns- Atomic Number and Atomic Mass 10 min Differentiated Instruction: Build an Atom 10 min PhET Simulation: Atomic Mass 20 min

Updated Text: Theme: Patterns 10 min Differentiated Instruction 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 134

Location: Explain (continued)

Original Text: IN-CLASS Example: Calculating Isotopes 5 min Example Problem Video 5 min

Updated Text: IN-CLASS Example 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 134

Location: Mass of Atoms

Original Text: Math in Chemistry: Atomic Mass 10 min Reinforcement: Isotope Mass 10 min IN-CLASS Example: Atomic Mass 5 min Example Problem Video 5 min

Updated Text: Math in Chemistry 10 min Reinforce 10 min IN-CLASS Example: Atomic Mass 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 136

Location: (middle of page)

Original Text: PhET Simulation: Atomic Mass | Labs | 20 minutes Students use the PhET simulation Atomic Mass to explore the mass of atoms.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 14

Location: Topic: Types of Scientific Investigations

Original Text: 30 minutes Students will practice proper laboratory etiquette.

Updated Text: 50 minutes Students will measure mass and volume of substances and separate components of a mixture through filtration.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 14

Location: Topic: Types of Scientific Investigations

Original Text: N/A

Updated Text: [lab icon]] Virtual Lab: Chemistry Virtual Labs Tutorial | Labs | 30 minutes Students will complete a tutorial of the Virtual Labs platform.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Assignments, Lesson 3

Original Text: Practice Problems: Filling Atomic Orbitals; Electron-Dot Structures

Updated Text: Practice Problems: Electron-Dot Structures

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Videos & Interactives Lesson 1

Original Text: Example Problem Video: Wavelength of a EM wave Example Problem Video: Energy of a Photon
Interactive Visual Literacy: Electromagnetic Wave Relationship

Updated Text: Example Problem Video: Calculating the Wavelength of a EM wave Interactive Visual Literacy: EM Wave Relationship
Interactive Example Problems: Calculating the Wavelength of an Electromagnetic Wave, Calculate the Energy of a Photon

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Videos & Interactives Lesson 3

Original Text: Example Problem Video: Writing Electron Dot Structures Interactive Visual Literacy: Creating Orbital Diagrams

Updated Text: Example Problem Video: Electron Dot Structures Interactive Visual Literacy: Creating Orbital Diagrams
Interactive Example Problems: Electron-Dot Structures

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Labs, Lesson 2

Original Text: Lab: Design Atomic Models

Updated Text: ChemLAB: Design Atomic Models ChemLAB: Construct an Atomic Theory Timeline

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Labs, Lesson 3

Original Text: Virtual Investigation: Electron Configuration

Updated Text: Simulations: Build an Electron Configuration

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Assignments, Chapter 4

Original Text: N/A

Updated Text: STEM Biographies: It's all Relative: Einstein and Education Focus on Texas: eBeam Technology

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Assignments, Lesson 1

Original Text: Applying Practices: Wave Characteristics; Is light a wave or a particle?

Updated Text: Applying Practices: Canceling Noise; A Light Look at Spectroscopy; Wave Characteristics; Is light a wave or a particle?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 148

Location: Assignments, Lesson 2

Original Text: Go Further DATA ANALYSIS LAB: What electron transitions account for the Balmer series? Inquiry Into Chemistry: Design Atomic Models

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 154

Location: The Wave Nature of Light

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Interactive Visual Literacy 5 min Math Connection 2 min Use Analogies 2 min Differentiated Instruction 5 min IN-CLASS Example: Light Frequency 5 min Example Problem Video Wavelength of a EM wave 5 min

Updated Text: Interactive Visual Literacy: Electromagnetic Wave Relationship 5 min Math Connection 5 min Use Analogies 5 min Differentiated Instruction: Hearing Impaired 5 min IN-CLASS Example 5 min Example Problem Video Calculating the Wavelength of a EM wave 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 154

Location: The Particle Nature of Light

Original Text: Example Problem Video Energy of a Photon 5 min

Updated Text: ChemLAB: The Photoelectric Effect 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 154

Location: Atomic Spectra

Original Text: Atomic Spectra

Updated Text: Atomic Emission Spectra

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 159

Location: (bottom of page)

Original Text: Example Problem Video: Energy of a Photon | Videos & Interactives | 5 min Students can access a video solving for the energy of a photon.

Updated Text: ChemLAB: Comparative The Photoelectric Effect | Labs | 50 min Students will observe the photoelectric effect and determine the value of Planck's constant.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 161

Location: Page 161 lesson summary

Original Text: N/A

Updated Text: Essential Question: How are elements organized in the periodic table?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 162

Location: Page 162 lesson summary

Original Text: N/A

Updated Text: Essential Question: Why do elements in the same group have similar properties?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 162

Location: Page 162 lesson summary

Original Text: Elements in each of the last two groups of the p-block are similar enough to each other that these groups are named.

Updated Text: The p-block elements are found in groups 13 through 18.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 163

Location: Page 163 lesson summary

Original Text: N/A

Updated Text: Essential Question: What trends in properties of the elements are shown by the periodic table?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 173

Location: (middle of page)

Original Text: Chemistry Journal | 15 minutes Have students research the types of gases used to emit infrared and ultraviolet electromagnetic radiation. Have them summarize their findings in their chemistry journals.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 175

Location: (middle of page)

Original Text: N/A

Updated Text: ChemLAB: Descriptive Design Atomic Models | Labs | 50 minutes Students will design and construct models of five d orbitals. ChemLAB: Descriptive Construct an Atomic Theory Timeline | Labs | 50 minutes Students will

construct models using Dalton's postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's uncertainty principle to show the development of atomic theory over time.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 182

Location: Explain

Original Text: N/A

Updated Text: [lab icon] Simulations: Build an Electron Configuration 30 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 184

Location: (bottom of page)

Original Text: N/A

Updated Text: [lab icon] Simulations: Build an Electron Configuration | Labs | 30 minutes Students will use the simulation to build the electron configuration of various elements.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 192

Location: Labs, Lesson 1

Original Text: Chem Lab: Investigate Descriptive Chemistry

Updated Text: [moving location to sit underneath Launch Lab in Chapter 5]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 192

Location: Labs, Lesson 3

Original Text: Labs: Periodic Trends in the Periodic Table Simulations: Periodic Properties of the Elements

Updated Text: ChemLAB: Periodic Trends in the Periodic Table, Properties of the Periodic Table Simulations: Periodic Properties of the Elements Small-Scale: Periodicity and the Properties of the Elements

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 192

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Assignments, Chapter 5

Original Text: Interactive Case Exploration: Development of the Periodic Table

Updated Text: STEM at Work: The Evolving Periodic Table

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 192

Location: Assignments, Lesson 3

Original Text: Practice Problems: Interpret Trends in Atomic Radii CER: Periodic Trends

Updated Text: Practice Problems: Atomic Radius and the Periodic Table CER: Periodic Trends Applying Practices: Electron Patterns of Atoms

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 192

Location: Videos & Interactives, Chapter 5

Original Text: N/A

Updated Text: Interactive Case Explorations: Realities of Rare Earth Elements

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 192

Location: Videos & Interactives, Lesson 2

Original Text: Interactive Visual Literacy: Electron Configuration and the Periodic Table

Updated Text: Interactive Visual Literacy: Organizing Elements by Electron Configuration

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 192

Location: Videos & Interactives, Lesson 3

Original Text: Video: Periodic Trends Example Problem Video: Trends in Atomic Radii Interactive Visual Literacy: Compare Trends in Atomic and Ionic Radii

Updated Text: Video: Sodium in Water, Potassium in Water Example Problem Video: Atomic Radius and the Periodic Table Interactive Visual Literacy: Compare Trends in Atomic and Ionic Radii Interactive Example Problem: Atomic Radius and the Periodic Table

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 193

Location: Chapter Close

Original Text: Chem Lab: Investigate Descriptive Chemistry | Labs | 45 minutes Students explore element properties. Students should perform this lab after Lesson 2.

Updated Text: ChemLAB: Investigate Descriptive Chemistry | Labs | 50 minutes Observe properties of various elements and use properties to classify elements as metals, nonmetals, or metalloids. Students should perform this lab after Lesson 2.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 199

Location: Page 199, Figure 5

Original Text: A, B, C; labels above images

Updated Text: 5A, 5B, 5C; labels moving below images

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 203

Location: page 203, Table 1 title

Original Text: Covalent Bond Type, Bond Length, and Dissociation Energy

Updated Text: Bond Type, Bond Length, and Bond-Dissociation Energy

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 210

Location: (top of page)

Original Text: Lesson 2 Blueprint

Updated Text: Lesson 2 Blueprint TEKS 5.B

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 210

Location: Explain

Original Text: Explain

Updated Text: Explain Student pages 139-148

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 210

Location: The s-, p-, d-, and f-Block Elements

Original Text: N/A

Updated Text: Small-Scale Lab: Properties of Transition Metals 50 min

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 210

Location: page 210, first paragraph

Original Text: You have already studied the structure of ionic compounds—substances formed from ionic bonds. Covalent molecules described in this module have structures that are different from those of ionic compounds. When studying the molecular structures of covalent compounds, various models are used as representations of the molecules.

Updated Text: You have already studied the structure of ionic compounds—substances consisting of ions and ionic bonds. Covalent substances have structures that are different from those of ionic compounds. Various models can be used to represent the structure of the molecules that make up covalent substances.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 210

Location: page 210, Ask Yourself

Original Text: Identify What the different models used to represent the molecular structures of covalent compounds?

Updated Text: Identify What are the different types of models that can represent the structures of molecules?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 217

Location: (middle of page)

Original Text: Ask Yourself Predict which element will react more strongly with water based on valence electron patterns, potassium or calcium.

Updated Text: Ask Yourself Predict which element--potassium or calcium--will react more strongly with water based on valence electron patterns.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 218

Location: (top of page)

Original Text: Lesson 3

Updated Text: Lesson 3 TEKS 5.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 22

Location: Explain, Derived Units

Original Text: Quick Investigation: Determine Density 15 min

Updated Text: Effective Use of a Bunsen Burner 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 22

Location: Elaborate

Original Text: Virtual Lab: Density 15 min Probeware Lab: Quantitative and Qualitative observations

Updated Text: Virtual Lab: Density of a Plastic Cube 30 min [lab icon]Virtual Lab: Lab Skills 30 min ChemLAB: Organizing Quantitative and Qualitative Data 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 220

Location: (bottom of page)

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 220

Location: (top of page)

Original Text: Lesson 3 Blueprint

Updated Text: Lesson 3 Blueprint TEKS 5.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 220

Location: Engage

Original Text: Video: Periodic Trends

Updated Text: Video: Sodium in Water, Potassium in Water

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 220

Location: Elaborate

Original Text: Remediation 10 min

Updated Text: ChemLAB: Periodic Trends in the Periodic Table 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 223

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Descriptive Properties of the Periodic Table | Labs | 50 minutes Students will construct a simplified version of the periodic table to identify trends and relationships among elements in the same group and among elements in the same period. Small-Scale Lab: Comparative Periodicity and the Properties of the Elements | Labs | 50 minutes Students will prepare serial dilutions of solutions containing ions of alkaline earth metals, observe precipitates that form when other substances are added to these solutions, and recognize patterns of solubility for alkaline earth metal compounds.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 227

Location: Elaborate

Original Text: Remediation | 10 minutes REINFORCE Have students label the trends on an outline of a periodic table, using arrows pointing in the direction that the trend increases.

Updated Text: ChemLAB: Comparative Periodic Trends in the Periodic Table | labs | 50 minutes Students will identify trends among elements in the same group, use mathematical calculations to assess quantitative relationships among chemical properties, and draw conclusions about the accuracy of predicting chemical properties using group trends.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 231

Location: Lesson 3 Essential Question

Original Text: Essential Question: How do we write formulas and names for ionic compounds?

Updated Text: Essential Question: How are formulas and names assigned to ionic compounds?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 232

Location: Videos & Interactives, Lesson 2

Original Text: Video: How are magnets like ionic bonds?

Updated Text: Video: Electromagnetic Force and Ionic Bonds

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 232

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Electron Configuration and the Periodic Table

Updated Text: Example Problem Video: Formula for Polyatomic Ionic Compound

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 232

Location: Labs, Chapter 6

Original Text: N/A

Updated Text: ChemLAB: Synthesize an Ionic Compound

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 232

Location: Labs, Lesson 1

Original Text: Virtual Lab: Kinetic Theory

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 232

Location: Labs, Lesson 2

Original Text: ChemLAB: Synthesize an Ionic Compound Probeware: Conductivity Simulation: Formation of an Ionic Compound

Updated Text: Simulation: Formation of Ionic Compounds

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 232

Location: Assignments, Chapter 6

Original Text: N/A

Updated Text: Chemistry & Technology: From Salty to Fresh

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 232

Location: Assignments, Lesson 3

Original Text: Practice Problems: Formula for an Ionic Compound; Formula for a Polyatomic Ionic Compound; Naming Ionic Compounds Personal Tutor: Naming Ionic Compounds

Updated Text: Practice Problems: Formula for a Binary Ionic Compound A; Formula for a Binary Ionic Compound B; Formula for a Polyatomic Ionic Compound Applying Practices: Food Scientist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 233

Location: Chapter Close

Original Text: ChemLAB: Synthesize an Ionic Compound | Labs | 45 minutes Students burn magnesium metal in air to make magnesium oxide and magnesium nitride. Students should perform the lab after Lesson 2.

Updated Text: ChemLAB: Synthesize an Ionic Compound | Labs | 50 minutes Students will observe evidence of a chemical reaction and analyze data to classify the products as ionic or not ionic. Students should perform the lab after Lesson 2.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 236

Location: page 236, Driving Question paragraphs

Original Text: Chemical reactions are essential to our daily lives; however, the products or by-products of some reactions can have negative effects. We know that Earth’s climate is changing and as a result sea levels are rising, and storms and wildfires are becoming more frequent. The main cause of climate change is an increase in greenhouse gases in the atmosphere. Greenhouse gases, which include carbon dioxide, methane, nitrous oxide, and even water vapor, allow energy from sunlight into Earth’s atmosphere, but prevent energy from leaving Earth’s atmosphere back into space. Gas stoves, like the one in Figure 1, burn carbon-based fuels, such as natural gas. Combustion releases heat, which is useful for cooking, but also produces carbon dioxide and water vapor. Other activities that produce greenhouse gases include driving, generating electricity, heating homes, and raising livestock.

Updated Text: Chemical reactions are essential to our daily lives; however, the products or by-products of some reactions can have negative effects. Gas stoves, like the one in Figure 1, burn carbon-based fuels, such as natural gas. Combustion releases heat, which is useful for cooking, but also produces carbon dioxide and water vapor. Other activities that produce greenhouse gases include driving, generating electricity, heating homes, and raising livestock. We know that Earth’s climate is changing and as a result sea levels are rising, and storms and wildfires are becoming more frequent. The main cause of climate change is an increase in greenhouse gases in the atmosphere. Greenhouse gases, which include carbon dioxide, methane, nitrous oxide, and even water vapor, allow energy from sunlight into Earth’s atmosphere, but prevent energy from leaving Earth’s atmosphere back into space. Greenhouse gases have many natural sources, but human activities are greatly increasing their concentrations in the atmosphere.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 242

Location: page 242, Driving Question paragraphs

Original Text: The flowchart shown in Figure 6, on the next page, can help you to visualize the steps for balancing chemical equations. Let’s try using these steps to balance an equation for a reaction that produces greenhouse gases. As mentioned at the beginning of the lesson, some gas stoves burn natural gas. The principal component of natural gas is methane, CH₄.

Updated Text: As mentioned at the beginning of the lesson, some gas stoves burn natural gas. The principal component of natural gas is methane, CH₄. Like carbon dioxide, methane is a greenhouse gas. Compared to carbon dioxide, methane is roughly twenty-eight times more effective at trapping infrared radiation and causing warming over a 100-year time span.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 247

Location: Engage

Original Text: Video: How are magnets like ionic bonds? 5 min

Updated Text: Video: Electromagnetic Force and Ionic Bonds 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 248

Location: Engage

Original Text: Video: How are magnets like ionic bonds? | Videos & Interactives | 5 min

Updated Text: Video: Electromagnetic Force and Ionic Bonds | Videos & Interactives | 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 252

Location: (bottom of page)

Original Text: N/A

Updated Text: Simulations: Formation of Ionic Compounds | Labs | 30 minutes Students will complete the simulation in order to model the formation of ionic compounds and the movement of electrons.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 258

Location: Formulas for Ionic Compounds

Original Text: Example Problem Video: Electron Configuration and the Periodic Table 5 min

Updated Text: Example Problem Video: Formula for Polyatomic Ionic Compound 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 26

Location: Topic: Base Units and SI Prefixes

Original Text: The numbers indicating the temperatures go up and down with a bigger spread on the Fahrenheit scale. The Fahrenheit numbers are greater for the same temperature.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 26

Location: Topic: Derived Units

Original Text: Quick Investigation: Determine Density | Labs | 15 minutes Students will use data to determine the density of objects.

Updated Text: ChemLAB: Descriptive | Labs | 50 minutes Effective Use of a Bunsen Burner Heat a beaker of water using a Bunsen burner, measure distance using a ruler, and measure temperature using a thermometer.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 261

Location: (top of page)

Original Text: Example Problem Video: Electron Configuration and the Periodic Table | Videos & Interactives | 5 minutes

Updated Text: Example Problem Video: Formula for Polyatomic Ionic Compound | Videos & Interactives | 5 minutes

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 268

Location: page 268, bottom

Original Text: N/A

Updated Text: [TEKS 8.B pill]Calculate the number of atoms or molecules in a sample of material using Avogadro's number.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 269

Location: (bottom of page)

Original Text: N/A

Updated Text: Quick Lab: Descriptive Observe Properties | Labs | 25 minutes Students will observe how the properties of steel change when it is subjected to different types of heat treatment.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Labs, Lesson 5

Original Text: N/A

Updated Text: PhET Simulation: Molecular Polarity

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Assignments, Chapter 7

Original Text: N/A

Updated Text: Chemistry & Society: Plastics: The Good, the Bad, and the Ugly

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 278

Location: page 278, Example Problem 4

Original Text: The given mass of the gold coin is about one-sixth the molar mass of gold (196.97 g/mol), so the number of gold atoms should be approximately one-sixth Avogadro's number.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Modeling Electrostatic Forces: Covalent Bonding

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 278

Location: page 278, Example Problem 4

Original Text: [Known/Unknown below 2. Solve for the Unknown]

Updated Text: [Known/Unknown moved above 2. Solve for the Unknown]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 278

Location: page 278, Example Problem 4

Original Text: The answer is approximately one-sixth Avogadro's number, as predicted, and the correct unit, atoms, is obtained.

Updated Text: The given mass of gold is roughly one-sixth of gold's molar mass, and the answer is also roughly one-sixth Avogadro's number. The correct unit, atom, is obtained.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

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Location: Videos & Interactives, Chapter 7

Original Text: Interactive Case Exploration: Covalent Bonds

Updated Text: Interactive Case Exploration: Why are Diamond Drills used for Drilling?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Videos & Interactives, Lesson 2

Original Text: Interactive Visual Literacy: Naming Molecules, Naming Acids Example Problem Video: Naming Molecular Compounds

Updated Text: Interactive Visual Literacy: Naming Molecules Example Problem Video: Naming Binary Molecular Compounds

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Videos & Interactives, Lesson 4

Original Text: Example Problem Video: Shapes of Molecules

Updated Text: Example Problem Video: Find the Shape of a Molecule

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Labs, Chapter 7

Original Text: Launch Lab: What type of compound is used to make a superball? ChemLab: Model Molecular Shapes

Updated Text: Launch Lab: What type of compound is used to make a super ball? ChemLAB: Model Molecular Shapes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Labs, Lesson 1

Original Text: Quick Investigation: Compare Melting Points

Updated Text: Quick Lab: Compare Melting Points

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 278

Location: Labs, Lesson 4

Original Text: Small-scale Lab: Modeling Molecular Shapes Lab: Covalent Bonding in Medicines

Updated Text: ChemLAB: Modeling Molecular Shapes ChemLAB: Covalent Bonding in Medicines

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 279

Location: Chapter Launch

Original Text: Launch Lab: What type of compound is used to make a super ball? | Labs | 15 minutes Students will form an organosilicon compound and test its properties.

Updated Text: Launch Lab: What type of compound is used to make a super ball? | Labs | 15 minutes Students will make a super ball from organosilicon oxide (Si(OCH₂CH₃)₂O).

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 279

Location: Chapter Close

Original Text: ChemLab: Model Molecular Shapes | Labs | 45 minutes Students will construct models of molecules with linear, bent, trigonal planar, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory.

Updated Text: ChemLab: Model Molecular Shapes | Labs | 50 minutes Students will use Lewis (electron-dot) structures to predict the shapes of different molecules and construct molecular models.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 285

Location: page 285

Original Text: [First paragraph of text above Example Problem 8.]

Updated Text: [First paragraph of text moved below Example Problem 8.]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 289

Location: (bottom of page)

Original Text: Apply Your Knowledge: Draw Lewis Structures | 15 minutes Ask students to draw the Lewis structure for the molecule H₂S. [molecule art] REINFORCE Draw the structural formulas for C₂H₆, C₂H₄, and C₂H₂. Ask students to

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identify all sigma and pi bonds. Using a table of bond energies and bond lengths, have students compare the bond lengths and bond energies of C—C, C=C, and C≡C. As the number of bonds between two atoms increases, the bond length shortens and becomes stronger.

Updated Text: [moving location to bottom of next page, page 290]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 290

Location: (bottom of page)

Original Text: Apply Your Knowledge: Bond Strength | 5 minutes Ask: If Mg forms an ionic bond, and S forms a covalent bond, which bond type is the stronger bond? Why? The ionic bond is stronger because more energy is released during its formation

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 296

Location: Explore

Original Text: Theme: Models

Updated Text: Theme: Systems and System Models

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 296

Location: Naming Acids

Original Text: Apply Your Knowledge 10 min

Updated Text: Apply Your Knowledge 40 min [in addition to time change, entry moving from Elaborate to Naming Acids]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 299

Location: Naming Acids

Original Text: Interactive Visual Literacy: Naming Acids | Videos & Interactives | 5 minutes Students will learn the steps for naming acids.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 300

Location: (middle of page)

Original Text: Apply Your Knowledge: Common Pollutants | 10 minutes Many common air pollutants form acids in water. Have students create tables that have the following column heads: Formula of Pollutant, Name of Molecule, Formula of Acid, and Name of Acid. For each of the following pollutants, provide information for one column and have students complete the table: SO₂ (sulfur dioxide, H₂SO₃, sulfurous acid), CO₂ (carbon dioxide, H₂CO₃, carbonic acid), SO₃ (sulfur trioxide, H₂SO₄, sulfuric acid), NO₂ (nitrogen dioxide, HNO₃, nitric acid).

Updated Text: [changes to head; entry moved from page 300 to page 299] Apply Your Knowledge | 40 minutes Many common air pollutants form acids in water. Have students create tables that have the following column heads: Formula of Pollutant, Name of Molecule, Formula of Acid, and Name of Acid. For each of the following pollutants, provide information for one column and have students complete the table: SO₂ (sulfur dioxide, H₂SO₃, sulfurous acid), CO₂ (carbon dioxide, H₂CO₃, carbonic acid), SO₃ (sulfur trioxide, H₂SO₄, sulfuric acid), NO₂ (nitrogen dioxide, HNO₃, nitric acid).

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 302

Location: Revisit the Essential Question

Original Text: Binary compound names include the elements present with prefixes that include the number of atoms each. The names of oxyacids tell you how many oxygen atoms are present in the compound.

Updated Text: Names for binary covalent substances use different naming conventions than binary ionic substances. If the compound is named using the names of ions, it is ionic. If the compound is named using prefixes to identify the number of atoms of each element in a molecule, it is covalent.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 304

Location: Science Background

Original Text: These relative locations are modeled by Lewis structures and differ based on the bond type and possibility of resonance.

Updated Text: These relative locations can be modeled using Lewis structures, which can also be used to show bond type and resonance.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 316

Location: (top of page)

Original Text: Molecular Structures

Updated Text: Molecular Shapes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 318

Location: Hybridization

Original Text: Apply Your Knowledge 10 min

Updated Text: Apply Your Knowledge 15 min ChemLAB: Modeling Molecular Shapes 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 321

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative Modeling Molecular Shapes | Labs | 50 minutes Students will construct models of molecules by using inflated balloons and observe how the number of covalent bonds and lone pairs of electrons on a central atom or atoms affects molecular shape.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 323

Location: (middle of page)

Original Text: Covalent Bonding in Medicines Students will conduct an experiment to determine covalent bonding in medicines.

Updated Text: Covalent Bonding in Medicines | Labs | 50 minutes Students will construct models to show the single and double bonds in some covalent compounds, draw Lewis (electron-dot) structures to represent the molecules, and draw the structural formulas of medicine molecules based on models.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 333

Location: (middle of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative Covalent Compounds | Labs | 50 minutes Students will construct models to show the shapes of molecules, draw electron dot structures to represent their structures, and predict bonding between atoms based on their electronegativity.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

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Type: Editorial Change

Current Page Number(s): 338

Location: Assignments, Chapter 8

Original Text: N/A

Updated Text: STEM Biographies: Saving the Ozone Chemistry & Society: How One Woman Led the FDA to Save Lives

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Assignments, Lesson 1

Original Text: Challenge Problems: Balancing Chemical Equations

Updated Text: Applying Practices: Tastes Great!

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Assignments, Lesson 2

Original Text: Applying Practices: The Weather Report Data Analysis Lab: How can you explain the reactivities of halogens?

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Assignments, Lesson 3

Original Text: Applying Practices: Corn Syrup and Other Sweeteners

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Videos & Interactives, Chapter 8

Original Text: N/A

Updated Text: If Then/She Can: Paula Garcia Todd

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Videos & Interactives, Lesson 1

Original Text: Video: Reactions and Equations

Updated Text: Video: Cupcakes and Chemical Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Videos & Interactives, Lesson 2

Original Text: Video: Classifying Chemical Reactions

Updated Text: Video: Synthesis Reactions, Single-Replacement Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Videos & Interactives, Lesson 3

Original Text: Video: Reactions in Aqueous Solutions Interactive Visual Literacy: Reactions in Aqueous Solutions Example Problem Video : Reactions Forming Precipitates

Updated Text: Interactive Visual Literacy: Reactions in Aqueous Solutions Example Problem Video: Reactions That Form a Precipitate

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Labs, Chapter 8

Original Text: ChemLAB: Develop an Activity Series

Updated Text: Small-Scale Lab: Develop an Activity Series

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Labs, Lesson 2

Original Text: Virtual Lab: Synthesis of Calcium Carbonate

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 338

Location: Labs, Lesson 3

Original Text: Virtual Lab: Reactions in Solution Small-Scale Lab: Solutions and Precipitates Design-Your-Own Lab: How thick is the coating on a galvanized nail?

Updated Text: Virtual Lab: Reactions in Solution, Solubility: Qualitative Analysis Small-Scale Lab: Solutions and Precipitates Design-Your-Own Lab: How thick is the coating on a galvanized nail? Quick Lab: Observing a Precipitate-Forming Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 344

Location: Engage

Original Text: Video: Reactions and Equations

Updated Text: Video: Cupcakes and Chemical Reactions

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 35

Location: page 35, Driving Question

Original Text: How do astronauts on the ISS get drinking water?

Updated Text: How do astronauts on the International Space Station get drinking water?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 355

Location: Page 355 narrative

Original Text: Unfortunately, there is no single set of conditions universally agreed on for STP. However, two definitions stand out as the most common that you will encounter as you study chemistry: • The International Union of Pure and Applied Chemistry (IUPAC) defines standard temperature and pressure as a temperature of 0.00°C and a pressure of 100 kPa. Using these values of temperature and pressure, the molar volume of a gas is 22.7 L/mol. • The National Institute of Standards and Technology (NIST) defines standard temperature and pressure as a temperature of 0.00°C and a pressure of 1 atm. Using these values of temperature and pressure, the molar volume of a gas is 22.4 L/mol. Notice that both definitions use the same temperature. However, the pressures are slightly different. One atmosphere of pressure equals 101.325 kPa, slightly higher than the 100 kPa of pressure used in the IUPAC definition. This is what accounts for the slightly smaller molar volume in the NIST definition:

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Before 1982, IUPAC defined STP as 0.00°C and 1 atm (101.3 kPa). Since 1982, IUPAC has defined STP as a temperature of 0.00°C and a pressure of 100 kPa. What do these different definitions of STP mean for the molar volume? Using the pre-1982 values (0.00°C and 1 atm), the molar volume of a gas is 22.4 L/mol. Using the current IUPAC definition (0.00°C and 100 kPa), the molar volume of a gas is 22.7 L/mol. It's important to understand that neither of these values for the molar volume of a gas is right or wrong. It simply depends on which conditions are specified for STP. Notice that the current and former definitions of STP use the same temperature. However, the pressures are slightly different. The slightly higher pressure in the older definition accounts for the slightly smaller molar volume:

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 357

Location: Engage

Original Text: Video: Classifying Chemical Reactions 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 357

Location: Elaborate

Original Text: Virtual Lab: Synthesis of Calcium Carbonate 15 min

Updated Text: ChemLAB: Double-Replacement Reactions 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 358

Location: (middle of page)

Original Text: Video: Classifying Chemical Reactions | Videos & Interactives | 5 minutes This video illustrates different kinds of chemical reactions and their key characteristics.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 359

Location: (bottom of page)

Original Text: N/A

Updated Text: Video: Synthesis Reactions: Sodium and Chlorine | Videos & Interactives | 5 minutes Students will see the synthesis of sodium metal and chlorine gas. Video: Single-Replacement Reactions: Copper and Nitric Acid | Videos &

Interactives | 5 minutes Students will see the reaction of copper and nitric acid and the replacement that takes place in the products.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 361

Location: (top of page)

Original Text: N/A

Updated Text: ChemLAB: Experimental Single-Replacement Reactions | Labs | 50 minutes Students will classify and balance chemical equations for single-replacement reactions, and develop an activity series of selected metals.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 367

Location: page 367, LearnSmart blurb

Original Text: N/A

Updated Text: [check mark icon] TEKS 9.C assignment

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 370

Location: Elaborate

Original Text: N/A

Updated Text: Virtual Lab: Solubility: Qualitative Analysis 15 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 370

Location: Engage

Original Text: Video: Reactions in Aqueous Solutions 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 370

Location: Explore

Original Text: N/A

Updated Text: Quick Lab: Observe a Precipitate Forming Reaction 25 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 370

Location: Types of Reaction in Aqueous Solution

Original Text: Apply Chemistry 5 min

Updated Text: Small-Scale Lab: Solutions and Precipitates 50 min Design-Your-Own Lab: How thick is the coating on a galvanized nail? 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 371

Location: (top of page)

Original Text: Video: Reactions in Aqueous Solutions | Videos & Interactives | 5 minutes This video illustrates the reactions possible when occurring in aqueous solution.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 371

Location: (bottom of page)

Original Text: N/A

Updated Text: Quick Lab: Experimental Observe a Precipitate-Forming Reaction | Labs | 25 minutes Students will observe the formation of a precipitate and write the balanced chemical equation and net ionic equation for the reaction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 373

Location: (bottom of page)

Original Text: N/A

Updated Text: Small-Scale Lab: Experimental Solutions and Precipitates | Labs | 50 minutes Students will write ionic equations for mixtures of aqueous solutions, predict which mixtures will form precipitates, and observe mixtures for precipitate formation. Design-Your-Own Lab: Experimental How thick is the coating on a galvanized nail? | Labs | 50 minutes Students will determine the thickness of the protective coating on a piece of galvanized iron, in both picometers (pm) and approximate number of atoms.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Assignments, Chapter 9

Original Text: N/A

Updated Text: Chemistry & Society: Making Cents

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: On the Backs of Envelopes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Videos & Interactives, Chapter 9

Original Text: Interactive Case Exploration: Chemical Quantities

Updated Text: Interactive Case Exploration: Measuring What's in Medicine and Drug Dosages

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 1

Original Text: Example Problem Video Atom-Mole Conversions

Updated Text: Example Problem Video: Particle-Mole Conversions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Determining Molar Mass

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 4

Original Text: Example Problem Video: Percent Composition

Updated Text: Example Problem Video: Determining a Molecular Formula, Calculating Percent Composition

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 5

Original Text: Interactive Visual Literacy: Molecular Formulas Example Problem Video Formula of a Hydrate

Updated Text: Interactive Visual Literacy: Formulas of Hydrates

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Labs, chapter 9

Original Text: N/A

Updated Text: ChemLAB:Solve It: Mystery of the Missing Mass

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Labs, Lesson 1

Original Text: Virtual Lab: Kinetic Theory

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Labs, Lesson 2

Original Text: Virtual Investigation: Mass, Moles, and Molecules

Updated Text: Virtual Lab: Mass, Moles, and Molecules

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 382

Location: Labs, Lesson 4

Original Text: Quick Investigation: Analyze Chewing Gum

Updated Text: Quick Lab: Analyze Chewing Gum

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 383

Location: Chapter Launch

Original Text: Launch Lab: How Much is a Mole? | Labs | 15 minutes Students will the dimensions of common objects to investigate the scale of a mole.

Updated Text: Launch Lab: How Much is a Mole? | Labs | 25 minutes Students will investiate the size of a mole.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 383

Location: Chapter Launch

Original Text: Launch Lab: How Much is a Mole? | Labs | 15 minutes Students will the dimensions of common objects to investigate the scale of a mole.

Updated Text: Launch Lab: How Much is a Mole? | Labs | 25 minutes Students will investiate the size of a mole.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 391

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative Determining Avogadro's Number | Labs | 50 minutes Students will measure the diameter of stearic acid solution in a monolayer, calculate a value for Avogadro's number, and infer which volume estimate better approximates the volume of a stearic acid molecule.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 4

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Assignments, Chapter 1

Original Text: STEM Project: Create a Chemistry in Engineering Promotion

Updated Text: STEM Project: Create a Chemistry in Engineering Promotion Chemistry & Society: Chemical Energy for the Future

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 4

Location: Videos & Interactives, Chapter 1

Original Text: The Origins of Chemistry

Updated Text: The Sea's Scent Seeds Clouds by the Seashore IF/THEN She Can: Chanté Summers

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 4

Location: Labs, Chapter 1

Original Text: Use Density to Date a Coin

Updated Text: Determine Density

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 4

Location: Labs, Lesson 2

Original Text: Quick Investigation: Determine Density Virtual Lab: Density Probeware Lab: Quantitative and Qualitative Observations

Updated Text: ChemLAB: Effective Use of a Bunsen Burner Virtual Lab: Density of a Plastic Cube, Lab Skills ChemLAB: Organizing Quantitative and Qualitative Data

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 403

Location: (bottom of page)

Original Text: N/A

Updated Text: Simulations: Moles, Mass, and Molecules | Labs | 25 minutes Students will elaborate on moles, mass, and molecules through this simulation.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 409

Location: page 409, Example Problem 2

Original Text: ?M

Updated Text: ?M C6H12O6

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 411

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative Estimating the Size of a Mole | Labs | 50 minutes Students will measure the average mass of a split pea and calculate its volume, calculate the mass and volume of a mole of split peas, and compare the mass and volume of a mole of split peas to the masses and volumes of atoms and compounds.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 418

Location: Page 418, Figure 15

Original Text: N/A

Updated Text: 15A Sucrose dissolves in water. 15B Interactions between water molecules and sucrose molecules pull the sucrose into solution.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 418

Location: Page 418 Ask Yourself

Original Text: Ask Yourself Explain why oil will not form a solution with water.

Updated Text: [ask yourself removed to clear room for subcations]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 420

Location: Elaborate

Original Text: N/A

Updated Text: Quick Lab: Analyze Chewing Gum 25 min

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 422

Location: page 422 Ask Yourself

Original Text: Ask Yourself Recall Why do some substances become more soluble with increasing temperature?

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 422

Location: page 422, Figure 19

Original Text: N/A

Updated Text: 19A Seed crystal being added 19B Beginning of crystallization 19C Crystals continue to form.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 422

Location: page 422, Figure 19

Original Text: When a seed crystal is added to a supersaturated solution, the excess solute crystallizes out of the solution.

Updated Text: When a seed crystal is added to a supersaturated solution, the crystal provides a surface that allows the excess solute to begin crystallizing out of the solution.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 425

Location: (bottom of page)

Original Text: N/A

Updated Text: Quick Lab: Comparative Analyze Chewing Gum | Labs | 25 minutes Students will determine if sweetening and flavoring are added as a coating or mixed throughout chewing gum.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 426

Location: page 426, Figure 23

Original Text: N/A

Updated Text: 23A An electrolytic solution conducts electricity. 23B A nonelectrolytic solution doesn't conduct electricity.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 427

Location: page 427, Figure 24

Original Text: N/A

Updated Text: 24A Pure solvent (water) 24B Nonvolatile solution (sucrose in water)

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 433

Location: Page 433, simulations blurb

Original Text: Explore the Concentration and Salts and Solubility simulations to further understand chapter concepts.

Updated Text: Explore the Colligative Properties and the Salts and Solubility simulations to further understand chapter content.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 433

Location: Page 433, LearnSmart blurb

Original Text: N/A

Updated Text: [check mark icon]TEKS 11.A assignment

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 435

Location: (bottom of page)

Original Text: Example Problem Video: Determining the Formula of a Hydrate | Videos & Interactives | 5 minutes
Students will complete the calculations needed to determine the formula of a hydrate.

Updated Text: ChemLAB: Experimental Determining the Formula of a Hydrate | Labs | 50 minutes
Students will heat a known mass of hydrated compound until the water is removed and calculate the formula for a hydrate using the mass of the hydrated compound and the mass of the anhydrous compound.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 4

Original Text: N/A

Updated Text: Interactive Visual Literacy: Theoretical v. Actual Yield

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Labs, Chapter 10

Original Text: N/A

Updated Text: ChemLAB: Solve It: Mystery of the Moonlight Ride

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Labs, Lesson 2

Original Text: Quick Investigation: Apply Stoichiometry

Updated Text: Quick Lab: Apply Stoichiometry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Labs, Lesson 3

Original Text: Lab: Observing a Limiting Reactant Lab: Determining Reaction Ratios Virtual Investigation: Limiting Reactants

Updated Text: ChemLAB: Observing a Limiting Reactant ChemLAB: Determining Reaction Ratios Simulations: Stoichiometry, Limiting Reactants

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Labs, Lesson 4

Original Text: N/A

Updated Text: DYO: How much is Really Aspirin?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Assignments, Chapter 10

Original Text: N/A

Updated Text: Focus on Texas: The Stoichiometry That Just Might Save Your Life

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Conservation of Mass; Pharmacist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Videos & Interactives, Chapter 10

Original Text: N/A

Updated Text: If Then/She Can: Janis Louie

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 1

Original Text: Video: Defining Stoichiometry

Updated Text: Video: Iron Dust Through Flame, Potassium Reacts with Bromine

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 2

Original Text: Video: Stoichiometric Calculations Example Problem Video: Stoichiometry

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Video: Stoichiometric Calculations, Potassium in Water Example Problem Video: Mole-to-Mole Stoichiometry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 3

Original Text: Video: Limiting Reactants

Updated Text: Video: Time-Lapse of a Burning Candle

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 443

Location: Chapter Launch

Original Text: Launch Lab: What evidence can you observe that a reaction is taking place? | Labs | 15 minutes Students will observe evidence of a chemical reaction.

Updated Text: Launch Lab: What evidence can you observe that a reaction is taking place? | Labs | 20 minutes Students will identify evidence that a chemical reaction is taking place.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 443

Location: Chapter Close

Original Text: ChemLAB: Determine the Mole Ratio | Labs | 45 minutes Students analyze the results of a chemical reaction to determine mole ratio, limiting reactant, and percent yield. Students should perform the lab after Lesson 2.

Updated Text: Solve It: Mystery of the Moonlight Ride | Labs | 50 minutes Students will produce hydrogen and oxygen gases using an electrolysis apparatus, identify the gases using a splint test, and compare the potential effectiveness of the gases as fuel. Students should perform the lab after Lesson 4.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 447

Location: Page 447, Figure 7

Original Text: a, b, c

Updated Text: 7A, 7B, 7C

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 447

Location: Page 447, Figure 7

Original Text: a, b, c

Updated Text: A, B, C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 448

Location: Explain

Original Text: N/A

Updated Text: Video: Potassium in Water 5 min

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 452

Location: Page 452, Ask Yourself

Original Text: Ask Yourself Explain How can you tell from the thermochemical equation above that the reaction is exothermic?

Updated Text: Ask Yourself Explain How can you tell from the thermochemical equation for the combustion of glucose that the reaction is exothermic?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 456

Location: (top of page)

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 9.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 458

Location: Elaborate

Original Text: Cultural Diversity: Stoichiometry in Soap Making

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 465

Location: Page 465, Figure 19

Original Text: N/A

Updated Text: 19A An oxygen molecule and a helium atom are each confined to a single bulb. One arrangement is possible. 19B When the stopcock is opened, the gas particles move freely within the double volume now available. Four arrangements are now possible.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 465

Location: Page 465, Figure 19 caption

Original Text: In A, an oxygen molecule and a helium atom are each confined to a single bulb. When the stopcock is opened in B, the gas particles move freely into the double volume available. Four arrangements of the particles are now possible. This represents an increase in entropy.

Updated Text: When the number of possible arrangements increases, the entropy of the system increases.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 467

Location: Page 467, last paragraph

Original Text: The random motion of the particles of a substance increases as its temperature increases. Increased kinetic energy means faster movement and more possible arrangements of particles. Therefore, the entropy of any substance increases as its temperature increases. ΔS_{system} is positive.

Updated Text: The entropy of any substance increases as its temperature increases. The random motion of the particles of a substance increases as its temperature increases. Increased kinetic energy means faster movement and more possible arrangements of particles. Therefore, ΔS_{system} is positive.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 470

Location: Page 470 Ask Yourself

Original Text: Ask Yourself Explain why the entropy of the reaction that forms ammonia decreases.

Updated Text: Ask Yourself Explain why the entropy change of the reaction that forms ammonia has a negative sign.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 472

Location: (bottom of page)

Original Text: Observing a Limiting Reactant | Labs | 30 minutes Students will use experimentation to determine proper ratios in reactions.

Updated Text: Observing a Limiting Reactant | Labs | 50 minutes Students will predict which substance in the reaction of magnesium and hydrochloric acid will be the limiting reactant based on stoichiometric calculations, and determine percent yield.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 477

Location: (bottom of page)

Original Text: Laboratory Determining Reaction Ratios | Labs | 40 minutes Students will use experimentation to determine reaction ratios of chemical reactions.

Updated Text: ChemLAB: Descriptive Determining Reaction Ratios | Labs | 50 minutes Students will classify substances as acids or bases, determine the types and numbers of ions that are released upon dissociation of the acid and the bases, and calculate the mole ratios of the acid and bases used in this activity.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 487

Location: (middle of page)

Original Text: N/A

Updated Text: Design-Your-Own Lab How Much is Really Aspirin? | Labs | 50 minutes Students will determine the number of milligrams of acetylsalicylic acid per tablet in a brand of commercial aspirin and the mass percent acetylsalicylic acid in the tablet.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 49

Location: Explore

Original Text: Making a Graph | Labs | 15 minutes Students will use data collection techniques to practice making a graph.

Updated Text: Making a Graph | Labs | 50 minutes Students will measure the temperature changes that occur when a mixture of ice and water is heated to its boiling point, graph the experimental data, and interpolate data between measured quantities.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 492

Location: Assignments, Lesson 3

Original Text: PhET: Behavior of Gases

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Videos & Interactives, Chapter 11

Original Text: Interactive Case Exploration: Gas Laws

Updated Text: Interactive Case Exploration: Why do Astronauts Need Spacesuits?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 1

Original Text: Partial Pressure

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 2

Original Text: Video: Temperature and Volume

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 3

Original Text: Video: Temperature and Volume

Updated Text: Video: Gas Laws and Tire Pressure

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 4

Original Text: Video: Space Shuttle Launch **IVL: Gas Stoichiometry Example Problem Video: Volume-Mass Stoichiometry

Updated Text: Video: Liftoff Stoichiometry **IVL: Gas Stoichiometry Example Problem

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Labs, Lesson 1

Original Text: Virtual lab: Kinetic Theory

Updated Text: Virtual lab: Diffusion and Graham's Law PhET: Gases Intro

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Labs, Lesson 2

Original Text: Virtual lab: Gas Laws Labs: Boyle's Law; Charles's Law Probeware labs: Boyle's law; Gay-Lussac's Law Small-scale lab: Gas Pressure and Gas Volume

Updated Text: Simulation: Gas Laws ChemLABs: Boyle's Law; Charles's Law Probeware Labs: Boyle's Law; Gay-Lussac's Law Small-scale Lab: Gas Pressure and Gas Volume PhET: Gas Properties

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Labs, Lesson 3

Original Text: Quick Investigation: Model a Fire Extinguisher

Updated Text: Quick Lab: Model a Fire Extinguisher Virtual Lab: Ideal Gas Law Constant

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Assignments, Chapter 11

Original Text: N/A

Updated Text: Chemistry & Society: What Goes Up Doesn't Always Come Down

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 492

Location: Assignments, Lesson 2

Original Text: PhET: Behavior of Gases

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 496

Location: (top of page)

Original Text: Lesson 1

Updated Text: Lesson 1 TEKS 10.A TEKS 10.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 5

Location: Chapter Launch

Original Text: Prepare: Chem Lab: Use Density to Date a Coin | Labs | 45 minutes The chapter lab requires pennies of different ages. Collect pre-1982 and post-1982 pennies in advance of running this lab.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 5

Location: Chapter Close

Original Text: ChemLAB Use Density to Date a Coin | Labs | 45 minutes Students will determine and compare the density of pennies.

Updated Text: ChemLAB: Determine Density | Labs | 50 minutes Measure the mass and volume of an object, then calculate the density of the object.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 502

Location: (bottom of page)

Original Text: Example Problem Video: Partial Pressure |Videos and Interactives | 5 min Students can access a video solving a partial pressure problem.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 510

Location: Page 510, lesson 2 summary

Original Text: Factors Affecting Chemical Equilibrium

Updated Text: Factors Affecting Equilibrium

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 514

Location: Page 514, second paragraph

Original Text: Figure 1 shows how the acidic or basic properties of soil determine which plants can grow there. One of the plants grows best in acidic soil, sometimes called “sour” soil. The other thrives in basic, or alkaline, soil. They would not likely be found together in nature, because neither plant will grow as well in the soil that works for the other. Gardeners can sometimes grow them in the same garden, but they must adjust the soil around each plant.

Updated Text: The acidic or basic properties of soil determine which plants can grow there. Rhododendrons, shown in Figure 1A, grow best in acidic soil, sometimes called “sour” soil. Sempervivium, shown in Figure 1B, thrives in basic, or alkaline, soil. These two plants would not likely be found together in nature because neither plant will grow as well in the soil that works for the other.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 514

Location: Page 514, Figure 1

Original Text: N/A

Updated Text: 1A Rhododendrons 1B Sempervivium

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 514

Location: Page 514, bottom of page

Original Text: N/A

Updated Text: [TEKS 12.A logo] Name and write the chemical formulas for acids and bases using IUPAC nomenclature rules.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 515

Location: Page 515, Figure 2

Original Text: Acids turn blue litmus red Bases turn red litmus blue

Updated Text: 2A Acids turn blue litmus paper red. 2B Bases turn red litmus paper blue.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 515

Location: Page 515, third paragraph

Original Text: Litmus is one of the dyes commonly used to distinguish solutions of acids and bases, as shown in Figure 2. Acidic solutions cause blue litmus paper to turn red. Basic solutions cause red litmus paper to turn blue.

Updated Text: Litmus is one of the dyes commonly used to distinguish solutions of acids and bases. Acidic solutions cause blue litmus paper to turn red, as shown in Figure 2A. Basic solutions cause red litmus paper to turn blue, as shown in Figure 2B.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 521

Location: Engage

Original Text: Video: The Ideal Gas Law 1 min

Updated Text: Video: Gas Laws and Tire Pressure 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 521

Location: The Ideal Gas Law

Original Text: IN-CLASS Example: The Ideal Gas Law 5 min Example Problem Video: The Ideal Gas Law 5 min

Updated Text: IN-CLASS Example Example Problem Video: Molar Volume 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 523

Location: (bottom of page)

Original Text: N/A

Updated Text: [add gloves, fumes, flammable safety icons]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 523

Location: (bottom of page)

Original Text: Tie off the balloon and ask students to explain what they observe in terms of the variables involved.

Updated Text: Tie off the balloon and ask students to explain what they observe in terms of the variables involved.

Caution: The acetylene gas produced in this demo is flammable. Avoid open flames, sparks or sources of heat. Conduct this demo in a well-ventilated area.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 529

Location: Page 529, Table 5

Original Text: N/A

Updated Text: [Add headers over rows 1 and 2:] Base; Dissociation Equation

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 529

Location: Page 529, Table 5

Original Text: N/A

Updated Text: [Add the following base names:] Sodium hydroxide Potassium hydroxide Rubidium hydroxide Cesium hydroxide Calcium hydroxide Barium hydroxide

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 531

Location: Page 531, equation box

Original Text: The Ion Product of Water

Updated Text: Ion Product Constant for Water

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 538

Location: (top of page)

Original Text: Example Problem Video: Volume-Mass Stoichiometry | Videos and Interactives | 5 minutes Students can access a video solving a volume-mass problem.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 538

Location: (bottom of page)

Original Text: Apply Your Knowledge: Solving Gas Stoichiometry Problems | 15 minutes Place a 10.0-g ball of aluminum foil in 38.0 mL of concentrated hydrochloric acid in a well-ventilated area.

Updated Text: Demonstration: Solving Gas Stoichiometry Problems | 15 minutes Teacher Demonstration: Drop a small pellet of calcium metal into a 250-mL beaker half-filled with water. Caution: The solution produced is corrosive. [add gloves/fumes safety icons]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 538

Location: (bottom of page)

Original Text: $6\text{HCl (aq)} \rightarrow 3\text{H}_2\text{(g)} + 2\text{AlCl}_3\text{(aq)}$; 12.6 L For disposal, filter the product. Pour the liquid down a drain with plenty of water. Discard the solid waste in the trash can.

Updated Text: $\text{Ca(s)} + 2\text{H}_2\text{O(l)} \rightarrow \text{H}_2\text{(g)} + \text{Ca(OH)}_2\text{(aq)}$; 5.7 L For disposal, filter the product. Pour the liquid down a drain with plenty of water.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 541

Location: Page 541, Figure 18 caption

Original Text: ...pH of the acid solution in the beaker...

Updated Text: ...pH of the acidic solution in the beaker...

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 544

Location: Labs, Lesson 3

Original Text: Quick Investigation: Model Crystal Unit Cells

Updated Text: Quick Lab: Observe Properties

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 544

Location: Labs, Lesson 4

Original Text: ChemLAB: Compare Rates of Evaporation

Updated Text: Quick Lab: Compare Melting Points

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 544

Location: Assignments, Chapter 12

Original Text: N/A

Updated Text: Scientific Breakthroughs: New Matter

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 544

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Investigate Interparticle Forces

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 544

Location: Assignments, Lesson 2

Original Text: Applying Practices: Touching the Future

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 544

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Touching The Future, Foiled Again

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 544

Location: Page 544, Figure 22

Original Text: [photos poorly cropped]

Updated Text: [re-crop photos to show more of images]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 544

Location: Page 544, first paragraph

Original Text: Many indicators used for titration are weak acids. Each has its own particular pH or pH ranges over which it changes color.

Updated Text: Notice that each indicator has a particular pH range over which it changes color.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 544

Location: Labs, Chapter 12

Original Text: Launch Lab: How do different liquids affect the speed of a sinking ball?

Updated Text: Launch Lab: What compounds conduct electricity in solution? ChemLAB: Properties of Ionic Compounds

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 544

Location: Page 544, first paragraph

Original Text: Remember that the role of the indicator is to indicate to you, by means of a color change, that just enough of the titrating solution has been added to neutralize the unknown solution. Figure 22 shows the titration of an unknown solution of methanoic acid (HCOOH) with 0.1000M NaOH.

Updated Text: The role of the indicator is to indicate by means of a color change that just enough of the titrating solution has been added to neutralize the unknown solution. Figure 22 shows the titration of a solution of methanoic acid (HCOOH) with 0.1000M NaOH.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 544

Location: Labs, Lesson 2

Original Text: N/A

Updated Text: Probeware Lab: Conductivity

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 545

Location: Chapter Launch

Original Text: Launch Lab: How do different liquids affect the speed of a sinking ball? | Labs | 15 minutes

Updated Text: Launch Lab: What compounds conduct electricity in solution? | Labs | 25 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 545

Location: Chapter Close

Original Text: ChemLAB: Compare Rates of Evaporation | Labs | 45 minutes

Updated Text: ChemLAB: Properties of Ionic Compounds | Labs | 50 minutes

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 550

Location: Page 550, Virtual Labs blurb

Original Text: Explore the Titration of Vinegar and Buffers and Buffer Capacity virtual labs to further understand chapter concepts.

Updated Text: Explore the pH Scale simulation and the Titration of Vinegar virtual lab to further understand chapter concepts.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 550

Location: Page 550, LearnSmart blurb

Original Text: N/A

Updated Text: [check mark icon] TEKS 12.A assignment

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 554

Location: Page 554 Digital Spotlight

Original Text: Interactive Case Exploration: Reaction Rates

Updated Text: Interactive Case Exploration: The Chemistry of Food

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 554

Location: (bottom of page)

Original Text: REINFORCE Ask students to rank the intermolecular forces in order of increasing strength. dispersion forces
→ dipole-dipole forces → hydrogen bonds

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 56

Location: Labs, Lesson 4

Original Text: Quick Investigation:

Updated Text: Quick Lab:

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 56

Location: Labs, Lesson 4

Original Text: Forensics Lab A2: Separation of a Mixture

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 56

Location: Assignments, Chapter 2

Original Text: N/A

Updated Text: STEM Biographies: Taking Science to the People STEM Biographies: Reaching into the Unreachable Focus
on Texas: In Rare Form

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 56

Location: Assignments, Lesson 3

Original Text: Practice Problems: Law of Definite Proportions

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 2

Original Text: N/A

Updated Text: Video: Changes in Matter Interactive Example Problem: Conservation of Mass

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 4

Original Text: N/A

Updated Text: Video: Paper Chromatography

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 56

Location: Labs, Lesson 1

Original Text: Lab: The Density of Wood Forensics Lab A1: What Metal Can It Be? PhET Simulation: States of Matter

Updated Text: ChemLAB: The Density of Wood ChemLAB Forensics: What Metal Can It Be? ChemLAB: Solve It: Mystery of the Lost Labels PhET Simulation: States of Matter

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 566

Location: Page 566, Figure 11

Original Text: N/A

Updated Text: 11A Lit candle in air 11B Lit candle in oxygen

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 566

Location: Page 566, paragraph 2

Original Text: In the first photo...

Updated Text: In Figure 11A...

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 566

Location: Page 566, paragraph 2

Original Text: In the second photo...

Updated Text: In Figure 11B...

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 567

Location: Page 567, Figure 11

Original Text: N/A

Updated Text: 12A A steel nail in oxygen 12B Steel wool in oxygen

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 57

Location: Chapter Launch

Original Text: Launch Lab: How can you observe chemical change? | Labs | 20 minutes Students will observe the reaction of a metal with acid and test the properties of the gas produced.

Updated Text: Launch Lab: How can you observe chemical change? | Labs | 25 minutes Students will observe a chemical change when zinc metal reacts with HCl.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 572

Location: (bottom of page)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Quick Investigation Model Crystal Unit Cells | Labs | 15 minutes Students use soda straws and wire to model crystal unit cells.

Updated Text: Quick Lab Observe Properties | Labs | 25 minutes Students will observe how the properties of steel change when it is subjected to different kinds of heat treatment.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 573

Location: Page 573 equation box

Original Text: One-Step Reaction Rate Law

Updated Text: The General Rate Law

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 579

Location: Explore

Original Text: ChemLAB: Compare Rates of Evaporation 45 min

Updated Text: Quick Lab: Compare Melting Points 25 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 579

Location: Explain

Original Text: Phases that Require Energy

Updated Text: Phases Changes that Require Energy

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 59

Location: page 59, Figure 19

Original Text: [N/A; adding labels to Figure 19]

Updated Text: Salad dressing; Apple juice

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Videos & Interactives, Lesson 3

Original Text: Video: Aqueous Solutions

Updated Text: Video: Sugar Dissolving, Supersaturated Solutions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Labs, Chapter 13

Original Text: ChemLAB: Factors Affecting Solubility

Updated Text: ChemLAB: Effect of Temperature on Solubility of a Gas

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Labs, Lesson 1

Original Text: N/A

Updated Text: Design-Your-Own Lab: What's in a Mixture

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Labs, Lesson 2

Original Text: PhET Simulation: Beer's Law

Updated Text: PhET Simulation: Beer's Law, Concentration Virtual Lab: Stoichiometry, Spectrophotometry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Labs, Lesson 3

Original Text: PhET Simulation: Molarity

Updated Text: PhET Simulation: Molarity, Salts & Solubility

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Labs, Lesson 4

Original Text: Quick Investigation: Examine Freezing Point Depression Virtual Lab: Colligative Properties

Updated Text: Quick Lab: Examine Freezing Point Depression Simulation: Colligative Properties Probeware Lab: Determining Molar Mass Using Freezing Point Depression Virtual Lab: Colligative Properties, Osmosis

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Assignments, Chapter 13

Original Text: N/A

Updated Text: Scientific Breakthroughs: Blood Falls: A Salty Secret Under the Ice

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Assignments, Lesson 2

Original Text: Practice Problems: Solubility: Mass, Molarity, Molality, Mole Fraction; Diluting Stock Solutions Applying Practices: The Weather Report

Updated Text: Practice Problems: Calculating Percent by Mass; Calculating Molarity; Diluting Stock Solutions; Calculating Molality; Calculating Mole Fraction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Investigate General Solubility Rules

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Vapor Pressure Lowering

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 590

Location: Videos & Interactives, Chapter 13

Original Text: Interactive Case Exploration: Mixtures and Solutions

Updated Text: Interactive Case Exploration: Fish Feed the Forest

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 591

Location: Chapter Close

Original Text: ChemLAB: Factors Affecting Solubility | Labs | 45 minutes Students analyze how solubility is affected by the addition of a solute to a fixed volume of solvent, calculate the solubility product constant of various ionic compounds using the solubility product expression, and examine the effects of increasing temperature on solubility. Students should begin this project after Lesson 2.

Updated Text: ChemLAB: Effect of Temperature on Solubility of a Gas | Labs | 50 minutes Students will collect ammonia gas from a concentrated ammonia solution, measure the time required for ammonia gas to dissolve in water at four different temperatures, and relate the time it takes the ammonia to dissolve to solubility. Students should perform this lab after Lesson 3.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 595

Location: Page 595, lesson title

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 595

Location: Page 595, B-head

Original Text: The Oxidation-Number Method

Updated Text: The Oxidation Number Method

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 595

Location: Page 595, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 596

Location: Explain

Original Text: English Language Proficiency Standards 10 min

Updated Text: Design-Your-Own Lab: What's in a Mixture? 50 min English Language Proficiency Standards 10 min

Interactive Visual Literacy: Heterogeneous Mixtures

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 597

Location: Page 597, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 598

Location: (bottom of page)

Original Text: N/A

Updated Text: Design-Your-Own Lab: Experimental What's in a Mixture? | Labs | 50 minutes Students will collect ammonia gas from a concentrated ammonia solution, measure the time required for ammonia gas to dissolve in water at four different temperatures, and relate the time it takes the ammonia to dissolve to solubility.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 599

Location: Page 599, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 6

Location: Figure 2 caption text

Original Text: This rapid test, which quickly checks for the presence of antigens found on specific viruses, and this tiny lens, about 0.4 mm wide, are examples of technologies that are made possible by studying matter.

Updated Text: These technologies, and countless others were developed through the study of matter. 2A A rapid test that quickly checks for specific antigens 2B A tiny lens, about 0.4 mm wide

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 601

Location: Page 601, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 605

Location: Page 605, Lesson 2 summary

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: -3.0401

Updated Text: -3.04

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: -0.7618

Updated Text: -0.762

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: 0.3419

Updated Text: 0.342

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: 0.5355

Updated Text: 0.536

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 618

Location: Engage

Original Text: Video: Solvation 1 min

Updated Text: Video: Sugar Dissolving 5 min Video: Supersaturated Solutions 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 618

Location: Rates of Dissolution

Original Text: Virtual Lab 45 min

Updated Text: Simulations: Salts & Solubility 45 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 618

Location: Solubility

Original Text: Quick Demo 5 min Demonstration 20 min Quick Demo 15 min

Updated Text: Quick Demo: Supersaturated Solution 5 min Demonstration: Temperature and Solubility 20 min Quick Demo: Sugar Crystals 15 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 618

Location: Explain (continued)

Original Text: Example Problem Video 5 min Driving Question Connection 10 min Interactive Visual Literacy 5 min

Updated Text: Example Problem Video: Henry's Law 5 min Driving Question Connection 10 min Interactive Visual Literacy: Factors Affecting Solvation 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 618

Location: Elaborate

Original Text: N/A

Updated Text: ChemLAB: Investigate Factors Affecting Rate of Dissolution 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 619

Location: Engage

Original Text: N/A

Updated Text: Video: Supersaturated Solutions | Videos & Interactives | 5 minutes This video illustrates supersaturated solutions.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 620

Location: (top of page)

Original Text: N/A

Updated Text: PhET Simulation: Salts & Solubility | Labs | 20 minutes Students use the PhET Simulation Salts & Solubility to explore the solubility of various solutions.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 626

Location: (bottom of page)

Original Text: Lab Making a Solubility Curve | Labs | 60 minutes Students will collect and analyze data to determine the solubility curve of a solution.

Updated Text: Lab Making a Solubility Curve | Labs | 50 minutes Students will investigate how solid solubilities are influenced by temperature by making a solubility curve. ChemLAB: Comparative Investigate Factors Affecting Rates of Dissolution | Labs | 50 minutes Students will investigate how stirring (agitation), temperature, and surface area affect the rate of dissolution of copper(II) sulfate pentahydrate.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 629

Location: (middle of page)

Original Text: Ask Yourself Why do some substances become more soluble with increasing temperature? Increasing the temperature of a solvent increases the kinetic energy of its particles, resulting in more-frequent collisions and collisions with greater energy than those that occur at lower temperatures. The result is more solvation occurring with increasing temperature.

Updated Text: Ask Yourself What is a supersaturated solution? A supersaturated solution is a solution that, at a certain temperature, contains more dissolved solute than a saturated solution at that same temperature.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 632

Location: Elaborate

Original Text: CER: Colligative Properties of Solutions 10 min Quick Investigation 20 min

Updated Text: CER: Colligative Properties of Solutions 10 min Quick Lab: Examine Freezing Point Depression 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 632

Location: (bottom of page)

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 633

Location: (bottom of page)

Original Text: N/A

Updated Text: Probeware Lab Determining Molar Mass Using Freezing Point Depression | Labs | 50 minutes Students will describe the process of melting and freezing, collect data to determine the K_f for butylated hydroxytoluene (BHT), compare melting point graphs to determine the molecular mass of the unknown substance, analyze the results, and complete an error analysis. Virtual Lab: Colligative Properties | Labs | 20 minutes Students will complete the virtual lab demonstrating freezing point depression. Virtual Lab: Osmosis | Labs | 20 minutes Students will complete the virtual lab demonstrating movement of water across a selectively permeable membrane.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Videos & Interactives, Lesson 2

Original Text: Video: Heat

Updated Text: Video: Gummy Bear in Potassium Chlorate, Endothermic Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Videos & Interactives, Lesson 5

Original Text: Example Problem Video: Reaction Spontaneity

Updated Text: Example Problem Video: Determine Reaction Spontaneity

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Labs, Chapter 14

Original Text: N/A

Updated Text: Design-Your-Own Lab: Heat Changes in Chemical Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Labs, Lesson 2

Original Text: Virtual Lab: Calorimetry

Updated Text: Virtual Lab: Heat Capacity of a Calorimeter

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Labs, Lesson 3

Original Text: N/A

Updated Text: ChemLAB: Heat of Combustion of Candle Wax

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Labs, Lesson 4

Original Text: N/A

Updated Text: Virtual Lab: Enthalpy of Neutralization

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Labs, Lesson 5

Original Text: N/A

Updated Text: Small-Scale Lab: Energy Changes in Chemical Physical Processes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Modeling Energy in Chemical Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 644

Location: Assignments, Lesson 2

Original Text: N/A

Updated Text: Applying Practices: Coffee Cup Calorimetry, Modeling Changes in Energy, Keeping the Temperature Right

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 653

Location: Page 653, Figure 12 (graph title)

Original Text: Decay of Strontium

Updated Text: Decay of Strontium-90

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 653

Location: Page 653, Ask Yourself

Original Text: 10 g

Updated Text: 10.0 g

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 654

Location: Page 654, Example Problem 2

Original Text: [layout change]

Updated Text: [layout change; figure 13 reoriented and reduced in size]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 654

Location: Page 654, Example Problem 2

Original Text: Amount remaining =

Updated Text: $N =$

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 654

Location: Page 654, Example Problem 2

Original Text: (initial amount)

Updated Text: (N0)

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 656

Location: Page 656, Figure 15

Original Text: N/A

Updated Text: 15A Meteor Crater 15B Recovered meteorite

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 659

Location: Science Background

Original Text: The study of heat transferred from one substance to another is referred to as calorimetry.

Updated Text: Calorimetry is the science of studying the enthalpy changes caused by chemical processes by determining the heat released or absorbed by those processes.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 661

Location: Elaborate

Original Text: N/A

Updated Text: ChemLAB: Heats of Solution and Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 661

Location: Calorimetry

Original Text: N/A

Updated Text: Video: Gummy Bear in Potassium Chlorate 5 min Video: Endothermic Reactions 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 661

Location: Calorimetry

Original Text: N/A

Updated Text: Quick Lab: Determine Specific Heat

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 661

Location: Elaborate

Original Text: N/A

Updated Text: ChemLAB: Specific Heat of Metals Probeware Lab: Calorimetry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 662

Location: (middle of page)

Original Text: Video: Heat | Videos & Interactives | 1 minute Watch what happens as this chemical reaction takes place.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 662

Location: Page 662, last paragraph

Original Text: Nuclear fission can generate a lot of heat in a short time. The cooling towers release the steam produced, after it has driven the electric turbines.

Updated Text: These towers are symbolic of nuclear power for many people, but conventional power plants use cooling towers, as well.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 664

Location: (bottom of page)

Original Text: N/A

Updated Text: Video: Gummy Bear in Potassium Chlorate | Videos & Interactives | 5 minutes Watch what happens as this chemical reaction takes place. Video: Endothermic Reactions: Barium Hydroxide and Ammonium Chloride | Videos & Interactives | 5 minutes This video illustrates an endothermic reaction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 665

Location: (bottom of page)

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Quick Lab: Experimental Determine Specific Heat | Labs | 25 minutes Students will determine the specific heat of a metal.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 668

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Experimental Specific Heat of Metals | Labs | 50 minutes Students will use a calorimeter to experimentally determine the specific heat of a group of metals. Probeware Lab: Comparative Calorimetry | Labs | 50 minutes Students will calculate the amount of energy transferred between two systems.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 669

Location: (middle of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative Heats of Solution and Reaction Students will differentiate between exothermic and endothermic processes.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 670

Location: Page 670, Figure 31

Original Text: N/A

Updated Text: 31A Patient receiving a PET scan 31B PET scan image

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 670

Location: Page 670, Figure 31

Original Text: In PET, gamma rays emitted by the radiotracers and absorbed by the patients are measured with a detector such as the one shown on the left. The PET scan on the right shows different areas of the brain emitting gamma rays.

Updated Text: In PET, gamma rays caused by the radiotracers are measured with a detector. The resulting image shows different areas of the brain emitting gamma rays.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 673

Location: Page 673, Simulations blurb

Original Text: Explore the Half-Life and Radio Active Dating Game simulations to further your understanding of chapter concepts.

Updated Text: Explore the Half-Life simulation to further your understanding of chapter concepts.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 674

Location: Explore

Original Text: N/A

Updated Text: ChemLAB: Heat of Combustion of Candle Wax 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 675

Location: (bottom of page)

Original Text: N/A

Updated Text: Explore ChemLAB: Comparative Heat of Combustion of Candle Wax | Labs | 50 minutes Students will differentiate between exothermic and endothermic processes.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 681

Location: Answer Key

Original Text: It has a negative sign.

Updated Text: The enthalpy change has a negative sign.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 681

Location: Answer Key

Original Text: It absorbs energy.

Updated Text: The physical change involves the absorption of energy.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 694

Location: Spontaneous Processes

Original Text: N/A

Updated Text: Small-Scale Lab: Energy Changes in Chemical and Physical Processes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 698

Location: (bottom of page)

Original Text: N/A

Updated Text: Small-Scale Lab: Experimental Energy Changes in Chemical and Physical Processes | Labs | 50 minutes
Students will determine whether certain chemical and physical processes are spontaneous by observing temperature changes.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 703

Location: Answer Key

Original Text: Ask Yourself Explain why the entropy of the reaction that forms ammonia decreases. The entropy decreases because only two molecules are produced for every four that react.

Updated Text: Ask Yourself Explain why the entropy change of the reaction that forms ammonia has a negative sign. The entropy of the products is less than the entropy of the reactants because only two molecules are produced for every four that react.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 703

Location: Answer Key

Original Text: the release of heat by an exothermic reaction and increasing the entropy of the system overall

Updated Text: Entropy can be increased through the release of heat by an exothermic reaction, and by increasing the entropy of the system overall.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 706

Location: Videos & Interactives, Lesson 3

Original Text: Video: Using Equilibrium Constants

Updated Text: Video: Precipitation of Lead Iodide

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 706

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Equilibrium Concentrations

Updated Text: Example Problem Video: Calculating Equilibrium Concentrations

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 706

Location: Labs, Lesson 3

Original Text: N/A

Updated Text: Virtual Lab: Spectrophotometry--Equilibrium Constant Simulations: Salts and Solubility

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 706

Location: Assignments, Chapter 15

Original Text: N/A

Updated Text: Chemistry & Society: Equilibrium in the Blood

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 706

Location: Assignments, Lesson 2

Original Text: CER: Factors Affecting Chemical Equilibrium

Updated Text: CER: Factors Affecting Equilibrium Applying Practices: Food for Thought

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 707

Location: Chapter Launch

Original Text: Video: Chemical Equilibrium | Videos & Interactives | 5 minutes The video shows a reaction that reaches chemical equilibrium. Use the video to help answer the driving question, to further interest in equilibrium, and to stimulate thinking about equilibrium in reactions. Launch Lab: What is equal about equilibrium? | Labs | 15 minutes Students will study equilibrium and how it works.

Updated Text: Launch Lab: What is equal about equilibrium? | Labs | 25 minutes Students will simulate at system at equilibrium.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 707

Location: Chapter Close

Original Text: ChemLAB: Compare Two Product Solubility Constants | Labs | 45 minutes Students will compare the solubility constants of two products. Students should perform this lab after Lesson 3.

Updated Text: ChemLAB: Compare Two Product Solubility Constants | Labs | 50 minutes Students will relate the K_{sp} values of two different ionic compounds to what is observed experimentally, explain observations using Le Châtelier's principle, and calculate the two compounds' molar solubilities from their K_{sp} values. Students should perform this lab after Lesson 3.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 712

Location: What is chemical equilibrium?

Original Text: Interactive Visual Literacy 5 min

Updated Text: Interactive Visual Literacy: The Dynamic Nature of Equilibrium 5 min

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 714

Location: Page 714 Digital Spotlight

Original Text: Check out a video of coal being transformed to colorful dyes.

Updated Text: Check out a video of research into greener plastics.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 716

Location: Page 716 Essential Question

Original Text: How does a hydrocarbon's properties change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Updated Text: How do the properties of a hydrocarbon change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 724

Location: (bottom of page)

Original Text: Ask Yourself Identify what A, B, C, D, a, b, c, and d represent in an equilibrium constant expression.

Updated Text: Ask Yourself Identify what A, B, C, D, a, b, c, and d represent in the general equation for a reaction at equilibrium.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 725

Location: Page 725, Table 4

Original Text: [layout change: header not shaded, table at top of page]

Updated Text: [layout change: add shading to header, move table to bottom of page]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 727

Location: Elaborate

Original Text: CER: Factors Affecting Chemical Equilibrium 10 min

Updated Text: CER: Factors Affecting Equilibrium 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 727

Location: Engage

Original Text: CER: Factors Affecting Chemical Equilibrium 10 min Video: Shifting Equilibrium 5 min

Updated Text: CER: Factors Affecting Equilibrium 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 727

Location: Explain

Original Text: Laboratory: Reversible Reactions 60 min

Updated Text: Video: Shifting Chemical Equilibrium Laboratory: Reversible Reactions 60 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 727

Location: Explain

Original Text: Interactive Visual Literacy 5 min Reinforcement 5 min

Updated Text: Interactive Visual Literacy: Equilibrium Shifts 5 min Reinforce 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 728

Location: (middle of page)

Original Text: Video: Shifting Equilibrium | Videos & Interactives | 5 minute This video illustrates the factors affecting chemical equilibrium.

Updated Text: [entry moving from page 728 to page 730]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 730

Location: (bottom of page)

Original Text: Laboratory Reversible Reactions | Labs | 60 minutes Students will test how changing ion concentrations affect chemical equilibria.

Updated Text: [video from page 728] ChemLAB Reversible Reactions | Labs | 50 minutes Students will determine shifts of equilibrium brought about by changes in concentration.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 734

Location: (middle of page)

Original Text: How is the K_{eq} of an exothermic reaction affected by an increase in temperature?

Updated Text: Describe how an increase in temperature affects the K_{eq} of an exothermic reaction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 738

Location: Engage

Original Text: Video: Using Equilibrium Constants 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 738

Location: Calculating Equilibrium Concentrations

Original Text: Interactive Visual Literacy 5 min

Updated Text: Interactive Visual Literacy: Predicting Precipitates 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 739

Location: (middle of page)

Original Text: Video: Using Equilibrium Constants | Videos & Interactives | 5 minutes This video illustrates chemical reactions forming precipitates.

Updated Text: Video: Precipitation of Lead Iodide | Videos & Interactives | 5 minutes This video illustrates chemical reactions forming precipitates. [in addition to title update, entry moving from page 739 to page 743]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 741

Location: Page 741, Ask Yourself

Original Text: Identify Use Table 13 to identify two possible products that are produced when the aldehyde is further oxidized.

Updated Text: Identify Use Table 13 to list substances that can form as methane undergoes oxidation reactions.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 742

Location: Page 742, Ask Yourself

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Name the type of reaction in which hydrocarbons are oxidized.

Updated Text: Identify two applications of organic redox reactions.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 749

Location: Page 749, Your Study Tools

Original Text: Watch additional videos for lesson concepts: Polymers.

Updated Text: Answer additional Practice Problems online.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 751

Location: Page 751, Lesson 1 Essential Question

Original Text: How does a hydrocarbon's properties change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Updated Text: How do the properties of a hydrocarbon change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Location: Assignments, Chapter 16

Original Text: N/A

Updated Text: Chemistry & Society: The Litmus Test for Healthy Horticulture

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Analyze Geoscience Data- Ocean Acidification

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Investigate Acids and Bases

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Location: Videos & Interactives, Chapter 16

Original Text: Interactive Case Exploration: Acids/ Bases

Updated Text: Interactive Case Exploration: How Do Antacids Work?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Location: Videos & Interactives, Lesson 1

Original Text: Video: Acids and Bases

Updated Text: Video: Acids and Bases, Magnesium in Hydrochloric Acid

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Location: Videos & Interactives, Lesson 4

Original Text: Video: Titration

Updated Text: Video: End Point of a Titration

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Location: Labs, Lesson 2

Original Text: N/A

Updated Text: Quick Lab: Ionization of Acetic Acid Small-Scale Lab: Comparing the Strengths of Acids

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Labs, Lesson 3

Original Text: Small-Scale Lab: Comparing the Strength of Acids

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 752

Location: Labs, Lesson 4

Original Text: Virtual Lab: Titration

Updated Text: Virtual Lab: Titration, pH Balance ChemLAB: Acids, Bases, and Neutralizations ChemLAB: Determining the Percent of Acetic Acid in Vinegar

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 753

Location: Chapter Launch

Original Text: Interactive Case Exploration | Videos & Interactives | 15 minutes Students will explore the relationship between acids and bases Launch Lab: What's in your cupboards? | Labs | 15 minutes Students will test the properties of household products to separate them into two groups.

Updated Text: Interactive Case Exploration: Acids/Bases | Videos & Interactives | 15 minutes Students will explore the relationship between acids and bases. Launch Lab: What's in your cupboards? | Labs | 25 minutes Students will classify household products into two groups using strips of litmus paper and phenolphthalein.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 754

Location: Target Vocabulary

Original Text: Lesson 3

Updated Text: Lesson 3 TEKS 12.E

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 754

Location: Target Vocabulary

Original Text: Lesson 1

Updated Text: Lesson 1 TEKS 12.A TEKS 12.B

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 754

Location: Target Vocabulary

Original Text: Lesson 4

Updated Text: Lesson 4 TEKS 12.D

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 754

Location: Target Vocabulary

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 12.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 758

Location: Explore

Original Text: SEP: Developing and Using Models 10 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 758

Location: Elaborate

Original Text: N/A

Updated Text: Extension 10 min Differentiated Instruction 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 762

Location: (top of page)

Original Text: Topic: The Brønsted-Lowry Model (continued)

Updated Text: [text deleted]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 764

Location: (bottom of page)

Original Text: Brønsted-Lowry interactions involve conjugate acid-base pairs.

Updated Text: A conjugate acid-base pair consists of two substances related to each other by the donating and accepting of a single hydrogen ion.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 773

Location: Page 773, Figure 23 caption

Original Text: The two structures on the left are found in DNA. The two structures on the right are found in RNA.

Updated Text: Deoxyribose and thymine are found in DNA. Ribose and uracil are found in RNA.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 775

Location: Page 775, third paragraph

Original Text: During anabolism, the reverse reaction occurs. ATP is broken down to form ADP and inorganic phosphate in an exothermic reaction. Approximately 30.5 kJ of energy is released from each mole of ATP.

Updated Text: The energy stored in ATP is released in an exothermic reaction that produces ADP and a phosphate group. This energy is used to fuel anabolic processes like building proteins.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 776

Location: (top of page)

Original Text: Explain how the differences in concentration between the solutions in Figure 9 and Figure 10 affect the brightness of the bulbs.

Updated Text: Explain how the relative brightness of the bulbs in Figure 9 and Figure 10 relates to the concentration of ions in solution.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 779

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Explain (continued)

Original Text: Interactive Visual Literacy 5 min

Updated Text: Interactive Visual Literacy: pH and pOH 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 779

Location: Explain (continued)

Original Text: Example Problem Video 5 min

Updated Text: Example Problem Video: Calculate $[H^+]$ and $[OH^-]$ using K_w 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 779

Location: Elaborate

Original Text: Small Scale Lab: Comparing the Strengths of Acid 45 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 779

Location: Differentiation Resources

Original Text: LearnSmart

Updated Text: LearnSmart TEKS 12.E

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 779

Location: pH and pOH

Original Text: PhET Simulation 30 min

Updated Text: PhET Simulation: pH Scale 30 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 789

Location: Science Background

Original Text: When an acid and a base react in a neutralization reaction, the products are a salt and water.

Updated Text: When an acid and a base react in a neutralization reaction, the products are a salt and water. A titration is a neutralization reaction that can be used to determine the molarity of an acidic or basic solution of unknown concentration. An indicator that changes colors according to pH can be used to monitor the status of the titration. The figure at right shows how the indicator bromothymol blue changes from bright yellow in an acidic solution to greenish in a neutral solution to dark blue in a basic solution.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 791

Location: Page 791, Figure 8

Original Text: [label contrast in art not strong enough]

Updated Text: [updating art style to enhance label contrast]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 798

Location: Page 798, Figure 15

Original Text: [space-filling molecule art style]

Updated Text: [updating space-filling molecule art style to better show molecules]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 802

Location: Videos & Interactives, Chapter 17

Original Text: Interactive Case Exploration: Energy Changes in Chemical Reactions

Updated Text: Interactive Case Exploration: The Chemistry of Food

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 802

Location: Videos & Interactives, Lesson 1

Original Text: Video: Modeling Reaction Rates Example Problem Video: Calculate Average Reaction Rate

Updated Text: Video: Hydrogen Bubbles Example Problem Video: Calculating Average Reaction Rates

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 802

Location: Videos & Interactives, Lesson 2

Original Text: Video: Factors Affecting Reaction Rates Interactive Visual Literacy: Catalyzed Reactions

Updated Text: Video: Time-Lapse of Metals in Silver Nitrate, Concentration and Reaction Rate Interactive Visual Literacy: Catalysts

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 802

Location: Videos & Interactives, Lesson 4

Original Text: Example Problem Video: Calculate Instantaneous Reaction Rates

Updated Text: Example Problem Video: Calculating Instantaneous Reaction Rates

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 802

Location: Labs, Lesson 1

Original Text: Virtual Investigation: Reaction Rates Lab: The Rate of Reaction

Updated Text: ChemLAB: The Rate of Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 802

Location: Labs, Lesson 2

Original Text: Quick Investigation: Examine Reaction Rate and Temperature Lab: Surface Area and Reaction Rate

Updated Text: Quick Lab: Examine Reaction Rate and Temperature ChemLAB: Surface Area and Reaction Rate

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 802

Location: Assignments, Chapter 17

Original Text: N/A

Updated Text: Scientific Breakthroughs: Predicting Combustion

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 803

Location: Chapter Launch

Original Text: Interactive Case Exploration: Energy Changes in Chemical Reactions | Videos & Interactives | 15 minutes

Updated Text: Interactive Case Exploration: The Chemistry of Food | Videos & Interactives | 15 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 808

Location: Explain

Original Text: Video: Modeling Reaction Rates 1 min

Updated Text: Video: Hydrogen Bubbles 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 808

Location: Expressing Reaction Rates

Original Text: IN-CLASS Example: Average Rate of Reaction 5 min

Updated Text: IN-CLASS Example 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 808

Location: Expressing Reaction Rates

Original Text: Virtual Investigation: Reaction Rates 25 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 809

Location: (top of page)

Original Text: Video: Modeling Reaction Rates | Videos & Interactives | 1 minute

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Video: Hydrogen Bubbles | Videos & Interactives | 5 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 811

Location: (middle of page)

Original Text: Virtual Investigation: Reaction Rates | Labs | 25 minutes Students will determine the average reaction rate of a reaction.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 819

Location: Engage

Original Text: Video: Factors Affecting Reaction Rates 1 min

Updated Text: Video: Time-Lapse of Metals in Silver Nitrate, Concentration and Reaction Rate 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 819

Location: Catalysts and Inhibitors

Original Text: Interactive Visual Literacy: Catalyzed Reactions 5 min

Updated Text: Interactive Visual Literacy: Catalysts 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 819

Location: Elaborate

Original Text: Quick Investigation: Examine Reaction Rate and Temperature 25 min Lab: Surface Area and Reaction Rate 50 min

Updated Text: Quick Lab: Examine Reaction Rate and Temperature 25 min ChemLAB: Surface Area and Reaction Rate 50 min

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 82

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: page 82, bottom of page

Original Text: N/A

Updated Text: [TEKS 6.B icon] Describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 820

Location: (middle of page)

Original Text: Video: Factors Affecting Reaction Rates | Videos & Interactives | 1 minute This video illustrates the factors affecting reaction rates.

Updated Text: Video: Time-Lapse of Metals in Silver Nitrate, Concentration and Reaction Rate | Videos & Interactives | 5 minutes These videos illustrate the factors affecting reaction rates.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 826

Location: (middle of page)

Original Text: Describe what an inhibitor does and general ways it can act.

Updated Text: Describe what an inhibitor does and how it generally acts.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 84

Location: Compounds

Original Text: ChemLAB: Identify the Products of a Chemical Reaction 45 min

Updated Text: ChemLAB: Identify the Products of a Chemical Reaction 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 84

Location: Law of Definite Proportions

Original Text: SEP: Using Mathematics and Computational Thinking 60 min Example Problem Video: Law of Definite Proportions 5 min

Updated Text: SEP: Using Mathematics and Computational Thinking 15 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 84

Location: Law of Multiple Proportions

Original Text: Example Problem Video: Law of Multiple Proportions 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): 847–866

Location: Index

Original Text: [Index entries off by two pages for several chapters]

Updated Text: [Repour index across entire page range with corrected page references.]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 850

Location: Labs, Lesson 2

Original Text: Lab: Determining Oxidation Numbers

Updated Text: ChemLAB: Determining Oxidation Numbers

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 850

Location: Assignments, Chapter 18

Original Text: N/A

Updated Text: STEM at Work: Better Eating Through Chemistry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 850

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Differentiate Among Acid-Base Reactions, Precipitation Reactions, and Oxidation-Reduction Reactions; Redox Reactions; Ceramics Old and New

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 850

Location: Videos & Interactives, Lesson 2

Original Text: Example Problem Video: Balancing Redox Reactions

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 850

Location: Labs, Lesson 1

Original Text: Quick Investigation: Observe a Redox Reaction

Updated Text: Quick Lab: Observe a Redox Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 850

Location: Labs, Lesson 1

Original Text: Laboratory: Electron-Losing Tendencies of Metals

Updated Text: ChemLAB: Electron-Losing Tendencies of Metals

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 859

Location: (bottom of page)

Original Text: Quick Investigation Observe a Redox Reaction | Labs | 25 minutes Students will observe a redox reaction.

Updated Text: Quick Lab Observe a Redox Reaction | Labs | 25 minutes Students will observe a chemical reaction that can remove tarnish from silver.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 862

Location: (middle of page)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Small-Scale Lab Reduction of Manganese | Labs | 50 minutes Students will observe the reduction of manganese to determine the oxidizing agent. Laboratory Electron-Losing Tendencies of Metals | Labs | 50 minutes Students will determine the tendency of metals to lose electrons in redox reactions.

Updated Text: Small-Scale Lab Reduction of Manganese | Labs | 50 minutes Students will calculate a value for the molarity of a KMnO_4 solution using stoichiometry and volume data; write and balance oxidation-reduction equations. Laboratory Electron-Losing Tendencies of Metals | Labs | 50 minutes Students will predict the relative strengths of metals as reducing agents, and conduct an experiment to test the prediction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 868

Location: Balancing Redox Equations Using Half-Reactions

Original Text: Example Problem Video 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 868

Location: Explain

Original Text: Extension

Updated Text: Extend

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 868

Location: Elaborate

Original Text: CER: Balancing Redox Reactions 10 min

Updated Text: CER: Balancing Redox Equations 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 868

Location: Elaborate

Original Text: Apply Your Knowledge

Updated Text: Apply Your Knowledge 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 871

Location: (middle of page)

Original Text: Example Problem Video: Balancing Redox Equations | Videos & Interactives | 5 minutes Students will use various methods to balance redox equations.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 873

Location: (top of page)

Original Text: Lab Determining Oxidation Numbers | Labs | 50 minutes Students will determine the oxidation numbers of various redox reactions.

Updated Text: ChemLAB Determining Oxidation Numbers | Labs | 50 minutes Students will investigate and quantify the tendency of elements to gain electrons.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 878

Location: Assignments, Chapter 19

Original Text: N/A

Updated Text: STEM at Work: The Wide World of an Electrochemist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 878

Location: Assignments, Lesson 1

Original Text: Practice Problems: Determining electrochemical cell potentials; Using standard reduction potentials

Updated Text: Practice Problems: Calculate a Cell Potential

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 878

Location: Videos & Interactives, Lesson 1

Original Text: Example Problem Video: Calculate a cell potential Interactive Visual Literacy: Voltaic Cells

Updated Text: Interactive Visual Literacy: Voltaic Cells Video: The Voltaic Pile

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 878

Location: Videos & Interactives, Lesson 2

Original Text: N/A

Updated Text: Video: Batteries

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 88

Location: Topic: Law of Multiple Proportions

Original Text: Example Problem Video: Law of Multiple Proportions | Videos and Interactives | 5 minutes Students work through problems that illustrate the law of multiple proportions.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 882

Location: Science Background

Original Text: A natural voltaic cell can be set up naturally by air, water, and iron, causing corrosion. Corrosion can be prevented in various ways, such as by adding a protective coating.

Updated Text: The chemical processes involved in the rusting of iron are similar to the processes occurring in a functioning voltaic cell. Corrosion can be prevented in various ways, such as by adding a protective coating.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 888

Location: (top of page)

Original Text: Example Problem Video: Calculate a Cell Potential | Videos & Interactives | 5 minutes Students will calculate the standard potential of a voltaic cell.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 888

Location: (middle of page)

Original Text: Students might identify a copper wire connecting the two electrodes and a salt bridge immersed in the two different solutions.

Updated Text: Students might identify a copper wire connecting the two electrodes and a salt bridge containing a solution of dissolved ions.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 888

Location: (bottom of page)

Original Text: Virtual Lab: Electrochemical Cells | Labs | 45 minutes Students will complete a virtual lab determining the anode and cathode of an electrochemical cell.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 894

Location: (bottom of page)

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 895

Location: (top of page)

Original Text: Zn(s) is oxidized and Cu²⁺ (aq) is reduced.

Updated Text: Zn(s) is the reducing agent, and Cu²⁺ (aq) is the oxidizing agent.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 895

Location: (middle of page)

Original Text: N/A

Updated Text: Page 618 Ask Yourself Explain why iron rusts faster in the presence of salty water. Iron rusts faster in salty water because the water contains strong electrolytes that release ions which improve the electrical conductivity of the water.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 895

Location: (middle of page)

Original Text: Fe²⁺ and Fe

Updated Text: Iron and iron(II) ions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 914

Location: (bottom of page)

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 918

Location: Labs, Lesson 2

Original Text: Quick Lab: Model Radioactive Decay Labs: Modeling Isotopes, Radioisotope Dating Virtual Lab: Half-Life

Updated Text: Quick Lab: Modeling Isotopes ChemLAB: Radioisotope Dating Simulations: Half-Life PhET Simulations: Alpha Decay, Radioactive Dating Game

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 918

Location: Labs, Lesson 4

Original Text: Inquiry into Chemistry: Radiation Safety

Updated Text: ChemLAB: Radiation Safety, Engage in Scientific Argument: Nuclear Energy

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 918

Location: Assignments, Chapter 20

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: STEM Biographies: The Seventh Generation STEM at Work: Disease Detectives

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 918

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Modeling Fission, Fusion, and Radioactive Decay; Nuclear Chemist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 918

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Human Health and Radiation Frequency; Radiation Therapist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 918

Location: Videos & Interactives, Chapter 20

Original Text: Interactive Case Exploration: Nuclear Chemistry

Updated Text: Interactive Case Exploration: What Happened at Chernobyl? Video: Science Bob If Then/She Can: J'Tia Hart

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 918

Location: Videos & Interactives, Lesson 4

Original Text: Video: Applications of Nuclear Reactions

Updated Text: Video: Radiation Therapy

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 924

Location: Engage

Original Text: Video: Nuclear Chemistry 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 925

Location: (middle of page)

Original Text: Video: Nuclear Chemistry | Videos & Interactives | 5 minutes Students will be introduced to the phenomenon of nuclear fission.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 935

Location: Explain

Original Text: Quick Lab: Modeling 30 min Radioactive Decay

Updated Text: PhET Simulations 30 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 935

Location: Explain

Original Text: Quick Lab: Radioisotope Dating 30 min

Updated Text: ChemLAB: Radioisotope Dating 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 940

Location: (bottom of page)

Original Text: Quick Lab Modeling Radioactive Decay | Labs | 20 minutes Students will use pennies to model radioactive decay over time.

Updated Text: PhET Simulations | Labs | 30 minutes Students will complete the PhET simulations [ital]Alpha Decay and Radioactive Dating Game[/ital]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 941

Location: (middle of page)

Original Text: Quick Lab Radioisotope Dating | Labs | 20 minutes Students will determine the age of the Zag meteorite.

Updated Text: ChemLAB Radioisotope Dating | Labs | 50 minutes Students will determine the age of the Zag meteorite using potassium-argon (K-Ar) radiochemical dating.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 962

Location: Explore

Original Text: N/A

Updated Text: ChemLAB: Engage in Scientific Argumentation 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 962

Location: Detecting Radioactivity

Original Text: Inquiry into Chemistry: Radiation Safety 45 min

Updated Text: ChemLAB: Radiation Safety 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 962

Location: Engage

Original Text: Video: Applications of Nuclear Reactions 1 min

Updated Text: Video: Radiation Therapy 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 963

Location: (top of page)

Original Text: Video: Applications of Nuclear Reactions | Videos & Interactives | 1 minute

Updated Text: Video: Radiation Therapy | Videos & Interactives | 5 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 963

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Descriptive Engage in Scientific Argumentation | Labs | 50 minutes Students will research and debate the use of nuclear energy.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 964

Location: (middle of page)

Original Text: Inquiry into Chemistry Radiation Safety | Labs | 45 minutes Students will determine appropriate methods that are effective in minimizing exposure to radiation.

Updated Text: ChemLAB: Comparative Radiation Safety | Labs | 50 minutes Students will calculate their likely annual absorbed dosage of radiation, and compare the result with the recommended maximum value.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 964

Location: Videos & Interactives, Lesson 1

Original Text: Example Problem Video: Naming Branched Chain Alkanes

Updated Text: Video: Hydrocarbon Sources

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 964

Location: Videos & Interactives, Lesson 5

Original Text: Example Problem Video: Naming Aromatic Compounds

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 964

Location: Labs, Lesson 3

Original Text: Quick Investigation: Synthesize and Observe Ethyne Laboratory: The Ripening of Fruit with Ethene

Updated Text: Quick Lab: Synthesize and Observe Ethyne ChemLAB: The Ripening of Fruit with Ethene

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 964

Location: Labs, Lesson 4

Original Text: Laboratory: Isomerism

Updated Text: ChemLAB: Isomerism

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 964

Location: Assignments, Chapter 21

Original Text: N/A

Updated Text: STEM Biographies: Seeing Science in the Classroom Focus on Texas: Like Oil and Water

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 964

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Bonding and Reactions of Carbon Compounds; Petroleum Technician

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 97

Location: Elaborate

Original Text: Chemistry Project 30 min

Updated Text: Small-Scale Lab: Separation of Aspirin 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 978

Location: Organic Compounds

Original Text: Example Problem Video 5 min Interactive Visual Literacy 5 min

Updated Text: Interactive Visual Literacy: Organic Chemistry 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 979

Location: (middle of page)

Original Text: N/A

Updated Text: Video: Hydrocarbon Sources | Videos & Interactives | 5 minutes This video illustrates the sources of hydrocarbons.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 98

Location: Explore

Original Text: N/A

Updated Text: Quick Lab: Comparative Observe Dye Separation | Labs | 25 minutes Observe different components of ink separating based on their varying attractions to the filter paper as water moves them through the paper.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): 981

Location: (top of page)

Original Text: Example Problem Video: Naming Branched-Chain Alkanes and Alkenes | Videos & Interactives | 5 minutes Students will work through naming branched- chain alkanes and alkenes.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265763015

Type: Editorial Change

Current Page Number(s): Digital Suite

Location: Digital Suite

Original Text: N/A

Updated Text: Field Investigation: Rockhounding [new lab; SE pages 1-4; TE pages 1-6]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265763015

Type: Editorial Change

Current Page Number(s): Digital Suite, Assessment

Location: Digital Suite

Original Text: N/A

Updated Text: Compare and contrast the structure of the sodium atom (Na) with that of the sodium ion (Na⁺) in terms of the locations and numbers of protons, neutrons, and electrons. Sodium has an atomic number of 11 and an atomic mass of 23 u. A sodium atom with an atomic mass of 23 u has 11 protons and 12 neutrons in the nucleus. It has 11 electrons in its electron cloud. When this sodium atom forms an Na⁺ ion, it still has 11 protons and 12 neutrons in the nucleus. The sodium ion has 10 electrons in its electron cloud.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265763015

Type: Editorial Change

Current Page Number(s): Digital Suite, Assessment

Location: Digital Suite

Original Text: N/A

Updated Text: The most common isotope of oxygen is O-16. How many protons and neutrons are in the nucleus of an O-16 atom? How many electrons are in the electron cloud? If an atom of O-16 forms a 2⁻ ion, how many protons and neutrons are in the nucleus of this ion? How many electrons are in the electron cloud of an O²⁻ ion? An oxygen-16 atom has 8 protons and 8 neutrons in its nucleus. It also has 8 electrons in its electron cloud. When an atom of this isotope forms a 2⁻ ion, it gains two electrons. Therefore, the ion has 10 electrons in its electron cloud. The nucleus of the ion still has 8 protons and 8 neutrons.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): Sci-10

Location: Bottom of page below last paragraph

Original Text: N/A

Updated Text: TEKS 4.A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Figure 8

Original Text: [Image needs x- and y-axis titles]

Updated Text: [Updated image with axis titles]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or “banked” for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or “banked” for long periods of time.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself Describe the contribution of one scientist.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself Identify What are science-related challenges faced by marginalized populations?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-17

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-28

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-37

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-48

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes This digital assignment introduces students to the first scientist, Thales of Miletus [assignment icon] STEM Biographies: The National Society of Black Engineers | Assignments | 15 minutes This digital assignment introduces students to the National Society of Black Engineers and the history of their founding.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes This digital review provides end of chapter practice prior to testing. Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Type: Editorial Change

Current Page Number(s): vi

Location: Front Matter TOC: Chapter 0, Lesson 2

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 4.A

Feedback and Publisher Responses

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9780077006808

Page Number(s): 222

URL:

[View Content](#)

Feedback Text: image is missing alt text

Publisher Response: Thank you for your feedback. This missing alt text will be added for final implementation.

Component: *McGraw Hill Texas Chemistry Teacher Edition*

ISBN: 9781265762179

Page Number(s): 128

URL:

[View Content](#)

Feedback Text: How in the world is 10 minutes an appropriate length of time for this activity?

Publisher Response: Thank you for your feedback. We will adjust the pacing in the implementation course.

Component: *McGraw Hill Texas Chemistry Teacher Edition*

ISBN: 9781265762179

Page Number(s): Digital Suite

URL:

[View Content](#)

Feedback Text: The word likely is misspelled in the question stem.

Publisher Response: Thank you for your feedback. We will correct the misspelling for the implementation course.

Publisher: McGraw Hill

Integrated Physics and Chemistry

Program: McGraw Hill Texas Integrated Physics and Chemistry: TEKS

Editorial Changes

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 10

Location: Under header EXPLORE

Original Text: Quick Lab: Determine the 10 min Density of a Pencil

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 10

Location: Under header Scientific Investigations and Approaches

Original Text: Interactive Visual Literacy: Scientific Method

Updated Text: Interactive Visual Literacy: What are the physical sciences?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1002

Location: Quick Lab red box

Original Text: Quick Lab Test For Starch | 10 minutes Students will collect various materials and will test for the presence of starch using a solution and determine whether each material is a starch through a color change of each material.

Updated Text: Quick Lab: Descriptive Test For Starch | 20 minutes Students will predict and test if various objects contain starch.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1003

Location: Bottom of the page

Original Text: Apply Your Knowledge | 5 minutes Have students determine if the following changes are exothermic or endothermic. 1. Tea is warmed in a microwave oven. endothermic 2. Natural gas is burned in a furnace. exothermic 3. Pond ice melts in the sunlight. endothermic [red box]Lab Testing For a Vitamin | Labs | 25 min Students will observe the reactions of various concentrations of vitamin C with a color indicator. Remediation Ask students to explain the difference between temperature and heat. Temperature is the measure of the average kinetic energy of the particles that make up a substance. Heat is a form of energy that flows from a warmer substance to a cooler substance.

Updated Text: [red box]Lab: Descriptive Testing for a Vitamin | Labs | 50 minutes Students will observe the reactions of various concentrations of vitamin C with a color indicator.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1007

Location: Answer Key, between Page 583 and Page 584

Original Text: N/A

Updated Text: Page 583 Look Closer Identify the three components of a nucleotide. one of four organic bases, a sugar, and a phosphate

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1008

Location: Under About the photo

Original Text: PHENOMENON Chemistry allows us to create new materials that possess desirable qualities. Throughout this chapter you will read about several examples that span a variety of industries. An example of this can be witnessed in the biomedical industry regarding prosthetic limbs, in the case of the chapter opener image, a prosthetic arm. Due to the durability, flexibility, and nonreactivity to the human body, scientists were able to develop technology with the new materials in this chapter that enables individuals that have lost limbs fully functional prosthetic limbs.

Updated Text: PHENOMENON Chemistry allows us to create new materials that possess desirable qualities. Throughout this chapter you will read about several examples that span a variety of industries. An example of this can be witnessed in the biomedical industry regarding prosthetic limbs—in the case of the chapter opener image, a prosthetic arm. Some of the new materials described in this chapter have durability, flexibility, and nonreactivity with the human body. Scientists have been able to use these materials to develop fully functional prosthetic limbs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1010

Location: Chapter 24, Videos and Interactives

Original Text: Video: Synthetic Dyes

Updated Text: Video: New Materials Through Chemistry If/Then She Can: Chanté Summers

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1010

Location: Chapter 24, Labs

Original Text: Launch Lab: Chemistry and Properties of Metals Lab: Investigating Polymers

Updated Text: Launch Lab: Chemistry and Properties of Metals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1010

Location: Chapter 24, Assignments

Original Text: STEM Project: Improve an Object by Material Selection

Updated Text: STEM Project: Improve an Object by Material Selection Focus on Texas: Flexi-Phone

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1010

Location: Lesson 1, Videos and Interactives

Original Text: Video: The Making of Steel Interactive Visual Literacy: Uses of Alloys

Updated Text: Video: Alloys Interactive Visual Literacy: Uses of Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1010

Location: Lesson 3, Labs

Original Text: Lab: Polymers Lab: Properties of New Materials Lab: Strength and Durability

Updated Text: Lab: Investigate Polymers Lab: Properties of New Materials Lab: Strength and Durability

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1011

Location: Chapter Launch column

Original Text: Video: Synthetic Dyes

Updated Text: Video: Synthetic Dyes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1011

Location: Chapter Launch column

Original Text: Launch Lab: Chemistry and Properties of Metals | Labs | 5 minutes Students will heat wire and place it in a cool environment to test the flexibility of wire.

Updated Text: Launch Lab: Chemistry and Properties of Metals | Labs | 15 minutes Students will conduct this lab to observe the changes in the flexibility of a wire after it has been heated and cooled.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1016

Location: Under header ENGAGE

Original Text: Video: Steel

Updated Text: Video: Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1016

Location: Right Column of the Blueprint Chart

Original Text: EXPLAIN (continued) Interactive Visual Literacy: 5 min Uses of Alloys English Language Proficiency 10 min Standards ELABORATE CER: Alloys 10 min Content Background 20 min Differentiated Instruction 20 min Fun Fact 5 min Formative Assessment Check 10 min

Updated Text: EXPLAIN (continued) Driving Question Connection 5 min Interactive Visual Literacy: 5 min Uses of Alloys English Language Proficiency 10 min Standards ELABORATE CER: Alloys 10 min Differentiated Instruction 20 min Reinforcement 5 min Formative Assessment Check 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1017

Location: Under header ENGAGE

Original Text: Video: Steel

Updated Text: Video: Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 102

Location: Chapter 3, Videos and Interactives

Original Text: Video: Forces and Newton's Laws

Updated Text: Video: Forces and Newton's Laws If Then/She Can: Sydney Hamilton

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 102

Location: Chapter 3, Assignments

Original Text: STEM Project: Explain Importance of Newton's Laws to Engineering

Updated Text: STEM Project: Explain Importance of Newton's Laws to Engineering IPC & Technology: Return to the Moon

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 102

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 1, Assignments

Original Text: CER: Forces Practice Problems: Weight Equations

Updated Text: CER: Forces Practice Problems: Solve for Weight

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 102

Location: Lesson 2, Labs

Original Text: Simulation: Forces Quick Lab: Observe Inertia Lab: Motion from Different Forces PhET Simulation: Forces and Motion: Basics

Updated Text: Simulation: Forces Quick Lab: Observe Inertia Lab A: Motion from Different Forces PhET Simulation: Forces and Motion: Basics

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 102

Location: Lesson 2, Assignments

Original Text: CER: Newton's Laws of Motion Practice Problems: Newton's Second Law of Motion Applying Practices: Newton's Second Law

Updated Text: CER: Newton's Laws of Motion Practice Problems: Calculate Acceleration Applying Practices: Newton's Second Law

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 102

Location: Lesson 3, Videos and Interactives

Original Text: Video: Astronaut Tests Gravity on the Moon Interactive Visual Literacy: Air Resistance

Updated Text: Video: Galileo's Discovery Interactive Visual Literacy: Air Resistance

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 102

Location: Lesson 3, Labs

Original Text: Simulation: Rocket Sled Lab: The Effects of Air Resistance

Updated Text: Simulation: Rocket Sled Lab: The Effects of Air Resistance Lab: Pushing Something Around

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1021

Location: Under header ELABORATE

Original Text: Content Background | 20 minutes K. Aslihan Yener was born in Turkey. She became interested in archaeology and applied chemical technology to archaeology in the “analysis of lead isotopes found in the mines and metals located throughout the Near East.” Yener knew that the ratio of lead isotopes to other metals in Bronze Age objects would be like fingerprints. This insight enabled Yener to match the objects to the mine from which the metal originated. By doing this, Yener not only found evidence of a large-scale tin industry in the Taurus Mountains of Turkey but she also located a subterranean city built into the mountainside. Have students explain how determining which mine a metal came from enabled Yener to find evidence of Bronze Age industry.

Updated Text: [green checkmark][Assignment icon] CER: Alloys | Assignments | 10 minutes Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the essential question: How did we discover that mixing metals improves them?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1023

Location: Answer Key, Page 592

Original Text: Look Closer Figure 4 How do the rings compare in hardness and malleability?

Updated Text: Look Closer Figure 4 Compare how the rings differ in hardness and malleability.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1023

Location: Answer Key, Page 594

Original Text: Look Closer Figure 6 What characteristics made alloys useful in airplane construction?

Updated Text: Look Closer Figure 6 Infer what characteristics make alloys useful in airplane construction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1026

Location: Under header EXPLORE

Original Text: Lab: Model a Ceramic

Updated Text: Quick Lab: Model a Ceramic

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1026

Location: Under header Ceramics

Original Text: Ceramics English Language Proficiency 10 min Standards Demonstration 10 min Semiconductors Critical Thinking 10 min Quick Demo 15 min Visual Literacy 10 min Differentiated Instruction 15 min Activity 10 min Vocabulary Strategy 10 min Visual Literacy 10 min SEP: Obtaining, Evaluating, and 10 min Communicating Information

Updated Text: Ceramics English Language Proficiency 10 min Standards Demonstration: Properties of Ceramics 10 min Semiconductors Critical Thinking 10 min Quick Demo 15 min Visual Literacy 10 min Differentiated Instruction 15 min Driving Question Connection 5 min Activity 10 min Vocabulary Strategy 10 min Visual Literacy 10 min SEP: Obtaining, Evaluating, and 10 min Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1026

Location: Under header ELABORATE

Original Text: Fun Fact 15 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 103

Location: Chapter Close

Original Text: Lab: Motion from Different Forces | Labs | 45 minutes Students will examine the forces that act on a toy car in motion.

Updated Text: Lab: Pushing Something Around | Labs | 50 minutes Students will examine the relationship between force, acceleration, and mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1030

Location: Text under Visual Literacy

Original Text: Have students look at Figure 9. Ask a volunteer to point out the holes in the doped semiconductor, and to describe the movement of electrons and the holes in it.

Updated Text: Have students look at Figure 11. Ask a volunteer to point out the holes in the doped semiconductor, and to describe the movement of electrons and the holes in it, as shown in Figure 12.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1031

Location: Fun Fact text under header ELABORATE

Original Text: Fun Fact | 15 minutes A transistor is a semiconductor that amplifies or strengthens an electric signal or acts as a tiny electric on-off switch. Transistors, which have been used in electronic circuits as amplifiers, rectifiers, detectors, or switches, paved the way for the development of the integrated circuit used in today’s myriad electronic devices.

Updated Text: [green checkmark][Assignment icon] CER: Versatile Materials | Assignments | 10 minutes Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, “How are toilets made?”

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1034

Location: Answer Key, Page 600

Original Text: Look Closer Figure 12 How are n-type and p-type semiconductors different?

Updated Text: Look Closer Figure 12 Compare how n-type and p-type semiconductors are different.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1035

Location: Lesson Objective text

Original Text: Students will explore the composition and chemistry of polymers. This will lead them to understand how polymers are made and their uses, and how composites are made and their uses.

Updated Text: Students will explore the composition and chemistry of polymers. This will lead them to understand how polymers and composites are made and the uses of each.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1037

Location: Under header Composites

Original Text: Composites Activity 15 min

Updated Text: Composites [green checkmark]English Language Proficiency Standards 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1037

Location: Under header EXPLAIN (continued)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: EXPLAIN (continued) SEP: Engaging in Argument 10 min from Evidence English Language Proficiency 10 min Standards Lab: Strength and Durability 15 min ELABORATE CER: Polymers and Composites 10 min Content Background 15 min Fun Fact 15 min Differentiated Instruction 15 min Lab: Properties of New 10 min Materials Formative Assessment Check 15 min

Updated Text: EXPLAIN (continued) Lab: Strength and Durability 50 min ELABORATE CER: Polymers and Composites 10 min Activity 15 min Content Background 15 min SEP: Engaging in Argument 10 min from Evidence Lab: Properties of New 50 min Materials Formative Assessment Check 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1041

Location: Fun Fact

Original Text: Fun Fact | 15 minutes Many polymers exist in nature. Silk from silkworms is a polymer. A turtle’s shell is made of polymers. Natural rubber and latex are polymers that come from trees. Our hair and fingernails are made from keratin, which is also a polymer.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1041

Location: Between header ELABORATE and the Activity

Original Text: N/A

Updated Text: [green checkmark][Assignment icon] CER: Polymers and Composites | Assignments | 10 minutes Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, “Why is it hard for plastics to decompose?”

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 1043

Location: Answer Key, Page 607

Original Text: Look Closer Figure 19 What parts of a car’s body could be made of fiberglass?

Updated Text: Look Closer Figure 19 Infer which parts of a car's body might be made of fiberglass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 108

Location: Under header Elaborate

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: CER: Forces 10 min Critical Thinking 5 min Apply Your Knowledge: Gravity 10 min Apply Your Knowledge 10 min PhET Simulation: Friction 5 min PhET Simulation: Gravity 10 min Force Lab Practice Problems: Weight 10 min Equation

Updated Text: CER: Forces 10 min Critical Thinking 5 min Apply Your Knowledge: Gravity 10 min Apply Your Knowledge 10 min PhET Simulation: Gravity 10 min Force Lab Example Problem Video: Solve for Weight 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 108

Location: Under Digital Spotlight

Original Text: Check out a video of thermal conductivity.

Updated Text: Check out a video about metals heating differently.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 108

Location: Under header Friction

Original Text: Clarify a Preconception 10 min Discussion 10 min Visual Literacy 10 min Driving Question Connection 10 min Activity 10 min Quick Lab: Compare Friction 15 min Lab: Friction Prediction 40 min

Updated Text: Clarify a Preconception 10 min Visual Literacy 10 min Driving Question Connection 10 min Activity 10 min Quick Lab: Compare Friction 15 min Lab: Friction Prediction 40 min PhET Simulation: Friction 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 11

Location: Quick Lab red box

Original Text: Quick Lab Determine the Density of a Pencil | Labs | 10 minutes Students will conduct an activity involving water and a pencil to compare the density of the pencil to the density of water.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 116

Location: Middle of the page, under the PhET Simulation

Original Text: [assignment icon]Practice Problems: Weight Equation | Assignments | 10 minutes Students will use the weight equation to calculate gravitational strength on, mass of, or weight of an object.

Updated Text: [video icon]Example Problem Video: Solve for Weight | Videos | 10 minutes Students will be shown how to use the weight equation to calculate gravitational strength on, mass of, or weight of an object.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 12

Location: Converting between SI units header

Original Text: Converting between SI units

Updated Text: Converting Between SI Units

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 121

Location: Unpack the TEKS diagram

Original Text: (analyze)(explain) -> data to

Updated Text: (analyze) -> data to -> (explain)

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 122

Location: Headers under EXPLAIN

Original Text: Newton's First Law Newton's Second Law Newton's Third Law

Updated Text: Newton's First Law of Motion Newton's Second Law of Motion Newton's Third Law of Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 122

Location: Under header Newton's Second Law

Original Text: Driving Question Connection 10 min Interactive Visual Literacy: 5 min Newton's Third Law of Motion
English Language Proficiency 10 min Standards

Updated Text: Driving Question Connection 10 min [header]Newton's Third Law of Motion English Language Proficiency
10 min Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 122

Location: Under header EXPLAIN(continued)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Newton’s Third Law Discussion 10 min Simulation: Forces 20 min ELABORATE CER: Newton’s Laws of Motion 10 min Apply Your Knowledge 10 min Lab: Motion from Different 40 min Forces Applying Practices: Newton’s 30 min Second Law Extension 10 min PhET Simulation: Forces and 20 min Motion: Basics [assignment icon]Practice Problems: Newton’s 10 min Second Law of Motion

Updated Text: Newton’s Third Law Interactive Visual Literacy: 5 min Newton’s Third Law of Motion Discussion 10 min Simulation: Forces 20 min ELABORATE CER: Newton’s Laws of Motion 10 min Lab: Motion from Different 40 min Forces Applying Practices: Newton’s 30 min Second Law Extension 10 min PhET Simulation: Forces and 20 min Motion: Basics Example Problem Video: Calculate Acceleration 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 123

Location: Look Closer under Figure 17

Original Text: Infer Which type of thermal energy transfer is shown?

Updated Text: Infer which type of thermal energy transfer is shown.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 127

Location: Under the header ELABORATE

Original Text: Apply Your Knowledge | 10 minutes Have two students of different sizes stand facing one another and push on each other’s hands without either one being pushed over. Ask who is exerting the larger force. They both exert the same force. Have one student stand in stockings feet so that they slide when pushed. Now which one exerts the greater force? They are still the same. Ask students why one person moves and the other does not, if the forces are the same. One has a higher frictional force keeping them stationary.

Updated Text: CER: Newton's Laws of Motion | Assignments | 10 minutes Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the essential question, "How do forces affect acceleration?"

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 127

Location: Second paragraph under Extention

Original Text: Have students create a table for the data and add a column for force. Ask how force can be calculated from these data. by multiplying the mass of the car (2 kg) by each acceleration Instruct students to calculate the force necessary to cause the acceleration for each second. Then, have students create a graph of the data with force on the y-axis and acceleration on the x-axis. Student graphs should be a straight line. Point out to students that the slope of the line is equal to the car's mass. You can illustrate this by having students use the same acceleration data for a 3-kg car. The slope of the resulting force v. acceleration graph will be 3.

Updated Text: Have students create a table for the data and add a column for force. Ask how force can be calculated from these data, by multiplying the mass of the car (2 kg) by each acceleration. Instruct students to calculate the force

necessary to cause the acceleration for each second. Then, have students create a graph of the data with force on the y-axis and acceleration on the x-axis. Student graphs should be a straight line. Point out to students that the slope of the line is equal to the car's mass. You can illustrate this by having students use the same acceleration data for a 3-kg car. The slope of the resulting force v. acceleration graph will be 3.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 128

Location: Just below the PhET Simulation

Original Text: [Assignment Icon]Practice Problems: Newton's Second Law of Motion | Assignments | 10 minutes

Students will use Newton's second law of motion equation to calculate the mass of, acceleration of, or net force on an object given the other two quantities.

Updated Text: [Video Icon]Example Problem Video: Calculate Acceleration | Assignments | 10 minutes Students will use Newton's second law of motion equation to calculate the mass of, acceleration of, or net force on an object given the other two quantities.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 13

Location: Under header Topic: Scientific Investigations and Approaches

Original Text: Interactive Visual Literacy: Scientific Methods | Videos & Interactives | 10 minutes This interactive allows students to explore scientific methods.

Updated Text: Interactive Visual Literacy: What are the physical sciences? | Videos & Interactives | 10 minutes This interactive allows students to explore the four branches of physical sciences.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 133

Location: Under header ELABORATE

Original Text: ELABORATE CER: Using Newton's Laws 10 min Apply Your Knowledge: 10 min Gravitational Acceleration Quick Research 10 min Extension 10 min Activity 20 min

Updated Text: ELABORATE CER: Using Newton's Laws 10 min Apply Your Knowledge: 10 min Gravitational Acceleration Lab: Pushing Things Around 50 min Quick Research 10 min Activity 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 138

Location: Under header ELABORATE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Extension | 10 minutes EXTEND Have students hang an object from a spring scale to determine its weight. Next, have them compare this with the force recorded on the scale when the object is moved rapidly up and down. Have students explain the results. The downward force exerted by the object on the scale is the force recorded on the scale, and it equals the upward force exerted by the scale on the object. When the object is accelerating upward, the upward force on the object exerted by the scale is greater than its weight. When the object is accelerating downward, the upward force on the object exerted by the scale is less than its weight.

Updated Text: [green checkmark icon] [Assignments icon]CER: Using Newton's Laws | Assignments | 10 minutes Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the essential question, "How do Newton's three laws explain the change of motion that occurs in a collision?"

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 139

Location: Under header ELABORATE continued

Original Text: Science Journal | 15 minutes Contact your local state patrol office to have an officer speak to the class about the advantages of wearing safety belts. Tell the officer ahead of time that you are studying the forces experienced by a person during a crash so that topic can be addressed. Have students write about what they learned from the officer.

Updated Text: [red box]Lab: Experimental [goggle icon]Pushing Things Around | Labs | 50 min Students will examine the relationship between force, acceleration, and mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 141

Location: Answer Key, Page 74

Original Text: Ask Yourself Which would fall faster, a flat piece of paper or one that's been crumpled into a ball?

Updated Text: Ask Yourself Infer which would fall faster, a flat piece of paper or one that's been crumpled into a ball:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 142

Location: Third sentence under

Original Text: Hydroelectric dams like the Mansfield Dam in Travis County, Texas convert the gravitational potential energy of water into electrical energy.

Updated Text: Hydroelectric dams, like the Mansfield Dam in Travis County, Texas, convert the gravitational potential energy of water into electrical energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 142

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: First sentence in the seconds paragraph under header Grounding

Original Text: Providing a path for charge to reach Earth prevents any charge from building up.

Updated Text: Providing a path for charge to reach Earth prevents any charge from building up.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 143

Location: Lesson 2 Title line

Original Text: LESSON 2 TEKS 5.E Describing Energy

Updated Text: LESSON 2 TEKS 2.C, 5.E, 6.C Describing Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 143

Location: Lesson 3 Title line

Original Text: LESSON 3 TEKS 6.C Conservation of Energy

Updated Text: LESSON 3 TEKS 2.C, 6.C Conservation of Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 143

Location: Look Closer in Figure 12

Original Text: Predict Imagine bringing a negatively charged rod close to a positively charged electroscope. In what way will the leaves of the electroscope move?

Updated Text: Predict how the leaves of an electroscope will move if a negatively charged rod is brought close to a positively charged electroscope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 143

Location: First four lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Lightning. ✓ Watch additional videos for lesson concepts: Touching a Plasma Sphere. ✓ Review vocabulary using Word Lab. ✓ Review the Ask Yourself questions.

Updated Text: ✓ Review with Interactive Visual Literacy: Lightning. ✓ Watch additional videos for lesson concepts: Electric Charge. ✓ Review vocabulary using Word Lab. ✓ Review the Ask Yourself and Look Closer questions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 144

Location: Chapter 4, Videos and Interactives

Original Text: Video: Batteries and Alternative Energy Storage

Updated Text: Video: Work and Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 144

Location: Chapter 4, Labs

Original Text: Launch Lab: Doing Work with a Simple Machine

Updated Text: Launch Lab: Increase Your Force

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 144

Location: Chapter 4, Assignments

Original Text: STEM Project: Generate Ideas on Conserving Energy

Updated Text: STEM Project: Generate Ideas on Conserving Energy IPC & Technology: Amazing Machines

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 144

Location: Lesson 2, Labs

Original Text: Lab: Interpret Data from a Slingshot

Updated Text: Quick Lab: Interpret Data from a Slingshot

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 144

Location: Lesson 3, Labs

Original Text: Lab: Calculate Your Power Lab: Swinging Energy Lab: Causing Friction

Updated Text: Quick Lab: Calculate Your Power Lab: Swinging Energy Lab: Causing Friction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 144

Location: Lesson 3, Assignments

Original Text: CER: Conservation of Energy Practice Problems: Power PhET Simulation: Energy Skate Park: Basics Applying Practices: Earth Power; Modeling Changes in Energy

Updated Text: CER: Conservation of Energy Practice Problems: Power PhET Simulation: Energy Skate Park: Basics Applying Practices: Earth Power

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 145

Location: Chapter Launch column

Original Text: Launch Lab: Doing Work with a Simple Machine | Labs | 15 minutes Students construct a compound pulley using rope and two broom handles.

Updated Text: Launch Lab: Increase Your Force | Labs | 10 minutes Students will conduct this lab to observe how to use a simple machine to change the amount of force it takes to lift an object.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 146

Location: Lesson 2 Title line

Original Text: Lesson 2 TEKS 5.E

Updated Text: Lesson 2 TEKS 2.C, 5.E, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 146

Location: Lesson 3 Title Line

Original Text: Lesson 3 TEKS 6.C

Updated Text: Lesson 3 TEKS 2.C, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 148

Location: Ask Yourself at the bottom of the page

Original Text: Identify What type of current do mobile phones use?

Updated Text: Identify the type of current used in mobile phones.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 149

Location: TEKS Progression, TEKS 6.8.A

Original Text: TEKS 6.8.A Compare and contrast kinetic energy with gravitational, elastic, and chemical potential energies.

Updated Text: TEKS 6.8.A Compare and contrast gravitational, elastic, and chemical potential energies with kinetic energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 150

Location: Left image of Figure 21

Original Text: [art of a circle divided into 3 sections: V, I, and R]

Updated Text: [Art of a circuit diagram of a series circuit with a battery and 2 light bulbs]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 150

Location: Under header EXPLAIN (continued)

Original Text: N/A

Updated Text: [green checkmark box]Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 150

Location: Look Closer in Figure 21

Original Text: Infer What happens to the brightness of each bulb as more bulbs are added?

Updated Text: Infer what happens to the brightness of each bulb as more bulbs are added.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 150

Location: Under header ELABORATE

Original Text: [assignment icon]Practice Problems: Work 5 min [assignment icon]Practice Problems: Efficiency 5 min [assignment icon]Practice Problems: Mechanical Advantage 5 min

Updated Text: [video icon]Example Problem Video: Solve for Work 5 min [video icon]Example Problem Video: Solve for Efficiency 5 min [video icon]Example Problem Video: Solve for Mechanical Advantage 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 152

Location: Sub-captions in Figure 25

Original Text: Top Image: Fuse Bottom image: Circuit breaker

Updated Text: Top Image: 25A Fuse Bottom image: 25B Circuit breaker

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 153

Location: First two paragraphs at the top of the page, under headers Fuses and Circuit breakers

Original Text: Fuses An electrical fuse is shown on top in Figure 25. An electrical fuse contains a small piece of metal that melts if the current becomes too high. When this piece of metal melts, it causes a break in the circuit, stopping the current. To enable charge to flow again in the circuit, the fuse must be replaced. Circuit breakers A circuit breaker is shown on the bottom in Figure 25. A circuit breaker is another device that prevents a circuit from overheating and causing a fire. In a circuit breaker, a switch is automatically flipped when the current becomes too great. Flipping the switch opens the circuit and stops the current. Circuit breakers usually can be reset by pushing the switch back to its “on” position. Many residences in the United States contain a box of circuit breakers similar to the one shown in Figure 25.

Updated Text: Fuses An electrical fuse is shown in Figure 25A. An electrical fuse contains a small piece of metal that melts if the current becomes too high. When this piece of metal melts, it causes a break in the circuit, stopping the current. To enable charge to flow again in the circuit, the fuse must be replaced. Circuit breakers A circuit breaker is shown in Figure 25B. A circuit breaker is another device that prevents a circuit from overheating and causing a fire. In a circuit breaker, a switch is automatically flipped when the current becomes too great. Flipping the switch opens the circuit and stops the current. Circuit breakers usually can be reset by pushing the switch back to its “on” position. Many residences in the United States contain a box of circuit breakers similar to the one shown in Figure 25B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 156

Location: Bottom of page, after the Apply Your Knowledge

Original Text: [assignment icon]Practice Problems: Work | 5 minutes Students use the Example Problem on page 85 to complete problems on work. [assignment icon]Practice Problems: Efficiency | 5 minutes Students use the Example

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Problem on page 88 to complete problems on efficiency. [assignment icon]Practice Problems: Mechanical Advantage | 5 minutes Students use the Example Problem on page 90 to complete problems on mechanical advantage.

Updated Text: [video icon]Example Problem Video: Solve for Work | video | 5 minutes Students will learn how to solve for work using the work equation on page 85. [video icon]Example Problem Video: Solve for Efficiency | video | 5 minutes Students will learn how to solve for mechanical efficiency using the efficiency equation on page 88. [video icon]Example Problem Video: Solve for Mechanical Advantage | video | 5 minutes Students will learn how to solve for mechanical advantage using the mechanical advantage equation on page 89.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 156

Location: First four lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Series and Parallel Circuits. ✓ Review vocabulary using Word Lab. ✓ Review the Ask Yourself questions.

Updated Text: ✓ Review with Interactive Visual Literacy: Series and Parallel Circuits. ✓ Review vocabulary using Word Lab. ✓ Review the Ask Yourself and Look Closer questions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 157

Location: Exit Tickets

Original Text: Topic: Definition of Work How much work is done on a box in each of the following cases? a) A force of 85 N is exerted to lift the box, but the box does not move. b) The force is then increased to 98 N and the box is lifted 1.5 m. a) No work is done because there is no motion. b) $W = Fd = (98 \text{ N})(1.0 \text{ m}) = 98 \text{ J}$ Topic: Machines A steering wheel is turned through a distance of 0.24 m with a force of 15 N. a) If the steering wheel has a mechanical advantage of 10, how much force is exerted on the axle? a) 150 N b) Suppose the steering wheel is only 75% efficient, due to friction. What is the output work of the steering wheel? b) $W_{\text{in}} = Fd = (15 \text{ N})(0.24 \text{ m}) = 3.6 \text{ J}$ $W_{\text{out}} = W_{\text{in}} \times e/100 = (3.6 \text{ J})(75/100) = 2.7 \text{ J}$

Updated Text: Topic: Definition of Work How much work is done on a box in each of the following cases? a) A force of 85 N is exerted to lift the box, but the box does not move. No work is done because there is no motion. b) The force is then increased to 98 N and the box is lifted 1.0 m. $W = Fd = (98 \text{ N})(1.0 \text{ m}) = 98 \text{ J}$ Topic: Machines A steering wheel is turned through a distance of 0.24 m with a force of 15 N. a) If the steering wheel has a mechanical advantage of 10, how much force is exerted on the axle? 150 N b) Suppose the steering wheel is only 75% efficient, due to friction. What is the output work of the steering wheel? $W_{\text{in}} = Fd = (15 \text{ N})(0.24 \text{ m}) = 3.6 \text{ J}$ $W_{\text{out}} = W_{\text{in}} \times e/100 = (3.6 \text{ J})(75/100) = 2.7 \text{ J}$

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 157

Location: Top right corner of Driving Question image

Original Text: N/A

Updated Text: [Texas Banner]Humble, TX

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 157

Location: Driving Question Wrap up header and paragraph

Original Text: Driving Question Wrap up Throughout this chapter you studied electricity, how it is generated, and how we are able to use it in our homes.

Updated Text: Driving Question Wrap Up Throughout this chapter, you studied electricity, how it is generated, and how we are able to use it in our homes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 157

Location: TEKS list under LearnSmart

Original Text: ✓ TEKS 5.D assignment ✓ TEKS 6.A assignment

Updated Text: ✓ TEKS 5.D assignment ✓ TEKS 5.E assignment ✓ TEKS 6.A assignment

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 158

Location: Under header Differentiation Resources: Work and Machines

Original Text: [LearnSmart Icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 158

Location: header and text line at the top of the page

Original Text: Chapter Review and Chapter Test Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 160

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 2 Title Line

Original Text: Lesson 2 TEKS 5.E Describing Energy

Updated Text: Lesson 2 TEKS 2.C, 5.E, 6.C Describing Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 160

Location: Main Title

Original Text: Magnetism and its Uses

Updated Text: Magnetism and Its Uses

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 162

Location: Left Column of the Blueprint Chart

Original Text: Vocabulary Strategy: Two-Column Chart 10 min Science Journal: Forms of Energy 10 min Quick Demo: Gravitational Potential Energy 5 min PhET Simulation: Energy Forms and Changes 10 min Lab: Interpret Data from a Slingshot 20 min EXPLAIN Student Pages 91–96 Vocabulary Word Lab 20 min Reading Strategy: Graphic Organizer 10 min Change Requires Energy History Connection Interactive Visual Literacy: Change Requires Energy 5 min Different Forms of Energy English Language Proficiency Standards 10 min Use an Analogy 5 min

Updated Text: Vocabulary Strategy: Two-Column Chart 10 min Science Journal: Forms of Energy 10 min Quick Demo: Gravitational Potential Energy 5 min PhET Simulation: Energy Forms and Changes 10 min Quick Lab: Interpret Data from a Slingshot 15 min EXPLAIN Student Pages 91–96 Vocabulary Word Lab 20 min Reading Strategy: Graphic Organizer 10 min Change Requires Energy History Connection: The Unit of Energy 10 min Interactive Visual Literacy: Change Requires Energy 5 min Different Forms of Energy English Language Proficiency Standards 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 162

Location: Right Column of the Blueprint Chart

Original Text: Vocabulary Strategy: Word Origins 5 min Language Arts Connection 5 min Critical Thinking: Riding an Elevator 5 min ELABORATE CER: Describing Energy 10 min Earth Science Connection 20 min Theme: Matter and Energy 10 min Post Reading: Cooperative Project 30 min Apply Your Knowledge 5 min Apply Your Knowledge 5 min [assignment icon]Practice Problems: Kinetic Energy 5 min [assignment icon]Practice Problems: Gravitational Potential Energy 5 min

Updated Text: Use an Analogy 5 min Vocabulary Strategy: Word Origins 5 min Language Arts Connection 5 min Critical Thinking: Riding an Elevator 5 min Driving Question Connection 5 min ELABORATE CER: Describing Energy 10 min Earth Science Connection 20 min Theme: Matter and Energy 10 min Post Reading: Cooperative Project 30 min Apply Your Knowledge 5 min Apply Your Knowledge 5 min [video icon]Example Problem Video: Solve for Kinetic Energy 5 min [video icon]Example Problem Video: Solve for Gravitational Potential Energy 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 162

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 162

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.E 15 min

Updated Text: LearnSmart TEKS 2.C, 5.E, 6.C 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 163

Location: Last sentence in the last paragraph, under magnetic field lines

Original Text: Figure 4 shows the magnetic fields around a horseshoe magnet and a disk magnet.

Updated Text: Figure 4 shows the magnetic field lines around a horseshoe magnet and a disk magnet.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 164

Location: Red Lab Box

Original Text: Lab Interpret Data from a Slingshot | Labs | 20 minutes

Updated Text: Quick Lab: Descriptive Interpret Data from a Slingshot | Labs | 15 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 167

Location: Bottom of the page

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: [Assignment icon]Practice Problems: Kinetic Energy | 5 minutes Students will use the example problem on page 93 to complete problems on KE. [Assignment icon]Practice Problems: Gravitational Potential Energy | 5 minutes Students will use the example problem on page 96 to complete problems on GPE.

Updated Text: [video icon]Example Problem Video Kinetic Energy | Video | 5 minutes Students will learn how to solve for kinetic energy using the kinetic energy equation on page 93. [video icon]Example Problem Video Gravitational Potential Energy | Video | 5 minutes Students will learn how to solve for gravitational potential energy using the gravitational potential energy equation on page 95.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 168

Location: Exit Tickets

Original Text: Exit Tickets | Assessments | 10 minutes Topic: Change Requires Energy Describe the relationship between energy and work. Energy can be defined as the ability to do work. When one system does work on a second system, energy is transferred from the first system to the second system. Energy and work are both measured in joules. Topic: Different Forms of Energy Calculate the following: a) the kinetic energy of a 0.145 kg baseball traveling at 22 m/s b) the gravitational potential energy in a diver-water system if the diver has a mass of 55 kg and is standing on a platform 5.0 m above the water. a) $KE = \frac{1}{2} mv^2 = \frac{1}{2} (0.145 \text{ kg}) (22 \text{ m/s})^2 = 35 \text{ J}$ b) $GPE = mgh = (55 \text{ kg}) (9.8 \text{ N/kg}) (5.0 \text{ m}) = 2700 \text{ J}$

Updated Text: Exit Tickets Topic: Change Requires Energy Describe the relationship between energy and work. Energy can be defined as the ability to do work. When one system does work on a second system, energy is transferred from the first system to the second system. Energy and work are both measured in joules. Topic: Different Forms of Energy Calculate the following: a) the kinetic energy of a 0.145 kg baseball traveling at 22 m/s $KE = \frac{1}{2} mv^2 = \frac{1}{2} (0.145 \text{ kg}) (22 \text{ m/s})^2 = 35 \text{ J}$ b) the gravitational potential energy in a diver-water system if the diver has a mass of 55 kg and is standing on a platform 5.0 m above the water. $GPE = mgh = (55 \text{ kg}) (9.8 \text{ N/kg}) (5.0 \text{ m}) = 2700 \text{ J}$

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 17

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 1.E TEKS 2.B Measurement

Updated Text: Lesson 2 TEKS 1.E, 2.B Measurement

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 170

Location: Answer Key Page 91

Original Text: Ask Yourself What limits the speed at which the ball will leave the racket?

Updated Text: Ask Yourself Identify what limits the speed at which the ball will leave the racket.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 171

Location: Lesson 3 Title Line

Original Text: Lesson 3 TEKS 6.C Conservation of Energy

Updated Text: Lesson 3 TEKS 2.C, 6.C Conservation of Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 171

Location: The right image in Figure 14

Original Text: [image of the components of a speaker.]

Updated Text: [image of the components of a speaker, but now fills up the allotted space.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 172

Location: The right image in Figure 15

Original Text: [image of the components of a galvanometer]

Updated Text: [Image moved slightly to fill the space better.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 172

Location: TEKS Progression, TEKS 6.8.A

Original Text: TEKS 6.8.A Compare and contrast kinetic energy with gravitational, elastic, and chemical potential energies.

Updated Text: TEKS 6.8.A Compare and contrast gravitational, elastic, and chemical potential energies with kinetic energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 173

Location: Lesson 3 Blueprint Title Line

Original Text: Lesson 3 Blueprint TEKS 6.C

Updated Text: Lesson 3 Blueprint TEKS 2.C, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 173

Location: Right Column of the Blueprint Chart

Original Text: Environmental Science Connection 5 min Lab: Causing Friction 15 min ELABORATE CER: Conversion of Energy 10 min Science Journal: Units of Energy 15 min SEP: Developing and Using Models 10 min Theme: Systems and System Models 30 min SEP: Using Mathematics and Computational Thinking 5 min Science Journal: Solar Energy 15 min Post Reading: Writing Prompt 15 min Applying Practices: Earth Power 5 min Applying Practices: Modeling Changes in Energy 50 min Apply Your Knowledge 5 min [assignment icon]Practice Problems: Power 5 min

Updated Text: Environmental Science Connection 5 min Lab: Causing Friction 15 min Driving Question Connection 5 min ELABORATE CER: Conservation of Energy 10 min Science Journal: Units of Energy 15 min SEP: Developing and Using Models 10 min Theme: Systems and System Models 30 min SEP: Using Mathematics and Computational Thinking 5 min Science Journal: Solar Energy 15 min Post Reading: Writing Prompt 15 min Applying Practices: Earth Power 5 min Apply Your Knowledge 5 min [video icon]Example Problem Video: Solve for Power 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 173

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.C

Updated Text: LearnSmart TEKS 2.C, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 174

Location: Sub-caption 18B

Original Text: 18B Brushless Motor

Updated Text: 18B A brushless Motor

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 175

Location: Red Lab Box

Original Text: Lab Calculate Your Power | Labs | 10 minutes

Updated Text: Quick Lab: Description Calculate Your Power | Labs | 15 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 180

Location: Middle of the page, under Applying Practices: Earth Power

Original Text: Applying Practices: Modeling Changes in Energy | Assignments | 50 minutes Students plan, develop, and use a computational model to represent energy transfers and transformations in a two-object system.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 180

Location: Bottom of the page

Original Text: [assignment icon]Practice Problems: Power | 5 minutes Students will use the example problem on page 103 to complete problems on power.

Updated Text: [video icon]Example Problem Video: Solve for Power | Video | 5 minutes Students will learn how to solve for power using the power equation on page 103.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 181

Location: Transformer Current Equation

Original Text: [equation]

Updated Text: [centering text above and below the lines. making the lines as long as the longest text either above or below the line.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 182

Location: First two lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Transformers. ✓ Watch additional videos for lesson concepts: Lamp Generator.

Updated Text: ✓ Review with Interactive Visual Literacy: Transformers. ✓ Watch additional videos for lesson concepts: Producing Electric Current, Electromagnetic Induction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 183

Location: Answer Key, Page 99

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Figure 16 Look Closer How large will the mechanical energy of the ball-Earth system be after the ball has reached the ground and rolled to a stop? Use the ground as the reference level.

Updated Text: Figure 16 Look Closer Predict how large the mechanical energy of the ball-Earth system will be after the ball has reached the ground and rolled to a stop. Use the ground as the reference level.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 184

Location: Under TEKS at a Glance, second TEKS 6.C

Original Text: TEKS 6.C

Updated Text: TEKS 6.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 186

Location: Chapter 5, Videos and Interactives

Original Text: Driving Video: Thermal Conductivity

Updated Text: Video: Thermal Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 186

Location: Chapter 5, Assignments

Original Text: STEM Project: Improve Energy Efficiency for Homes

Updated Text: STEM Project: Improve Energy Efficiency for Homes IPC & Society: Keeping in Cool

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 186

Location: Text under Digital Spotlight

Original Text: Check out a video of Nuclear Power.

Updated Text: Check out a video about the link between energy sources and the environment.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 186

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 1, Labs

Original Text: Lab: Specific Heats of Metals Lab: Thermal Energy of Foods

Updated Text: Lab: Specific Heat of Metals Lab: Thermal Energy from Foods

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 186

Location: Lesson 3, Assignments

Original Text: Applying Practices: Changes in Energy Applying Practices: Modeling Energy at Different Scales CER: Using Thermal Energy

Updated Text: Applying Practices: Modeling Changes in Energy Applying Practices: Modeling Energy at Different Scales CER: Using Thermal Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 188

Location: Essential Question

Original Text: How do the physical and chemical properties of fossil fuels make them useful?

Updated Text: What are some advantages and disadvantages of using the different types of fossil fuels?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 189

Location: Sub-captions for figure 2

Original Text: N/A

Updated Text: Top Image: 2A Energy use by different sectors Bottom image: 2B Energy obtained from different sources

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 189

Location: Caption of Figure 2

Original Text: Figure 2 These circle graphs break down energy consumption in the United States in 2021. The top graph shows the percentage of energy used by different sectors. The bottom graph shows the percentage of energy obtained from different sources.

Updated Text: Figure 2 These circle graphs break down energy consumption in the United States in 2021.

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 189

Location: The two paragraphs after header Energy use in the United States

Original Text: In 2021, the U.S. was responsible for 15.6 percent of the world’s energy consumption. The top chart in Figure 2 shows that about 16 percent of the energy was used in homes for heating, cooling, lighting, and other household needs. About 37 percent was used for transportation. Another 12 percent was used by businesses, and about 35 percent was used by industry and agriculture for manufacturing and food production. The bottom chart in Figure 2 shows that about 79 percent of U.S. energy use in 2021 was from fossil fuels. Nuclear power plants provided about 8 percent, and alternative sources 12 percent.

Updated Text: In 2021, the U.S. was responsible for 15.6 percent of the world’s energy consumption. Figure 2 shows that about 16 percent of the energy was used in homes for heating, cooling, lighting, and other household needs. About 37 percent was used for transportation. Another 12 percent was used by businesses, and about 35 percent was used by industry and agriculture for manufacturing and food production. Figure 2 shows that about 79 percent of U.S. energy use in 2021 was from fossil fuels. Nuclear power plants provided about 8 percent, and alternative sources 12 percent.

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 19

Location: Under header Measuring Length

Original Text: Activity 5 min

Updated Text: N/A

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 19

Location: Under header EXPLORE

Original Text: Quick Lab: Research the Past

Updated Text: Quick Lab: Determine the Density of a Pencil

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 19

Location: Under header Converting between SI Units

Original Text: Practice Problems: Convert Units

Updated Text: [video icon]Example Problem Video: Convert Units

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 192

Location: Above header Specific Heat

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 192

Location: Above header EVALUATE

Original Text: N/A

Updated Text: [green checkmark icon and video icon]Example Problem Video: Thermal Energy 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 193

Location: The Driving Question connection paragraph

Original Text: Fossil fuels are useful, but particulates emitted by burning them can cause breathing problems. Fossil fuels also release carbon dioxide (CO₂) when they are burned. Figure 8 shows how atmospheric CO₂ concentration increased from 1960 to 2021, which was a chief contributor to global climate change.

Updated Text: Fossil fuels are useful, but particulates emitted by burning them can cause breathing problems. Fossil fuels also release carbon dioxide (CO₂) when they are burned. Figure 8 shows how atmospheric CO₂ concentration increased from 1960 to 2021, which was a chief contributor to global climate change. Over the last 150 years, humans have increased the amount of carbon dioxide in the atmosphere increased from 280 ppm to over 400 ppm.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 194

Location: First two lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Fossil Fuel Formation. ✓ Watch additional videos for lesson concepts: Natural Gas.

Updated Text: ✓ Review with Interactive Visual Literacy: Fossil Fuels. ✓ Watch additional videos for lesson concepts: Natural Gas.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 194

Location: Under Digital Spotlight

Original Text: Take the online lesson quiz when assigned by your teacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 198

Location: Bottom of the page

Original Text: N/A

Updated Text: [video icon]Example Problem Video: Thermal Energy | Video | 5 minutes Students will learn how to solve for thermal energy using the thermal energy equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 2

Location: TEKS at a Glance, TEKS 1.F

Original Text: TEKS 1.F Organize quantitative and qualitative data using oral or written lab reports, labeled drawings, particle diagrams, charts, tables, graphs, journals, summaries, or technology-based reports.

Updated Text: TEKS 1.F Organize quantitative and qualitative data using labeled drawings and diagrams, graphic organizers, charts, tables, and graphs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 20

Location: Quick Lab red box

Original Text: Quick Lab Research the Past | Labs | 15 minutes Students will conduct this lab to compare and contrast at least five differences in technology between then and now.

Updated Text: Quick Lab: Comparative Determine the Density of the Pencil | Labs | 15 minutes Students will conduct this lab to use the displacement of water to determine the density of a pencil.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 201

Location: Under Digital Spotlight

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Take the online lesson quiz when assigned by your teacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 201

Location: Your Tools

Original Text: ✓ Review with Interactive Visual Literacy: Nuclear Power Plants. ✓ Watch additional videos for lesson concepts: Fusion. ✓ Review vocabulary using Word Lab. ✓ Review the Ask Yourself and Look Closer questions. ✓ Use Science Literacy Essentials for additional support.

Updated Text: ✓ Review with Interactive Visual Literacy: Nuclear Power Plants. ✓ Watch additional videos for lesson concepts: Nuclear Fusion in the Sun. ✓ Review vocabulary using Word Lab. ✓ Use Science Literacy Essentials for additional support.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 204

Location: Above header EVALUATE

Original Text: Lab: Compare Thermal Conductors 10 min

Updated Text: Quick Lab: Compare Thermal Conductors 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 207

Location: Your Tools

Original Text: ✓ Review with Interactive Visual Literacy: Alternative Energy Sources.

Updated Text: ✓ Review with Interactive Visual Literacy: Hydrogen Fuel Cells.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 207

Location: Under Digital Spotlight

Original Text: Take the online lesson quiz when assigned by your teacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 210

Location: Caption under Figure 31

Original Text: Figure 31 Some land in urban areas, such as Kylde Warren Park in Dallas, is preserved for recreation.

Updated Text: Figure 31 Some land in urban areas, such as Klyde Warren Park in Dallas, is preserved for recreation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 211

Location: Paragraph under Driving Question Connection

Original Text: Mining can release metals into water. Metals such as mercury, lead, nickel, and cadmium are poisonous. However, environmental laws limit the amount of these harmful chemicals that can be released into the environment, and they protect natural resources and the people who depend upon them.

Updated Text: Mining can release metals into water. Metals such as mercury, lead, and cadmium are poisonous. Environmental laws limit the amount of these toxins that can be released into the environment, protecting natural resources and people. However, there are areas that are unlivable due to the contamination released before the laws were enacted.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 211

Location: Red Lab Box

Original Text: Lab Compare Thermal Conductors | Labs | 10 minutes

Updated Text: Quick Lab: Comparative Compare Thermal Conductors | Labs | 15 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 213

Location: Biology Connection header

Original Text: Health Effects of Air Pollution

Updated Text: Health effects of air pollution

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 214

Location: Under Digital Spotlight

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Take the online lesson quiz when assigned by your teacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 215

Location: Driving Question Wrap up header and text

Original Text: Driving Question Wrap up Throughout this chapter you studied energy sources and how using the energy impacts the environment. Think About It Review these questions to understand how we get the energy we need with the least impact on the environment. • How do you use fossil fuels, and what is its impact on the environment? • How could you change your lifestyle to decrease the negative impact on the environment when you use energy?

Updated Text: Driving Question Wrap Up Throughout this chapter, you studied energy sources and how using the energy impacts the environment. Think About It Review these questions to understand how we get the energy we need with the least impact on the environment. • How do you use fossil fuels, and how does it impact the environment? • How could you change your lifestyle to decrease the negative impact it has on the environment when you use energy?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 215

Location: TEKS list under LearnSmart

Original Text: ✓ TEKS 5.D assignment ✓ TEKS 6.G assignment ✓ TEKS 7.C assignment ✓ TEKS 8.D assignment

Updated Text: ✓ TEKS 5.D assignment ✓ TEKS 6.G assignment ✓ TEKS 8.C assignment ✓ TEKS 8.D assignment

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 216

Location: Above header ELABORATE

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 216

Location: Chapter Review header and text line

Original Text: Chapter Review and Chapter Test Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 216

Location: Fourth bullet under Fossil Fuels

Original Text: • Power plants burn fossil fuels to extract chemical potential energy that spins turbines and powers electric generators.

Updated Text: • Power plants burn fossil fuels to extract chemical potential energy that is used to create steam. The steam spins turbines and powers electric generators.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 216

Location: Below header ENGAGE

Original Text: CER:

Updated Text: CER: Using Thermal Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 216

Location: Bottom of the right blueprint chart

Original Text: Lab: Convert Energy 15 min

Updated Text: Quick Lab: Convert Energy 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 219

Location: ELPS Support Title line

Original Text: ELPS Support | 10 min

Updated Text: ELPS Support | 10 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 219

Location: Under Digital Spotlight

Original Text: Check out a video of earthquakes.

Updated Text: Check out a video about earthquakes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 219

Location: Chapter Title

Original Text: Introduction To Waves

Updated Text: Introduction to Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 221

Location: Red Lab Box

Original Text: Lab Convert Energy | Labs | 15 min

Updated Text: Quick Lab: Descriptive Convert Energy | Labs | 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 222

Location: Sub-captions in Figure 5

Original Text: Left Image: [A] The low point of a water wave is formed when water is pushed aside and up to the high point of the wave. Right image: [B] The water that is pushed aside returns to its initial position.

Updated Text: Left Image: 5A The low point of a water wave is formed when water is pushed aside and up to the high point of the wave. Right image: 5B The water that is pushed aside returns to its initial position.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 224

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Mechanical Waves. ✓ Watch additional videos for lesson concepts: Pond Ripples.

Updated Text: ✓ Review with Interactive Visual Literacy: Mechanical Waves. ✓ Watch additional videos for lesson concepts: Waves Defined

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 225

Location: Sub-captions in Figure 9

Original Text: Left Image: [A] Transverse wave Right image: [B] Longitudinal wave

Updated Text: Left Image: 9A Transverse wave Right image: 9B Longitudinal wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 226

Location: Sub-captions in Figure 10

Original Text: Left Image: [A] For transverse waves, a wavelength can be measured from crest to crest or trough to trough. Right image: [B] The wavelength of a longitudinal wave can be measured from compression to compression or from rarefaction to rarefaction.

Updated Text: Left Image: 10A For transverse waves, a wavelength can be measured from crest to crest or trough to trough. Right image: 10B The wavelength of a longitudinal wave can be measured from compression to compression or from rarefaction to rarefaction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 227

Location: Sub-captions in Figure 11

Original Text: Left Image: [A] The rope is moved down, up, and down again in 1 s. It has a frequency of 1 Hz. Right image: [B] The rope is shaken down, up, and down again twice in 1 s. It has a frequency of 2 Hz.

Updated Text: Left Image: 11A The rope is moved down, up, and down again in 1 s. It has a frequency of 1 Hz. Right image: 11B The rope is shaken down, up, and down again twice in 1 s. It has a frequency of 2 Hz.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 227

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 5.D TEKS 5.E Electric Charge

Updated Text: LESSON 1 TEKS 5.D, 5.E Electric Charge

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 228

Location: Ask Yourself

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Identify Based on the equation, how would the wavelength of a wave be affected if the speed of the wave doubles but the frequency of the wave stays the same?

Updated Text: Identify how, based on the equation, the wavelength of a wave would be affected if the speed of the wave doubles but the frequency of the wave stays the same.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 228

Location: Chapter 6, Videos and Interactives

Original Text: Video: First Transatlantic Cable

Updated Text: Video: Electricity If Then/She Can: Jessica Esquivel

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 228

Location: Chapter 6, Labs

Original Text: Launch Lab: Electric Circuits Lab: Wet Cell Batteries

Updated Text: Launch Lab: Electric Circuits

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 228

Location: Chapter 6, Assignments

Original Text: STEM Project: Relate Electricity to Engineering

Updated Text: STEM Project: Relate Electricity to Engineering Everyday Connections: Scientific Breakthroughs: War of Currents

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 228

Location: Lesson 1, Videos and Interactives

Original Text: Video: Touching a Plasma Sphere Interactive Visual Literacy: Lightning

Updated Text: Video: Electric Charge Interactive Visual Literacy: Lightning

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 228

Location: Lesson 2, Labs

Original Text: Quick Labs: Investigate Battery Addition Lab: Wet Cell Battery PhET Simulations: Ohm’s Law; Battery-Resistor Circuit

Updated Text: Quick Lab: Investigate Battery Addition Lab: Wet Cell Battery PhET Simulation: Ohm’s Law

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 229

Location: Sub-captions in Figure 12

Original Text: Top Image: [A] Higher-amplitude wave. Bottom image: [B] Lower-amplitude wave.

Updated Text: Top Image: 12A Higher-amplitude wave Bottom image: 12B Lower-amplitude wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 229

Location: Chapter Launch column

Original Text: Video: First Transatlantic Cable | Videos & Interactives | 5 minutes

Updated Text: Video: Electricity | Videos & Interactives | 5 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 23

Location: First line under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Reading and Interpreting Graphs.

Updated Text: ✓ Review with Interactive Visual Literacy: Constructing Line Graphs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 23

Location: Under header Topic: Converting between SI Units

Original Text: Practice Problems: Convert Units | 10 min Students will complete practice problems on how to convert between SI units.

Updated Text: [video icon]Example Problem Video: Convert Units | Videos | 10 min Students will learn how to convert between SI units.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 230

Location: Your Tools

Original Text: ✓ Review with Interactive Visual Literacy: Frequency and Period. ✓ Watch additional videos for lesson concepts: Waves and Wakes.

Updated Text: ✓ Review with Interactive Visual Literacy: Frequency and Period. ✓ Watch additional videos for lesson concepts: Boat Waves and Pond Wakes

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 232

Location: Look Closer under Figure 16

Original Text: Identify If the angle of incidence is 40° , what is the angle of reflection?

Updated Text: Identify the angle of reflection if the angle of incidence is 40° .

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 232

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 5.D TEKS 5.E Electric Charge

Updated Text: Lesson 1 TEKS 5.D, 5.E Electric Charge

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 233

Location: Figure 18

Original Text: [2 images]

Updated Text: [removing the red dashed line from both images]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 233

Location: Sub-captions in Figure 18

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Top Image: [A] When light waves travel from air to water, they slow down and bend toward the normal.
Bottom image: [B] When light waves travel from water to air, they speed up and bend away from the normal.

Updated Text: Top Image: 18A When light waves travel from air to water, they slow down and bend toward the normal.
Bottom image: 18B When light waves travel from water to air, they speed up and bend away from the normal.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 234

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.D TEKS 5.E 15 min

Updated Text: LearnSmart TEKS 5.D, 5.E 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 234

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 5.D TEKS 5.E

Updated Text: Lesson 1 Blueprint TEKS 5.D, 5.E

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 234

Location: Under header ENGAGE

Original Text: Video: Touching a Plasma 5 min Sphere

Updated Text: Video: Electric Charge 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 235

Location: Under header ENGAGE

Original Text: Video: Touching a Plasma Sphere

Updated Text: Video: Electric Charge

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 235

Location: Third Ask Yourself

Original Text: Describe What are two situations in which a wave will diffract?

Updated Text: Describe two situations in which a wave will diffract.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 236

Location: Sub-captions in Figure 23

Original Text: Left Image: [A] Less diffraction occurs if the wavelength is smaller than the obstacle. Right image: [B] More diffraction occurs if the wavelength is the same size as the obstacle.

Updated Text: Left Image: 23A Less diffraction occurs if the wavelength is smaller than the obstacle. Right image: 23B More diffraction occurs if the wavelength is the same size as the obstacle.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 237

Location: Sub-captions in Figure 24

Original Text: Top Image: [A] Two waves travel toward each other on a rope. Center Image: [B] As the waves overlap, they interfere to form a new wave. While the two waves overlap, they continue to pass through each other. Bottom image: [C] Afterward, the waves continue unchanged, as if those waves had never met.

Updated Text: Top Image: 24A Two waves travel toward each other on a rope. Center Image: 24B As the waves overlap, they interfere to form a new wave. While the two waves overlap, they continue to pass through each other. Bottom image: 24C Afterward, the waves continue unchanged, as if those waves had never met.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 237

Location: Look Closer under Figure 24

Original Text: Look Closer Describe the amplitude of the combined wave.

Updated Text: Look Closer Describe the amplitude of the combined wave.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 24

Location: Essential Question

Original Text: How does society affect the technology that we use?

Updated Text: How does society affect the technology we use?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 241

Location: Driving Question

Original Text: How do waves carry surfers to shore?

Updated Text: How do ocean waves carry surfers to shore?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 241

Location: Driving Question Wrap up header and text

Original Text: Driving Question Wrap up Throughout the chapter you studies the nature of waves, how they can be compared and measured, and how they behave and interact.

Updated Text: Driving Question Wrap up Throughout the chapter, you studied the nature of waves, how they can be compared and measured, and how they behave and interact.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 242

Location: Lesson 1 Vocabulary box

Original Text: • mechanical waves

Updated Text: • mechanical wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 242

Location: Lesson 2 Vocabulary box

Original Text: • crests • troughs

Updated Text: • crest • trough

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 243

Location: Lesson 3 Vocabulary box

Original Text: • nodes

Updated Text: • node

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 245

Location: Under Digital Spotlight

Original Text: Check out a video of the Doppler Effect.

Updated Text: Check out a video about the Doppler effect.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 246

Location: Answer Key, page 143

Original Text: Figure 12 Look Closer Imagine bringing a negatively charged rod close to a positively charged electroscope. In what way will the leaves of the electroscope move?

Updated Text: Figure 12 Look Closer Predict how the leaves of an electroscope will move if a negatively charged rod is brought close to a positively charged electroscope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 249

Location: Under header ELABORATE

Original Text: [assignment icon]Practice Problems: Current 5 min

Updated Text: [video icon]Example Problem Video: Solve for Current 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 255

Location: Sub-captions in Figure 12

Original Text: Top Image: [A] The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward. Bottom image: [B] The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Updated Text: Top Image: 12A The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward. Bottom image: 12B The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 255

Location: Sub-captions in Figure 12

Original Text: Top Image: [A] The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward. Bottom image: [B] The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Updated Text: Top Image: 12A The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward. Bottom image: 12B The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 256

Location: Bottom of the list

Original Text: [assignment icon]Practice Problems: Current | 5 min Students will use the example problem on p 148 to complete practice problems to solve for current using Ohm's law.

Updated Text: [video icon]Example Problem Video: Solve for Current | Videos | 5 min Students will learn how solve for current using Ohm's law.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 259

Location: Answer Key, bottom of list

Original Text: N/A

Updated Text: Page 148 Identify What type of current do mobile phones use? Mobile phones use direct current.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 26

Location: Look Closer under Figure 25

Original Text: Compare and contrast these needs with the needs of your family.

Updated Text: Compare and contrast this family's needs with the needs of your family.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 260

Location: First paragraph under header Wind and brass instruments

Original Text: The vibrations of air inside wind and brass instruments determine the frequencies that those instruments produce. These instruments have been around for much longer than string instruments. Humans created the first wind instruments at least 30,000 years ago. Some scientists think that the first wind instruments may have been created more than 45,000 years ago.

Updated Text: The vibrations of air inside wind and brass instruments determine the frequencies that those instruments produce. These instruments have been around for much longer than string instruments. Some scientists think that the first wind instruments may have been created more than 45,000 years ago.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 262

Location: Under header ELABORATE

Original Text: Post Reading: Discussion 20 min [assignment icon]Practice Problems: Electrical 5 min Power [assignment icon]Practice Problems: Electrical 5 min Energy

Updated Text: Post Reading Strategy: Discussion 20 min [video icon]Example Problem Video: Solve for Electrical 5 min Power [video icon]Example Problem Video: Solve for Electrical 5 min Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 264

Location: Under header Topic: Series and Parallel Circuits

Original Text: Quick Demo: Series and Parallel Circuits | 5 minutes Materials battery, small lightbulbs (2), ammeters (2), wire Set up a series circuit with the two lightbulbs. Include ammeters in two places in the circuit. Disconnect one lamp so the circuit is broken. Do the same for a parallel circuit. In the series circuit, the entire circuit is broken when the lamp is disconnected. For the parallel circuit, the circuit is only broken in the branch with the disconnected lamp. Ask: Why do results differ for the two circuits? The series circuit has only one path, so the current is the same everywhere; the parallel circuit has two paths, so the current is split between two paths.

Updated Text: Quick Demo: Series and Parallel Circuits | 5 minutes Materials battery, small lightbulbs (2), ammeters (2), wire Procedure Disconnect one lamp so the circuit is broken. Do the same for a parallel circuit. In the series circuit, the entire circuit is broken when the lamp is disconnected. For the parallel circuit, the circuit is only broken in the branch with the disconnected lamp. Ask: Why do results differ for the two circuits? The series circuit has only one path, so the current is the same everywhere; the parallel circuit has two paths, so the current is split between two paths.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 265

Location: ELPS Support Title line

Original Text: ELPS Support | 10 min

Updated Text: ELPS Support | 10 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 265

Location: ELPS Support box

Original Text: Before students read the lesson, review the meaning of some of the English terms such as look closer, compare, ask yourself, explain, etc. used routinely in classroom materials. **Beginning** Point out the commands such as look closer and compare in the text on page 151. Give a demonstration of the meaning of each one and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully, say: Look closer means to look at something and think about it. For compare demonstrate by comparing two objects (two books, two pencils, etc.) and then say: Compare means to say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.) and point out how the structure is simple, and it doesn't need the subject (you). Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson. **Intermediate** Point out the commands such as look closer and compare in the text on page 151. Give a demonstration of the meaning of each one and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully, say: Look closer means to look at something and think about it. For compare demonstrate by comparing two objects (two books, two pencils, etc.) and then say: Compare means say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.) and point out how the structure is simple, and it doesn't need the subject. Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson and read them aloud. Support their understanding of what each is telling them to do. Have them create a poster with the commands they see throughout the chapter. **Advanced/Advanced High** Point out the instructions for Figure 23 on page 151. Explain that these are commands, and they tell us what to do. Ask students to explain what their task is for the instructions on page 151. (Look closer. Compare.) Elicit that they are to look at the figure, think about it and compare the voltage differences. Have them locate other commands in the lesson and explain what they are supposed to do for each task.

Updated Text: Before students read the lesson, review the meanings of some of the English terms such as look closer, compare, ask yourself, explain, etc. used routinely in classroom materials. **Beginning** Point out the commands look closer and compare in the text on page 151. Give a demonstration of the meaning of each, and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully, say: Look closer means to look at something and think about it. For compare, demonstrate by comparing two objects (two books, two pencils, etc.), and then say: Compare means to say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.), and point out how the structure is simple, and it doesn't use the subject (you). Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson. **Intermediate** Point out the commands look closer and compare in the text on page 151. Give a demonstration of the meaning of each, and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully. Say: Look closer means to look at something and think about it. For compare, demonstrate by comparing two objects (two books, two pencils, etc.), and then say: Compare means say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.) and point out how the structure is simple, and it doesn't use the subject. Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson and read them aloud. Support their understanding of what each is telling them to do. Have them create a poster with the commands they see throughout the chapter. **Advanced/Advanced High** Point out the instructions for Figure 23 on page 151. Explain that these are commands, and they tell us what to do. Ask students to explain what their task is for the instructions on page 151. (Look closer. Compare.) Elicit that they are to look at the figure, think about it, and compare the voltage differences. Have them locate other commands in the lesson and explain what they are supposed to do for each task.

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ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 267

Location: Driving Question Wrap up header and text

Original Text: N/A

Updated Text: Driving Question Wrap Up Throughout this chapter, you studied how sound waves interact and how that affects the sounds you hear.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 267

Location: Under Digital Spotlight

Original Text: STEM Project Complete the Design a Device to Amplify Sounds STEM Project to apply your understanding of chapter concepts.

Updated Text: STEM Project Complete the Design a Device to Best Amplify Sounds STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 269

Location: Under header ELABORATE continued

Original Text: [assignment icon]Practice Problems: Electrical Energy | 5 minutes Students will use the example problem on page 155 to complete practices problems on Electrical Energy.

Updated Text: [video icon]Example Problem Video: Solve for Electrical Energy | Videos | 5 minutes Students will learn how to solve for electrical energy using the electrical energy equation on page 155.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 269

Location: Under header ELABORATE continued

Original Text: Post Reading: Discussion

Updated Text: Post Reading Strategy: Discussion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 269

Location: Under header ELABORATE continued

Original Text: [assignment icon]Practice Problems: Electrical Power | 5 minutes Students will use the example problem on page 154 to complete practices problems on Electrical Power.

Updated Text: [video icon]Example Problem Video: Solve for Electrical Power | Videos | 5 minutes Students will learn how to solve for electrical power using the electrical power equation on page 154.

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ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 270

Location: Header under Lesson Wrap Up

Original Text: Relevance: Why should students care? Consumers pay for the use of electrical energy from power companies. Energy efficient wiring, devices, and appliances help families manage budgets.

Updated Text: Relevance: Why should students care? Consumers pay for the use of electrical energy from power companies. Energy efficient wiring, devices, and appliances help families manage budgets.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 270

Location: Under Digital Spotlight

Original Text: Check out a video on electromagnetic waves from stars.

Updated Text: Check out a video about electromagnetic waves from stars.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 271

Location: Answer Key, page 150

Original Text: Figure 21 Look Closer What happens to the brightness of each bulb as more bulbs are added?

Updated Text: Figure 21 Look Closer Identify what happens to the brightness of each bulb as more bulbs are added.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 272

Location: Ask Yourself

Original Text: Identify What produces waves, and what do waves carry?

Updated Text: Identify what produces waves and what waves carry.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 272

Location: Chapter Title

Original Text: Magnetism and its Uses

Updated Text: Magnetism and Its Uses

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 272

Location: Over the photo

Original Text: N/A

Updated Text: [Texas location banner]near Amarillo, Texas

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 273

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 5.D TEKS 6.B Electricity and Magnetism

Updated Text: LESSON 2 TEKS 5.D, 6.B Electricity and Magnetism

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 273

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 5.D TEKS 6.A TEKS 6.B Producing Electric Current

Updated Text: LESSON 3 TEKS 5.D, 6.A, 6.B Producing Electric Current

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 274

Location: Chapter 7, Videos and Interactives

Original Text: Video: Magnetism and its Uses

Updated Text: Video: Magnetism and Its Uses

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 274

Location: Chapter 7, Assignments

Original Text: STEM Project: Compare the Use of Magnets for Engineering

Updated Text: STEM Project: Compare the Use of Magnets for Engineering STEM at Work: Locating Land Mines

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 274

Location: Lesson 3, Videos and Interactives

Original Text: Video: Lamp Generator Interactive Visual Literacy: Transformers Video: Electromagnetic Induction Example Problem Video: Solve for Output Voltage

Updated Text: Video: Producing Electric Current Interactive Visual Literacy: Transformers Video: Electromagnetic Induction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 274

Location: Lesson 3, Assignments

Original Text: CER: Producing Electric Current Applying Practices: Investigate Electromagnetism Practice Problems: Output Voltage

Updated Text: CER: Producing Electric Current Applying Practices: Investigate Electromagnetism Practice Problems: Solve for Output Voltage

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 276

Location: Ask Yourself

Original Text: Identify What determines whether sparks are ejected from a metal when light shines on it?

Updated Text: Identify what determines whether sparks are ejected from a metal when light shines on it.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 277

Location: Sub-captions in Figure 7

Original Text: Left Image: A Paint particles sprayed through two slits coat only the area behind the slits. Center Image: B Water waves produce an interference pattern after passing through two slits. Right Image: C Electrons fired at two slits form a wavelike interference pattern.

Updated Text: Left Image: 7A Paint particles sprayed through two slits coat only the area behind the slits. Center Image: 7B Water waves produce an interference pattern after passing through two slits. Right Image: 7C Electrons fired at two slits form a wavelike interference pattern.

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ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 277

Location: Ask Yourself

Original Text: [Ask Yourself box]

Updated Text: [Fixing spacing between the box and the text and objects around it.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 290

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 5.D TEKS 6.B Electricity and Magnetism

Updated Text: Lesson 2 TEKS 5.D, 6.B Electricity and Magnetism

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 292

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.D TEKS 6.B

Updated Text: LearnSmart TEKS 5.D, 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 292

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 5.D TEKS 6.B

Updated Text: Lesson 2 Blueprint TEKS 5.D, 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 294

Location: Under Digital Spotlight

Original Text: Check out a video of Fiber Optic Cable Technology.

Updated Text: Check out a video about fiber optic cable technology.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 296

Location: Bottom of ELPS box

Original Text: ELPS 2E, 3D, 3D, 4C, 4F

Updated Text: ELPS 2E, 3D, 4C, 4F

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 296

Location: Sub-captions in Figure 2

Original Text: Left Image: Transparent Center Image: Translucent Right Image: Opaque

Updated Text: Left Image: 2A Transparent Center Image: 2B Translucent Right Image: 2C Opaque

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 297

Location: Three paragraphs under header Opaque, translucent, and transparent

Original Text: An object's material determines the amount of light it absorbs, reflects, scatters, and transmits. The candleholder material on the right in Figure 2 is opaque (oh PAYK). Opaque materials only absorb and reflect light; no light passes through them. As a result, you cannot see the candle inside. Some materials, such as the candleholder in the middle in Figure 2, are translucent (trans LEW sunt). Translucent materials transmit light but also scatter it. You cannot see clearly through translucent materials, and objects appear blurry. The candleholder on the left in Figure 2 is transparent. Transparent materials transmit light without scattering it, so you can see objects clearly through them.

Updated Text: An object's material determines the amount of light it absorbs, reflects, scatters, and transmits. The candleholder material in Figure 2A is opaque (oh PAYK). Opaque materials only absorb and reflect light; no light passes through them. As a result, you cannot see the candle inside. Some materials, such as the candleholder in Figure 2B, are translucent (trans LEW sunt). Translucent materials transmit light but also scatter it. You cannot see clearly through translucent materials, and objects appear blurry. The candleholder in Figure 2C is transparent. Transparent materials transmit light without scattering it, so you can see objects clearly through them.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 299

Location: Ask Yourself

Original Text: Predict which color of light you would expect to bend the most.

Updated Text: Predict which color of light will bend the most.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 299

Location: Look Closer under Figure 7

Original Text: Identify Which color of light is refracted the most as it leaves the water droplet? Which color is refracted the least?

Updated Text: Identify which color of light is refracted the most as it leaves the water droplet. Which color is refracted the least?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 3

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 1.E TEKS 2.B Measurement

Updated Text: LESSON 2 TEKS 1.E, 2.B Measurement

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 3

Location: Lesson 3 Title line

Original Text: LESSON 3 TEKS 1.F TEKS 2.B TEKS 2.C Representing Data

Updated Text: LESSON 3 TEKS 1.F, 2.B, 2.C Representing Data

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 30

Location: Lesson 3 Title line

Original Text: Lesson 3 TEKS 1.F TEKS 2.B TEKS 2.C Representing Data

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Lesson 3 TEKS 1.F, 2.B, 2.C Representing Data

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 302

Location: Lesson 3 Title Line

Original Text: Lesson 3 TEKS 5.D TEKS 6.A TEKS 6.B Producing Electric Current

Updated Text: Lesson 3 TEKS 5.D, 6.A, 6.B Producing Electric Current

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 304

Location: Lesson 3 Blueprint Title Line

Original Text: Lesson 3 Blueprint TEKS 5.D TEKS 6.A TEKS 6.B

Updated Text: Lesson 3 Blueprint TEKS 5.D TEKS 6.A TEKS 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 304

Location: Under header ELABORATE

Original Text: [Assignment icon]Practice Problems: Output 5 min Voltage

Updated Text: [video icon]Example Problem Video: Solve for Output Voltage 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 304

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.D TEKS 6.A 15 min TEKS 6.B

Updated Text: LearnSmart TEKS 5.D, 6.A, 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 304

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 304

Location: Sub-captions in Figure 13

Original Text: Left Image: The bowl appears to be blue in white light. Center Image: The bowl appears to be blue when viewed through a blue filter. Right Image: The bowl appears to be black when viewed through a red filter.

Updated Text: Left Image: 13A The bowl appears to be blue in white light. Center Image: 13B The bowl appears to be blue when viewed through a blue filter. Right Image: 13C The bowl appears to be black when viewed through a red filter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 304

Location: Paragraph at the top of the page, above Figure 13

Original Text: Figure 13 shows what happens when you look at a colored object through various colored filters. On the left in Figure 13, a blue bowl looks blue because it primarily reflects blue light and absorbs more of the other colors of light. If you look at the bowl through a blue filter, as in the center of Figure 13, the bowl still looks blue because the filter transmits the reflected blue light. The right image in Figure 13 shows how the bowl looks when you examine it through a red filter.

Updated Text: Figure 13 shows what happens when you look at a colored object through various colored filters. In Figure 13A, a blue bowl looks blue because it primarily reflects blue light and absorbs more of the other colors of light. If you look at the bowl through a blue filter, as in Figure 13B, the bowl still looks blue because the filter transmits the reflected blue light. Figure 13B shows how the bowl looks when you examine it through a red filter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 306

Location: Under header Topic: Generators

Original Text: Video: Lamp Generator

Updated Text: Video: Producing Electric Current

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 306

Location: Figure 17

Original Text: [The components of a fluorescent bulb]

Updated Text: [Fix the lead line from Phosphorescent coating to point to the white inner layer of the bulb]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 310

Location: The two paragraphs under header Coherent and incoherent light

Original Text: The beams from a laser light do not spread out because laser light is coherent. Coherent light is light of only one wavelength that travels in one direction with a constant distance between the corresponding crests of the waves. This is illustrated in Figure 21. Coherent waves combine to form a single wave. The light from an ordinary lightbulb is incoherent. Incoherent light can have more than one wavelength, can travel in more than one direction, and does not travel with a constant distance between the corresponding crests of the waves. This is also illustrated in Figure 21. Since the beam spreads out, the energy carried by these light waves is spread over a large area.

Updated Text: The beams from a laser light do not spread out because laser light is coherent. Coherent light is light of only one wavelength that travels in one direction with a constant distance between the corresponding crests of the waves. This is illustrated in Figure 21A. Coherent waves combine to form a single wave. The light from an ordinary lightbulb is incoherent. Incoherent light can have more than one wavelength, can travel in more than one direction, and does not travel with a constant distance between the corresponding crests of the waves. This is also illustrated in Figure 21B. Since the beam spreads out, the energy carried by these light waves is spread over a large area.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 310

Location: Sub-captions in Figure 21

Original Text: Top Image: These waves are coherent because they have the same wavelength and they travel in one direction with a constant distance between their corresponding crests. They combine to form a single wave with constant wavelength and frequency. Bottom image: Incoherent waves can have more than one wavelength and do not travel in one direction with their crests at constant distances.

Updated Text: Top Image: 21A These waves are coherent because they have the same wavelength and they travel in one direction with a constant distance between their corresponding crests. They combine to form a single wave with constant wavelength and frequency. Bottom image: 21B Incoherent waves can have more than one wavelength and do not travel in one direction with their crests at constant distances.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 311

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Different Types of Lights. ✓ Watch additional videos for lesson concepts: Laser Light Show.

Updated Text: ✓ Review with Interactive Visual Literacy: Different Types of Lights. ✓ Watch additional videos for lesson concepts: Producing Light.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 311

Location: Above header EVALUATE

Original Text: [assignment icon]Practice Problems: Output Voltage | Assignments | 5 minutes Students will use the example problem on page 181 to complete practice problems on Output Voltage.

Updated Text: [video icon]Example Problem Video: Solve for Output Voltage | Video | 5 minutes Students will learn how to solve for the output voltage of a transformer using the transformer current equation on page 181.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 313

Location: Answer Key, Page 178

Original Text: Ask Yourself What rotates in the huge generators used in electrical power plants?

Updated Text: Ask Yourself Identify what rotates in the huge generators used in electrical power plants.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 313

Location: Ask Yourself Between Page 178 and page 180

Original Text: N/A

Updated Text: Page 180 Ask Yourself Compare step-up transformers to step-down transformers. Step-up transformers have fewer turns in the primary coil than in the secondary coil; the opposite is true for step-down transformers. Step-up transformers increase voltage; step-down transformers decrease voltage.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 314

Location: TEKS at a Glance

Original Text: TEKS 7.C Explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Updated Text: [TEKS Pill 5.D] Describe the nature of the four fundamental forces: gravitation; electromagnetic; the strong and weak nuclear forces, including fission and fusion; and mass-energy equivalency. [TEKS Pill 6.G] Evaluate evidence from multiple sources to critique the advantages and disadvantages of various renewable and nonrenewable energy sources and their impact on society and the environment. [TEKS Pill 7.C] Explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels. [TEKS Pill 8.C] Research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 315

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 5.D TEKS 6.G TEKS 8.C Nuclear Energy

Updated Text: LESSON 2 TEKS 5.D TEKS 6.G TEKS 8.C Nuclear Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 315

Location: Lesson 4 title line

Original Text: LESSON 4 TEKS 6.G TEKS 8.D Environmental Impacts

Updated Text: LESSON 4 TEKS 6.G TEKS 8.D Environmental Impacts

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 315

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.C TEKS 8.D Fossil Fuels

Updated Text: LESSON 1 TEKS 7.C TEKS 8.D Fossil Fuels

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 316

Location: Chapter 8, Videos and Interactives

Original Text: Video: Nuclear Power

Updated Text: Video: Energy Sources and the Environment

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 316

Location: Chapter 8, Labs

Original Text: Launch Lab: Energy Resources and the Environment

Updated Text: Launch Lab: Energy Tally

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 316

Location: Chapter 8, Assignments

Original Text: STEM Project: Energy Resources for the Community

Updated Text: STEM Project: Determine Renewable Energy Resources for the Community Focus on Texas: Texas's Evolving Power Grid

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 316

Location: Lesson 1, Videos and Interactives

Original Text: Video: Natural Gas Interactive Visual Literacy: Fossil Fuel Formation

Updated Text: Video: Natural Gas Interactive Visual Literacy: Fossil Fuels

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 316

Location: Lesson 2, Labs

Original Text: N/A

Updated Text: Labs: Engage in Scientific Argument

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 316

Location: Lesson 3, Video and Interactives

Original Text: Interactive Visual Literacy: Alternative Energy Sources

Updated Text: Interactive Visual Literacy: Hydrogen Fuel Cells

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 316

Location: Lesson 3, Labs

Original Text: CER: Renewable Energy Resources

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: CER: Renewable Energy Resources Applying Practices: Evaluating Energy Sources

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 317

Location: Chapter Launch column

Original Text: Video: Nuclear Power

Updated Text: Video: Energy Sources and the Environment

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 317

Location: Chapter Launch column

Original Text: Launch Lab: Energy Sources and the Environment | Labs | 10 minutes Students will conduct this lab to explore how energy sources impact the environment.

Updated Text: Launch Lab: Energy Tally | Labs | 15 minutes Students will record energy types used during a school day and suggest ways to reduce energy use.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 318

Location: Text under header Chapter Study Guide

Original Text: Chapter Study Guide Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 319

Location: Lesson 4 Essential Question

Original Text: Essential Question: What are some ways that we use light?

Updated Text: Essential Question: What are some ways that people use light?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 32

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under header ELABORATE

Original Text: Discussion 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 32

Location: Under header ELABORATE, bottom of section

Original Text: N/A

Updated Text: [lab icon] Lab: Organizing Quantitative and Qualitative Data 50 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 32

Location: Under header Bar Graphs

Original Text: N/A

Updated Text: [green check mark] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 32

Location: Under header ELABORATE

Original Text: Interactive Visual Literacy: Technological Systems

Updated Text: Interactive Visual Literacy: Technological Systems

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 320

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 7.C TEKS 8.D Fossil Fuels

Updated Text: Lesson 1 TEKS 7.C, 8.D Fossil Fuels

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 321

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Under Digital Spotlight

Original Text: Check out a video of Edwin Hubble using the Mount Wilson Observatory telescope to photograph the M-31 Andromeda galaxy in 1923.

Updated Text: Check out a video about Edwin Hubble using the Mount Wilson Observatory telescope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 321

Location: TEKS Progression, Grade 5

Original Text: TEKS 5.10.C

Updated Text: TEKS 5.10.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 322

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 7.C TEKS 8.D

Updated Text: Lesson 1 Blueprint TEKS 7.C, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 322

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 7.C TEKS 8.D

Updated Text: LearnSmart TEKS 7.C, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 324

Location: Ask Yourself

Original Text: Explain Why does your reflected image in a plane mirror appear to be behind the mirror?

Updated Text: Explain why your reflected image in a plane mirror appears to be behind the mirror.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 332

Location: Answer Key, Page 192

Original Text: Page 192 Figure 7 Look Closer Describe which stage in this process is the most efficient. Stage 2 is most efficient because about 90 percent of the thermal energy from the heated water is transformed into thermal energy in steam.

Updated Text: Page 193 Ask Yourself Summarize the transformations of energy that occur producing electricity from fossil fuels. Fuel burned in a boiler or combustion chamber converts chemical potential energy into thermal energy used to heat water. The pressurized steam spins the blades of a turbine, converting thermal energy into mechanical energy. The shaft of the turbine connects to an electric generator, which converts mechanical energy into electrical energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 333

Location: Lesson 2 Title Line

Original Text: Lesson 2 TEKS 5.D TEKS 6.G TEKS 8.C Nuclear Energy

Updated Text: Lesson 2 TEKS 5.D, 6.G, 8.C Nuclear Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 334

Location: TEKS Progression

Original Text: Grade 8

Updated Text: Grade 6

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 335

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 5.D TEKS 6.G TEKS 8.C

Updated Text: Lesson 2 Blueprint TEKS 5.D, 6.G, 8.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 335

Location: Under header ELABORATE

Original Text: CER: Nuclear Energy 10 min History Connection: Chernobyl 30 min Activity: Three-Mile Island 20 min

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: CER: Nuclear Energy 10 min History Connection: Chernobyl 30 min Lab: Engage in Scientific Argumentation 50 min Activity: Three-Mile Island 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 335

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.D TEKS 6.G 15 min TEKS 8.C

Updated Text: LearnSmart TEKS 5.D, 6.G, 8.C 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 34

Location: Under Digital Spotlight

Original Text: Check out a video of the motion resulting from a trebuchet launch.

Updated Text: Check out a video about projectile motion of a fireball.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 341

Location: Under header ELABORATE

Original Text: Content Background: Chernobyl After the Chernobyl accident in 1986, people throughout the world became concerned about the safety of nuclear reactors. Although all reactors have some risks, reactors in the United States are far safer than the one in Chernobyl. Most importantly, the Chernobyl reactor did not have a containment shell that could prevent the escape of radioactive materials.

Updated Text: [Red box][labs icon]Lab: Comparative Engage in Scientific Argumentation | Labs | 50 min Students will research nuclear energy production, its advantages and disadvantages, and its future development. Students will then develop arguments from evidence and engage in scientific argumentation in a debate with their classmates.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 342

Location: Text under header Chapter Study Guide

Original Text: Chapter Study Guide Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 342

Location: Between Topic: Fission and Topic: Nuclear Reactor

Original Text: N/A

Updated Text: Topic: The Nuclear Chain Reaction What is the role of neutrons in the chain reaction that occurs in a nuclear power plant reactor? Neutrons are released when a uranium nucleus experiences fission. These neutrons can then strike other uranium nuclei, causing them to experience fission as well, keeping the chain reaction going. Control rods can be used to capture the released neutrons to control the rate of the fission.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 344

Location: Answer Key, between Page 199 and Page 200

Original Text: N/A

Updated Text: Page 200 Apply Science 1) The cap has to be maintained to prevent contaminated soil from reaching people. Homes can't be built in this area because all the contaminated soil might not have been removed and some contamination might have reached the groundwater. 2) economic advantages: jobs, revenue for the community and state, increase in property values; environmental advantages: elimination of long-term risks for contaminated material, prevention of the migration of contaminants, protection of the public from affected natural resources; improvement of the aesthetic quality and, commercial building construction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 347

Location: Under header ELABORATE

Original Text: CER: Renewable Energy 10 min Resources Activity: Wind Energy 20 min Activity: Concept Map 20 min

Updated Text: CER: Renewable Energy 10 min Resources Activity: Wind Energy 20 min Applying Practices: Evaluating Energy Resources 50 min Activity: Concept Map 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 347

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 353

Location: Second sentence in the second paragraph after header Liquid crystals

Original Text: Liquid crystals are placed in classes, depending upon the type of order they maintain when they liquify.

Updated Text: Liquid crystals are classified by the type of order they maintain when they liquify.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 353

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Heating Curve of Water. ✓ Watch additional videos for lesson concepts: Temperature vs. Time Graph and Dry Ice Sublimating.

Updated Text: ✓ Review with Interactive Visual Literacy: Heating Curve of Water. ✓ Watch additional videos for lesson concepts: Changes of State and Dry Ice Sublimating.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 356

Location: Lesson 4 title line

Original Text: Lesson 4 TEKS 6.G TEKS 8.D Environmental Impacts

Updated Text: Lesson 4 TEKS 6.G, 8.D Environmental Impacts

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 356

Location: Content Vocabulary

Original Text: • population • carrying capacity • pollutants • hazardous wastes • photochemical smog • acid precipitation

Updated Text: • population • carrying capacity • pollutant • hazardous waste • photochemical smog • acid precipitation

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 357

Location: TEKS Progression, Grade 6

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: TEKS 6.7.A Research and discuss the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources.

Updated Text: [TEKS Pill 6.11.A] Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 358

Location: Lesson 4 Blueprint title line

Original Text: Lesson 4 Blueprint TEKS 6.G TEKS 8.D

Updated Text: Lesson 4 Blueprint TEKS 6.G, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 358

Location: EXPLAIN header

Original Text: EXPLAIN Student Pages: XX—XX

Updated Text: EXPLAIN Student Pages: 208[en dash]214

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 358

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.G TEKS 8.D

Updated Text: LearnSmart TEKS 6.G, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 36

Location: Caption under Figure 1

Original Text: The motion of the boat can be described by its change in position relative to the bridge and by its speed.

Updated Text: The motion of the boat can be described by its speed and by its change in position relative to the bridge.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 36

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Look Closer under Figure 2

Original Text: Explain How would you know the mail truck has moved?

Updated Text: Explain how you would know the mail truck has moved.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 360

Location: Caption under Figure 20

Original Text: Figure 20 It is easier to reduce the volume of an under-inflated tire.

Updated Text: Figure 20 It is easier to compress an under-inflated tire, because the air in the tire is lower pressure.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 364

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Boyle’s Law and Charles’s Law. ✓ Watch additional videos for lesson concepts: A Balloon in Liquid Nitrogen.

Updated Text: ✓ Review with Interactive Visual Literacy: Pascal's Principle and Pressure. ✓ Watch additional videos for lesson concepts: Behavior of Gases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 370

Location: Over the photo

Original Text: N/A

Updated Text: [Texas location banner] Galveston, Texas

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 371

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 6.E TEKS 6.F The Behavior of Waves

Updated Text: LESSON 3 TEKS 6.E, 6.F The Behavior of Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 372

Location: Lesson 2, Videos and Interactives

Original Text: Video: Waves and Wakes Interactive Visual Literacy: Frequency and Period

Updated Text: Video: Boat Waves; Pond Wakes Interactive Visual Literacy: Frequency and Period

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 372

Location: Lesson 2, Labs

Original Text: Lab: Wavelength and Frequency Lab: Wave Speed and Tension Lab: Velocity of a Wave Quick Lab: Observe Wavelength PhET Simulation: Wave on a String

Updated Text: Lab: Wavelength, Frequency, and Wave Speed Lab: Wave Speed and Tension Lab: Velocity of a Wave Quick Lab: Observe Wavelength PhET Simulation: Wave on a String

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 372

Location: Lesson 2, Assignments

Original Text: CER: Wave Properties Practice Problems: Wave Speed Applying Practices: Wave Characteristics

Updated Text: CER: Wave Properties Practice Problems: Solve for Wave Speed Applying Practices: Wave Characteristics

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 372

Location: Chapter 9, Videos and Interactives

Original Text: Video: Earthquakes

Updated Text: Video: Introduction to Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 372

Location: Chapter 9, Labs

Original Text: Launch Lab: Introduction to Waves

Updated Text: Launch Lab: Transferring Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 372

Location: Chapter 9, Assignments

Original Text: STEM Project: Determine How Wave Properties Affect Daily Life

Updated Text: STEM Project: Determine How Wave Properties Affect Daily Life Scientific Breakthroughs: Vanished!

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 372

Location: Ask Yourself

Original Text: Compare How are elements and compounds related?

Updated Text: Compare elements and compounds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 372

Location: Lesson 1, Videos and Interactives

Original Text: Video: Pond Ripples Interactive Visual Literacy: Mechanical Waves

Updated Text: Video: Waves Defined Interactive Visual Literacy: Mechanical Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 373

Location: Chapter Launch column

Original Text: Video: Earthquakes

Updated Text: Video: Introduction to Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 373

Location: Chapter Launch column

Original Text: Launch Lab: Introduction to Waves | Labs | 10 minutes

Updated Text: Launch Lab: Transferring Energy | Labs | 15 minutes Students will conduct this lab to explore ways to transfer energy using a coiled-spring toy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 374

Location: Look Closer under Figure 8

Original Text: Explain How can you tell that river water is a suspension?

Updated Text: Explain how you can tell that river water is a suspension.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 375

Location: Look Closer under Figure 10

Original Text: Examine Where on this chart would you classify pizza?

Updated Text: Examine this chart, and determine where you would classify pizza.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 377

Location: Sub-captions in Figure 13

Original Text: Left Image: Size is the property used to separate sesame seeds from sunflower seeds. Right Image: Magnetism easily separates iron from sand.

Updated Text: Left Image: 13A Size is the property used to separate sesame seeds from sunflower seeds. Right Image: 13B Magnetism easily separates iron from sand.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 377

Location: Figure references in paragraphs 1 and 3 under header Using physical properties to separate mixtures

Original Text: Figure 13 Figure 13

Updated Text: Figure 13A Figure 13B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 378

Location: Under header ENGAGE

Original Text: Video: Pond Ripples

Updated Text: Video: Waves Defined

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 378

Location: Between Vocabulary Strategy and Interactive Visual Literacy

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 379

Location: Under header ENGAGE

Original Text: Video: Pond Ripples

Updated Text: Video: Waves Defined

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 38

Location: Third line of Table 1

Original Text: Displacements that are not in the same or in opposite directions cannot be directly added together.

Updated Text: Displacements that are not in the same or in opposite directions cannot be simply added or subtracted.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 38

Location: Interactive Visual Literacy, top of page

Original Text: Interactive Visual Literacy: Reading and Interpreting Graphs | Videos & Interactives | 5 minutes This interactive helps students review how to read and interpret graphs.

Updated Text: Interactive Visual Literacy: Constructing Line Graphs | Videos & Interactives | 5 minutes This interactive helps students review how to construct and read line graphs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 38

Location: Discussion in middle of page

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Discussion | 5 minutes In groups, have students talk about a sports activity that is familiar to them. Ask students to discuss what type of sports information could be illustrated by each of the three main types of graph. What title and labels would be needed for the graphs? Share results as a group.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 38

Location: Bottom of the page, below Lab red box.

Original Text: N/A

Updated Text: [insert red box with goggles icon]Lab: Descriptive Organizing Quantitative and Qualitative Data | Labs | 50 minutes Students will conduct this lab to organize quantitative and qualitative data using graphs, charts, and graphic organizers.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 38

Location: Figure 5 sub-captions

Original Text: N/A

Updated Text: Left image: 5A Same direction Center image: 5B Opposite Directions Right image: 5C Perpendicular Directions

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 38

Location: Second paragraph under header Adding displacements

Original Text: But what if the directions are not the same? Then compare the two directions. If the directions are exactly opposite, the distances can be subtracted. Suppose a student walks 10 m east, turns around, and walks 5 m west, as modeled in the center of Figure 5. The size of the displacement is

Updated Text: But what if the displacements are not in the same direction? Then compare the two directions. If the directions are exactly opposite, the distances can be subtracted. Suppose a student walks 10 m east, turns around, and walks 5 m west, as modeled in Figure 5B. The size of the displacement is

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 38

Location: Fourth paragraph under header Adding displacements

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Now suppose the two displacements are neither in the same direction nor in opposite directions, as illustrated on the right in Figure 5. Here, the student walks 4 m east and then 3 m north. The student walks a total distance of 7 m, but the displacement is 5 m in a roughly northeast direction. The displacements of 4 m east and 3 m north cannot be directly added or subtracted, and they should be discussed separately.

Updated Text: Now suppose the two displacements are neither in the same direction nor in opposite directions, as illustrated in Figure 5C. Here, the student walks 4 m east and then 3 m north. The student walks a total distance of 7 m, but the displacement is 5 m in a roughly northeast direction. The displacements of 4 m east and 3 m north cannot be directly added or subtracted, and they should be calculated differently.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 38

Location: Title for Table 1

Original Text: Rules for Adding Displacements

Updated Text: Rules for Calculating Total Displacements

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 38

Location: First line of Table 1

Original Text: Add displacements in the same direction.

Updated Text: Add displacements that are in the same direction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 38

Location: Second line of Table 1

Original Text: Subtract displacements in opposite directions.

Updated Text: Subtract displacements that are in opposite directions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 380

Location: First Ask Yourself, center of page

Original Text: Define What is a chemical change?

Updated Text: Define chemical change

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 381

Location: Paragraphs under headers Physical weathering and Chemical weathering

Original Text: Physical weathering Fast moving water can cause physical weathering of rocks by moving the rocks around, causing small pieces to break off. As the water passes over rocks continuously, it smooths and sculpts the rocks, as shown in Figure 18. When water in the cracks of rocks repeatedly freezes and thaws, pieces of rock can break off and large rocks can even split in half. Recall that water expands when it freezes, forming a wedge that puts pressure on the rock on either side of a crack. Another example of physical weathering occurs when plant roots break apart rocks, such as when plant roots have caused cracks in a sidewalk. Chemical weathering In other cases, the change is chemical. For example, solid calcium carbonate, a compound found in limestone, reacts with slightly acidic water. The calcium carbonate reacts to form calcium bicarbonate. This change in limestone is a chemical change because the identity of the substances changes. This type of chemical weathering shaped of the White Cliffs of Dover, shown in Figure 18.

Updated Text: Physical weathering Fast moving water can cause physical weathering of rocks by moving the rocks around, causing small pieces to break off. As the water passes over rocks continuously, it smooths and sculpts the rocks, as shown in Figure 18A. When water in the cracks of rocks repeatedly freezes and thaws, pieces of rock can break off and large rocks can even split in half. Recall that water expands when it freezes, forming a wedge that puts pressure on the rock on both sides of a crack. Another example of physical weathering occurs when plants' roots break apart rocks, such as when roots have caused cracks in a sidewalk. Chemical weathering In other cases, the change is chemical. For example, solid calcium carbonate, a compound found in limestone, reacts with slightly acidic water. The calcium carbonate reacts to form calcium bicarbonate. This change in limestone is a chemical change because the identity of the substances changes. This type of chemical weathering shaped the White Cliffs of Dover, shown in Figure 18B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 381

Location: Sub-captions in Figure 18

Original Text: Left Image: Flowing water shaped and smoothed these rocks in a physical process. Right Image: Both chemical and physical changes shaped the famous White Cliffs of Dover, which line the English Channel.

Updated Text: Left Image: 18A Flowing water shaped and smoothed these rocks in a physical process. Right Image: 18B Both chemical and physical changes shaped the famous White Cliffs of Dover, which line the English Channel.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 382

Location: Look Closer under Figure 19

Original Text: Describe How can you tell that matter was not created or destroyed in this reaction?

Updated Text: Describe how you can tell that matter was not created or destroyed in this reaction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 385

Location: Answer Key, Page 220

Original Text: Page 220 In-text question Do these and other types of waves have anything in common with one another? All waves result from vibrations.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 386

Location: Content Vocabulary

Original Text: • crest • trough • compression • rarefaction • frequency • period • amplitude

Updated Text: • crest • trough • compression • rarefaction • wavelength • frequency • period • amplitude

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 388

Location: Under header ELABORATE

Original Text: [assignment icon]Practice Problems: Wave Speed 15 min

Updated Text: [video icon]Example Problem Video: Solve for Wave Speed 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 388

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 394

Location: Bottom of the page

Original Text: Practice Problems: Wave Speed | 5 minutes Students will use the example problem on page 228 to complete practices problems on wave speed.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: [video icon]Example Problem Video: Solve for Wave Speed | Videos | 5 minutes Students will learn how to solve for wave speed using the wave speed equation on page 228.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 394

Location: Last sentence in second paragraph under header Electron energy transitions

Original Text: They can jump between them, but they cannot be located between them at any given time.

Updated Text: Electrons can jump between energy levels, but they cannot be located between energy levels at any given time.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 398

Location: Lesson 3 title line

Original Text: Lesson 3 TEKS 6.E TEKS 6.F The Behavior of Waves

Updated Text: Lesson 3 TEKS 6.E, 6.F The Behavior of Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 399

Location: Unpack the TEKS diagram

Original Text: how

Updated Text: for how wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Lesson 3, Videos and Interactives

Original Text: Interactive Visual Literacy: Reading and Interpreting Graphs

Updated Text: Interactive Visual Literacy: Constructing Line Graphs

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Lesson 4, Labs

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Lab: Care Package

Updated Text: Lab: Model and Invent: Care Package Quick Lab: Research the Past

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Chapter 1, Videos and Interactives

Original Text: Video: Isaac Newton and Scientific Process

Updated Text: Video: Introduction to Physical Science If Then/She Can: Raychelle Burks

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Chapter 1, Labs

Original Text: Launch Lab: Technology in Your Life Lab: Relationships

Updated Text: Launch Lab: Technology in Your Life

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Chapter 1, Assignments

Original Text: STEM Project: Depict Engineering Design Cycle of an Improved Product

Updated Text: STEM Project: Depict Engineering Design Cycle of an Improved Product Stem at Work: Scientific Method

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Lesson 1, Videos and Interactives

Original Text: Interactive Visual Literacy: Scientific Method

Updated Text: Interactive Visual Literacy: What are the physical sciences?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Lesson 1, Labs

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Quick Lab: Determine the Density of a Pencil Lab: Relationships

Updated Text: Lab: Relationships

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 4

Location: Lesson 2, Labs

Original Text: Quick Lab: Research the Past

Updated Text: Quick Lab: Research the Past Lab: Organizing Quantitative and Qualitative Data

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 400

Location: Lesson 3 Blueprint Title Line

Original Text: Lesson 3 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 3 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 400

Location: Above header Interference

Original Text: N/A

Updated Text: [green checkmark] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 400

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 404

Location: Look Closer under Figure 13

Original Text: Identify What is the atomic mass of oxygen?

Updated Text: Identify the atomic mass of oxygen.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 409

Location: Answer Key, Page 232

Original Text: Figure 16 Look Closer If the angle of incidence is 40° , what is the angle of reflection? 40°

Updated Text: Figure 16 Look Closer Identify the angle of reflection if the angle of incidence is 40° . 40°

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 409

Location: Answer Key, Page 235

Original Text: Ask Yourself What are two situations in which a wave will diffract?

Updated Text: Ask Yourself Describe two situations in which a wave will diffract.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 41

Location: Text under header Graphing Motion

Original Text: The motion of an object over a period of time can be shown on a distance-time graph. For example, the graph in Figure 8 shows the distance traveled by three swimmers during a 30-minute workout. Time is plotted along the horizontal axis of the graph, and the distance traveled is plotted along the vertical axis of the graph. Each axis must have a scale that covers the range of numbers to be plotted. In Figure 8, the distance scale must range from 0 to 2400 m, and the time scale must range from 0 to 30 min. Next, the x-axis is divided into equal time intervals, and the y-axis is divided into equal distance intervals. Once the scales for each axis are in place, the data points can be plotted. In Figure 8, there is a data point plotted for each swimmer every 2.5 minutes. After plotting the data points, a line is drawn to connect the points.

Updated Text: Table 3 shows the position of a runner for each second of their 6-second sprint down a track. Their motion over this time can be shown on a position-time graph. Time is plotted along the horizontal axis of the graph, and the position of the runner is plotted along the vertical axis of the graph. Each axis must have a scale that covers the range of numbers to be plotted. In Figure 8, the position scale must range from 0.0 to 30.0 m, and the time scale must range from 0.0 to 6.0 s. Next, the x-axis is divided into equal time intervals, and the y-axis is divided into equal distance intervals. Once the scales for each axis are in place, the data points can be plotted. In Figure 8, there is a data point plotted for the runner every 1.0 s. After plotting the data points, a line is drawn to connect the points.

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ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 41

Location: Figure 8

Original Text: A Distance-Time Graph

Updated Text: [Replace the Distance-Time Graph with Table 3 and a Position v. Time Graph] Table 3 Position v. Time

| | | | | | | | | |
|----------|--------------|------|-----|------|-----|-----|------|-----|
| Time (s) | Position (m) | 0.0 | 0.0 | 1.0 | 5.0 | 2.0 | 10.0 | 3.0 |
| 15.0 | 4.0 | 20.0 | 5.0 | 25.0 | | | | |

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 41

Location: Figure 8 Caption

Original Text: Figure 8 The graph shows how far each girl swam during a 30-minute workout. Time is divided into 2.5-minute intervals on the x-axis. Distance swam is divided into 200-m intervals on the y-axis.

Updated Text: Figure 8 You can describe the same motion and position v. time data with both a table and a graph.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 41

Location: Look Closer under Figure 8

Original Text: Examine the graph and determine which girl swam the farthest during the workout.

Updated Text: Analyze the table and determine the position of the runner at 3 seconds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 411

Location: Lesson 4 title line

Original Text: LESSON 4 TEKS 6.F Using Sound

Updated Text: LESSON 4 TEKS 6.F Using Sound

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 411

Location: Lesson 3, bullet 2

Original Text: • Moseley built upon Mendeleev’s periodic table by further organizing elements by increasing atomic number.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: • Moseley built upon Mendeleev’s periodic table by further organizing elements by increasing atomic number.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 411

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 6.E TEKS 6.F Properties of Sound

Updated Text: LESSON 2 TEKS 6.E, 6.F Properties of Sound

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 412

Location: Chapter 10, Assignments

Original Text: STEM Project: Design a Device to Best Amplify Sounds

Updated Text: STEM Project: Design a Device to Best Amplify Sounds IPC & Society: From Discs to Downloads

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 412

Location: Lesson 1, Labs

Original Text: Virtual Investigation: Sound Quick Investigation: Compare Sounds

Updated Text: Quick Lab: Compare Sounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 412

Location: Lesson 2, Videos and Interactives

Original Text: Video: Properties of Sound Interactive Visual Literacy: Sound Properties

Updated Text: Video: Properties of Sound Interactive Visual Literacy: Doppler Effect

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 412

Location: Lesson 2, Labs

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Labs: Volume Settings and Loudness Lab: Sound Waves and Pitch Quick Lab: Measure Sound Intensities

Updated Text: Labs: Volume Settings and Loudness Lab: Sound Waves and Pitch Quick Lab: Measure Sound Intensities

Simulation: Doppler Effect

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 412

Location: Lesson 4, Assignments

Original Text: CER: Using Sound

Updated Text: CER: Using Sound Applying Practices: Waves in Technology

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 413

Location: Chapter Title

Original Text: Elements and their Properties

Updated Text: Elements and Their Properties

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 413

Location: Under Digital Spotlight

Original Text: Check out a video of Kawah Ijen Volcano

Updated Text: Check out a video about Elements and Their Properties.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 414

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 414

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 4, Lesson Vocabulary

Original Text: acoustics echolocation sonar

Updated Text: acoustics echolocation sonar ultrasound

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 414

Location: Figure 2 sub-caption

Original Text: Metals are malleable: they can be hammered into thin sheets.

Updated Text: Metals are malleable, they can be hammered into thin sheets.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 418

Location: Blueprint chart

Original Text: ENGAGE CER: The Nature of Sound 10 min Activate Prior Knowledge 5 min Activate Prior Knowledge 5 min Quick Demo: Sound in a Vacuum 10 min EXPLORE Activity 5 min Reading Strategy 10 min Quick Lab: Compare Sounds 15 min EXPLAIN Student Pages 246—250 Vocabulary Word Lab 20 min Sound Waves Clarify a Preconception 5 min Interactive Visual Literacy: 5 min Sound Waves Discussion 10 min English Language Proficiency 10 min Standards The Ear Visual Literacy 10 min Differentiated Instruction 5 min

Updated Text: ENGAGE CER: The Nature of Sound 10 min Activate Prior Knowledge 5 min Activate Prior Knowledge 5 min Quick Demo: Sound in a Vacuum 10 min Activity 5 min EXPLORE Reading Strategy 10 min Quick Lab: Compare Sounds 15 min EXPLAIN Student Pages 246—250 Vocabulary Word Lab 20 min Sound Waves Clarify a Preconception 5 min Interactive Visual Literacy: 5 min Sound Waves Discussion 10 min English Language Proficiency 10 min Standards Driving Question Connection 10 min The Ear Visual Literacy 10 min Differentiated Instruction 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 421

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Lanthanides and Actinides. ✓ Watch additional videos for lesson concepts: Formation of Ionic Crystals.

Updated Text: ✓ Review with Interactive Visual Literacy: Transition Metals. ✓ Watch additional videos for lesson concepts: Ionic Compounds and Metals.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 421

Location: Under Digital Spotlight

Original Text: Online Lesson Quiz Quiz Take the online lesson quiz when assigned by your teacher.

Updated Text: Online Lesson Quiz Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 421

Location: Table 1

Original Text: [numbers in column Speed of Sound are aligned left]

Updated Text: [numbers in column Speed of Sound are center aligned]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 423

Location: Sub-captions in Figure 13

Original Text: Left Image: Calcium and fluorine bond ionically to form calcium fluoride (CaF₂). Right Image: Carbon and oxygen bond covalently to form carbon dioxide (CO₂)

Updated Text: Left Image: 13A Calcium and fluorine bond ionically to form calcium fluoride (CaF₂). Right Image: 13B Carbon and oxygen bond covalently to form carbon dioxide (CO₂)

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 423

Location: Two paragraphs after header Bonding in nonmetals

Original Text: Nonmetals become negative ions when they gain electrons from metals. Calcium fluoride (CaF₂), which is shown in Figure 13, is an ionic compound. It forms from the nonmetal fluorine and the metal calcium. When bonded with other nonmetals, atoms of nonmetals usually share electrons to form covalent bonds. Compounds made of atoms that are covalently bonded are called covalent compounds. The covalent compound carbon dioxide (CO₂) is shown in Figure 13. The solid carbon dioxide shown in this image is sometimes called dry ice. At room temperature, carbon dioxide is normally a gas that you exhale and that plants need to survive.

Updated Text: Nonmetals become negative ions when they gain electrons from metals. Calcium fluoride (CaF₂), which is shown in Figure 13A, is an ionic compound. It forms from the nonmetal fluorine and the metal calcium. When bonded with other nonmetals, atoms of nonmetals usually share electrons to form covalent bonds. Compounds made of atoms that are covalently bonded are called covalent compounds. The covalent compound carbon dioxide (CO₂) is shown in Figure 13B. The solid carbon dioxide shown in this image is sometimes called dry ice. At room temperature, carbon dioxide is normally a gas that you exhale and that plants need to survive.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 425

Location: Sub-captions in Figure 15

Original Text: Left Image: Chlorine compounds are used to disinfect water in swimming pools. Center Image: Scientists use a bromine compound to stain DNA samples. Right Image: Iodine sublimates at room temperature.

Updated Text: Left Image: 15A Chlorine compounds are used to disinfect water in swimming pools. Center Image: 15B Scientists use a bromine compound to stain DNA samples. Right Image: 15C Iodine sublimates at room temperature.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 425

Location: Three figure references in paragraphs 1, 3, and 4 respectively.

Original Text: Figure 15, Figure 15. Figure 15.

Updated Text: Figure 15A, Figure 15B. Figure 15C.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 426

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F Properties of Sound

Updated Text: Lesson 2 TEKS 6.E, 6.F Properties of Sound

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 428

Location: Lesson Blueprint chart right side

Original Text: EXPLAIN (continued) The Doppler Effect Visual Literacy 10 min Quick Demo: Doppler Effect 10 min

Updated Text: EXPLAIN (continued) Visual Literacy 5 min Lab: Sound Waves and Pitch 30 min The Doppler Effect Visual Literacy 10 min Quick Demo: Doppler Effect 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 428

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 428

Location: Look Closer under Figure 18

Original Text: Identify the geometric shapes that make up each allotrope.

Updated Text: Identify the geometric shapes that make up each carbon allotrope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 428

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 428

Location: Lesson Blueprint chart left side

Original Text: EXPLORE Reading Strategy 10 min Activity 5 min EXPLAIN Student Pages 251—256 Vocabulary Word Lab 20 min Intensity and Loudness Visual Literacy 5 min Interactive Visual Literacy: 5 min Sound Properties Lab: Volume Settings and 30 min Loudness Discussion 10 min English Language Proficiency 10 min Standards Reading Strategy 10 min Quick Lab: Measure Sound Intensity 10 min Pitch Quick Demo: Relating Frequency 10 min and Pitch Visual Literacy 5 min Lab: Sound Waves and Pitch 30 min

Updated Text: EXPLORE Reading Strategy 10 min Activity 5 min Simulation: Doppler Effect 10 min EXPLAIN Student Pages 251—256 Vocabulary Word Lab 20 min Intensity and Loudness Visual Literacy 5 min Interactive Visual Literacy: 5 min Sound Properties Lab: Volume Settings and 30 min Loudness Discussion 10 min English Language Proficiency 10 min Standards Reading Strategy 10 min Quick Lab: Measure Sound Intensity 10 min [green checkmark]Driving Question Connection 10 min Pitch Quick Demo: Relating Frequency 10 min and Pitch

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 429

Location: Bottom of the page

Original Text: N/A

Updated Text: [lab icon]Simulation: Doppler Effect | Labs | 10 min Students will explore the Doppler effect in both sound and light.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 429

Location: Sub-captions in Figure 19

Original Text: Left Image: This soccer-ball-shaped allotrope of carbon is informally called a buckyball. Right Image: Each nanotube is about one-billionth of a meter in diameter.

Updated Text: Left Image: 19A This soccer-ball-shaped allotrope of carbon is informally called a buckyball. Right Image: 19B Each nanotube is about one-billionth of a meter in diameter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 429

Location: Two paragraphs after header Buckyballs.

Original Text: Buckyballs In the mid-1980s, a new allotrope of carbon was discovered called buckminsterfullerene. This soccer-ball-shaped molecule is shown in Figure 19 and is informally called a buckyball. It was named after R. Buckminster Fuller, an architect-engineer who designed buildings with similar shapes. In 1991, scientists were able to use buckyballs to make, graphite-like tubes, like those in Figure 19. These tubes, called nanotubes, are about one-billionth of a meter in diameter. You could stack thousands of nanotubes to get the thickness of one piece of paper. Nanotubes might be used someday to make stronger building materials and to make computers that are smaller and faster.

Updated Text: Buckyballs In the mid-1980s, a new allotrope of carbon was discovered called buckminsterfullerene. This soccer-ball-shaped molecule is shown in Figure 19A and is informally called a buckyball. It was named after R. Buckminster Fuller, an architect-engineer who designed buildings with similar shapes. In 1991, scientists were able to use buckyballs to make, graphite-like tubes, like those in Figure 19B. These tubes, called nanotubes, are about one-billionth of a meter in diameter. You could stack thousands of nanotubes to get the thickness of one piece of paper. Nanotubes might be used someday to make stronger building materials and to make computers that are smaller and faster.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 43

Location: First paragraph under header Velocity

Original Text: Suppose a hurricane is traveling at a speed of 20 km/h, is located 500 km east of your location. Should you worry? Unfortunately, you do not have enough information to answer that question. Knowing only the speed of the storm is not much help. Speed describes only how fast something is moving. To decide whether you need to move to a safer area, you also need to know the direction that the storm is moving. In other words, you need to know the velocity of the storm. Velocity includes the speed of an object and the direction of its motion. Velocity has the same units as speed, m/s.

Updated Text: A hurricane traveling at a speed of 20 km/h is 500 km east of you. Should you worry? Unfortunately, you do not have enough information. Speed only describes how fast something is moving. To decide whether you need to move to a safer area, you also need to know the direction the storm is moving. In other words, you need to know the

storm's velocity. Velocity includes the speed of an object and its direction of motion. Velocity has the same units as speed, m/s, and can be calculated in similar way:

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 43

Location: First paragraph under header Velocity

Original Text: N/A

Updated Text: [Velocity Equation Box which equates velocity to displacement over time.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 43

Location: Figure 11

Original Text: [image of race cars with caption:]Figure 11 These cars travel at constant speed, but not with constant velocity. The cars' velocities change because their direction of motion changes.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 43

Location: Second sentence in the paragraph after header Velocity and speed.

Original Text: For example, the race cars in Figure 11 have constant speeds through a turn.

Updated Text: For example, race cars have constant speeds through a turn.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 431

Location: First sentence in the second paragraph after header other group 16 elements

Original Text: The nonmetal selenium and the metalloids tellurium and polonium are the other group 16 elements.

Updated Text: The nonmetal selenium, the metalloid tellurium, and the metal polonium are the other group 16 elements.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 435

Location: Driving Question Wrap up and text

Original Text: Driving Question Wrap up Throughout this chapter you studied the properties of the groups of elements on the periodic table. Think About It Review these questions to understand how the properties of these elements relate to how these elements are used.

Updated Text: Driving Question Wrap Up Throughout this chapter, you studied the properties of the groups of elements on the periodic table. Think About It Review these questions to understand how the properties of elements relate to how the elements are used.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 437

Location: Lesson 3 box

Original Text: Mixed Groups • Metalloids are elements that can have metallic and nonmetallic properties. • The metalloids are located along the staircase line on the periodic table. • The elements in group 14 have four electrons in their outer energy levels that they tend to share to form covalent bonds with other nonmetallic elements. Tin and lead are metals and form ionic bonds. • The elements in group 15 have five electrons in their outer energy levels and tend to form covalent bonds with other nonmetallic elements. • The elements in group 16 have six electrons in their outer energy levels and can form both covalent and ionic bonds. • By synthesizing elements, scientists might better understand how the forces inside the atomic nucleus work.

Updated Text: Mixed Groups Essential Question: What are the differences between metals, nonmetals, and metalloids?

• Metalloids are elements that can have metallic and nonmetallic properties and are located along the staircase line on the periodic table. • The elements in group 14 have four electrons in their outer energy levels that they tend to share to form covalent bonds with other nonmetallic elements. Tin and lead are metals and form ionic bonds. • The elements in group 15 have five electrons in their outer energy levels and tend to form covalent bonds with other nonmetallic elements. • The elements in group 16 have six electrons in their outer energy levels and can form both covalent and ionic bonds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 439

Location: Lesson 3 Title

Original Text: Nuclear Technologies and Applications

Updated Text: Radiation Technologies and Applications

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 439

Location: Lesson Blueprint chart, bottom of left side

Original Text: Sound Quality SEP: Obtaining, Evaluating, and 5 min Communicating Information Interactive Visual Literacy: 5 min Sound Quality Musical Instruments Quick Demo 15 min SEP: Obtaining, Evaluating, and 15 min Communicating Information SEP: Obtaining, Evaluating, and 15 min Communicating Information

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Sound Quality SEP: Using Mathematics and Computational Thinking 5 min Interactive Visual Literacy: 5 min Sound Quality Musical Instruments [green checkmark]Driving Question Connection 10 min Quick Demo 15 min SEP: Developing and Using Models 15 min SEP: Obtaining, Evaluating, and 15 min Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 439

Location: Under Digital Spotlight

Original Text: Check out a video of how nuclear fission was discovered.

Updated Text: Check out a video of the discovery of nuclear fission.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 44

Location: Under header Economic Forces That Shape Technology

Original Text: Differentiated Instruction

Updated Text: Differentiated Instruction: Challenge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 44

Location: Under header ELABORATE

Original Text: History Connection 10 min

Updated Text: [Lab Icon]Lab: Research the Past 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 447

Location: Sixth sentence of second paragraph after header Transmutation

Original Text: The top half of Figure 9 shows a transmutation caused by alpha decay.

Updated Text: Figure 9 shows a transmutation caused by alpha decay.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 447

Location: Last sentence of third paragraph after header Transmutation

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: The bottom half of Figure 9 shows a transmutation caused by beta decay.

Updated Text: The bottom half of Figure 9 shows a transmutation caused by beta decay.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 447

Location: Sub-captions of Figure 9

Original Text: N/A

Updated Text: Top Image: 9A Alpha decay Bottom Image: 9B Beta decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 449

Location: Between Vocabulary Word Lab and header Echolocation

Original Text: N/A

Updated Text: [Add Topic bar] Acoustics [green checkmark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 449

Location: Under header ELABORATE

Original Text: CER: Using Sound 10 min Science Journal 15 min Activity 15 min Apply Your Knowledge 5 min

Updated Text: CER: Using Sound 10 min Activity 15 min [assessment icon]Applying Practices: Waves in Technology 40 min Apply Your Knowledge 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 453

Location: Bottom of ELPS box

Original Text: ELPS 3Di, 4Fii, 4Gi

Updated Text: ELPS 3D, 4F, 4G

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 454

Location: First paragraph under header Cancer treatments

Original Text: When a person has cancer, a group of cells in that person’s body grows out of control. Cancer is a harmful, and often, fatal disease. The left panel of Figure 19 shows two cancerous cells. The right panel of Figure 19 shows a cancer patient undergoing radiation therapy. Doctors can use radiation to stop some types of cancerous cells from growing and dividing.

Updated Text: When a person has cancer, a group of cells in that person’s body grows out of control. Cancer is a harmful, and often, fatal disease. Figure 19A shows two cancerous cells. Figure 19B shows a cancer patient undergoing radiation therapy. Doctors can use radiation to stop some types of cancerous cells from growing and dividing.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 454

Location: Sub-captions of Figure 19

Original Text: N/A

Updated Text: Left Image: 19A Magnified cancerous cells Right Image: 19B Radiation therapy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 454

Location: Under header ELABORATE

Original Text: Science Journal | 15 minutes REINFORCE Have students respond to the following prompt in their Science Journals: What did you learn by reading about echolocation, sonar, and ultrasound? Encourage students to include their own opinions and thoughts regarding what they read.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 454

Location: Under header ELABORATE, bottom of page

Original Text: N/A

Updated Text: [assessment icon]Applying Practices: Waves in Technology | Assessment | 40 minutes Students will research ways that wave interference, reflection, and refraction are used in technology.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 458

Location: Your Study Tools

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: ✓ Review with Interactive Visual Literacy: Half-life. ✓ Watch additional videos for lesson concepts: Radiation Technologies.

Updated Text: ✓ Review with Interactive Visual Literacy: Radioactive Isotopes. ✓ Watch additional videos for lesson concepts: Using Radiation: Treating Cancer

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 459

Location: Lesson 3 box, first bullet

Original Text: • Alpha and beta particles can be detected by Geiger counters and in wire chambers.

Updated Text: • Alpha and beta particles can be detected by Geiger counters.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 459

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 6.E TEKS 6.F The Electromagnetic Spectrum

Updated Text: LESSON 2 TEKS 6.E, 6.F The Electromagnetic Spectrum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 460

Location: Lesson 2, Videos and Interactives

Original Text: Video: The Electromagnetic Spectrum Video: Radio Waves as Cancer Treatment Interactive Visual Literacy: The Electromagnetic Spectrum

Updated Text: Video: Radio Waves as Cancer Treatment Interactive Visual Literacy: The Electromagnetic Spectrum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 460

Location: Lesson 2, Labs

Original Text: Quick Lab: Investigate the Effects of Microwaves Lab: Observing the Electromagnetic Spectrum Simulation: Electromagnetic Waves Simulation: Frequency/ Wavelength

Updated Text: Quick Lab: Investigate the Effects of Microwaves Lab: Observing the Electromagnetic Spectrum Simulation: Electromagnetic Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 460

Location: Chapter 11, Videos and Interactives

Original Text: Video: Stellar Spectra

Updated Text: Video: Electromagnetic Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 460

Location: Chapter 11, Assignments

Original Text: STEM Project: Describe How Engineers Use the Electromagnetic Spectrum to Solve Problems

Updated Text: STEM Project: Describe How Engineers Use the Electromagnetic Spectrum to Solve Problems IPC & Society: Human Photosynthesis: Vitamin D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 461

Location: Chapter Launch

Original Text: Video: Stellar Spectra

Updated Text: Video: Electromagnetic Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 461

Location: Chapter Close

Original Text: Lab: Catching The Wave | Labs | 30 minutes In this lab, students will detect low frequency electromagnetic waves and infer what produces those waves. Students should complete this lab after Lesson 3.

Updated Text: Lab: Catching the Wave | Labs | 50 minutes In this lab, students will conduct this lab to detect electromagnetic waves and determine what produces them. Students should complete this lab after Lesson 3.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 461

Location: Under Digital Spotlight

Original Text: Check out a video about the chemical bonds of table salt.

Updated Text: Check out a video about the cubic halite salt crystals of Merkers Mine.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 465

Location: Look Closer under Figure 6

Original Text: Analyze After sodium's electron is transferred to chlorine, how many outer electrons does sodium have? How many does chlorine have?

Updated Text: Analyze what happens after sodium's electron is transferred to chlorine. How many outer electrons does sodium have? How many does chlorine have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 469

Location: Ask Yourself

Original Text: Analyze What is the charge of an ionic compound?

Updated Text: Analyze why the charge of an ionic compound is always neutral.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 47

Location: Second line under Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Velocity.

Updated Text: ✓ Watch additional videos for lesson concepts: Satellite View of a Hurricane.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 470

Location: Look Closer under Figure 13

Original Text: Interpret What do the shared electron pairs represent in terms of the structure of the molecules?

Updated Text: Interpret what the shared electron pairs represent in terms of the structure of the molecules.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 472

Location: Look Closer under Figure 15

Original Text: Compare and contrast How is a tug-of-war similar to unequal sharing of electrons?

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Compare and contrast how a tug-of-war is similar to unequal sharing of electrons.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 473

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Molecules.

Updated Text: ✓ Review with Interactive Visual Literacy: Molecules.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 473

Location: Lesson Wrap up box, above Word Lab, LearnSmart, and Science Literacy Essentials icons.

Original Text: N/A

Updated Text: Differentiation Resources: What are electromagnetic waves? Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 474

Location: Answer Key, page 272

Original Text: Ask Yourself What produces waves, and what do waves carry?

Updated Text: Ask Yourself Identify what produces waves and what waves carry.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 475

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F The Electromagnetic Spectrum

Updated Text: Lesson 2 TEKS 6.E, 6.F The Electromagnetic Spectrum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 477

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 477

Location: Under header A Range of Frequencies

Original Text: Simulation: 15 min Frequency/Wavelength

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 477

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 478

Location: Under header ENGAGE

Original Text: Video: The Electromagnetic Spectrum | Videos & Interactives | 5 minutes Have students watch this video about the electromagnetic spectrum.

Updated Text: Video: The Electromagnetic Spectrum | Videos & Interactives | 5 minutes Have students watch this video about the electromagnetic spectrum.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 479

Location: Differentiated Instruction: Picture This under header Topic: A Range of Frequencies

Original Text: Draw a diagram similar to the one in Figure 9 on the board. As each type of wave is discussed, tape examples of things that use that type of wave under the correct heading. [Figure 9]

Updated Text: Have students draw a graphic organizer similar to Figure 9 to classify types of electromagnetic waves. Have the students use the quantitative data of wavelength and frequency to sort the following electromagnetic wave sources into the correct part of the electromagnetic spectrum on their graphic organizer. [Insert Table above Figure 9] EM Wave

| Source | Wavelength | Frequency | Wi-Fi emitter | 120 mm | 2.4×10^9 Hz |
|--------------------------|------------|-------------------------|---------------|--------|-------------------------|
| Television remote | 940 nm | 3.2×10^{14} Hz | Tanning bed | 380 nm | 7.9×10^{14} Hz |
| Airport security scanner | 12 mm | 2.5×10^{10} Hz | Cell phone | 10 m | |

3

× 107 Hz Heat lamp 800 nm 3.7 × 10¹⁴ Radiation Therapy 5 × 10⁻⁵
nm 6 × 10²¹ Hz Water purifier 220 nm 1.4 × 10¹⁵ Hz Television
500 nm 6 × 10¹⁴ Hz [Figure 9]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 479

Location: Bottom of page

Original Text: Simulation: Frequency/Wavelength | Labs | 15 minutes Students use this simulation to explore the characteristics of frequency and wavelength for electromagnetic waves.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 480

Location: Look Closer under Figure 21

Original Text: Infer How does gypsum’s ability to hold water make it a useful building material?

Updated Text: Infer how gypsum’s ability to hold water makes it a useful building material.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 481

Location: Under Digital Spotlight

Original Text: STEM Project Complete the Rusting–A Chemical Reaction STEM Project to apply your understanding of chapter concepts.

Updated Text: STEM Project Complete the Build a Molecule STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 481

Location: Under Digital Spotlight

Original Text: Simulations Explore the Balancing Chemical Equations PhET simulation to further understand chapter concepts.

Updated Text: Simulations Explore the Categorize Substances from an Expedition to Mars PhET simulation to further understand chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 488

Location: First sentence in the last paragraph of the page

Original Text: Chemical reactions like the reaction in Figure 2 rarely involve just one or two units of each chemical.

Updated Text: Chemical reactions like the reaction in Figure 3 rarely involve just one or two units of each chemical.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 488

Location: Ask Yourself

Original Text: Summarize Describe the purpose of coefficients in a chemical equation.

Updated Text: Describe the purpose of coefficients in a chemical equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 489

Location: Sub-captions in Figure 5

Original Text: Mercury(II) oxide Liquid mercury and oxygen

Updated Text: Mercury(II) oxide Liquid mercury and oxygen

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 49

Location: The paragraph under header Speed-time graphs and acceleration

Original Text: When an object travels in a straight line and does not change direction, a graph of speed versus time can provide information about the object's acceleration. Figure 19 shows the speed-time graph of Tamara's car as she drives to the store. Just as the slope of a line on a distance-time graph is the object's speed, the slope of a line on a speed-time graph is the object's acceleration. For example, when Tamara pulls out of her driveway, the car's acceleration is 0.33 km/mi^2 , which is equal to the slope of the line from $t = 0$ to $t = 0.5 \text{ min}$.

Updated Text: When an object travels in a straight line and does not change direction, a graph of velocity versus time can provide information about the object's acceleration. Figure 19 shows the velocity-time graph of Tamara's electric car as she drives from one intersection to another. Just as the slope of a line on a displacement-time graph is the object's velocity, the slope of a line on a velocity-time graph is the object's acceleration. For example, when Tamara approaches a stop sign, the car's acceleration is -1.0 m/s^2 , which is equal to the slope of the line from $t = 10.0$ to $t = 18.0 \text{ s}$. We can see that the slope of the velocity-time graph matches the acceleration in the acceleration-time graph.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 49

Location: Under History Connection at the bottom of the page

Original Text: N/A

Updated Text: [insert red box with goggles icon]Quick Lab: Descriptive Research the Past | Labs | 20 minutes
Students will conduct this lab to investigate changes in technology from the recent past until now.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 49

Location: Figure 19

Original Text: Graph of Speed of Tamara's Car

Updated Text: 2 graphs: Velocity-Time Graph for an Electric Car, Acceleration-Time Graph for an Electric Car

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 49

Location: Caption under figure 9

Original Text: Figure 19 For objects that are speeding up and slowing down, the slope of the line on a speed- time graph is the acceleration.

Updated Text: Figure 19 For objects that are speeding up and slowing down, the slope of the line on a velocity- time graph is the acceleration.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 49

Location: Header Speed-time graphs and acceleration

Original Text: Speed-time graphs and acceleration

Updated Text: Velocity-time graphs and acceleration

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 490

Location: Ask Yourself

Original Text: Summarize How can you tell whether a chemical equation is balanced or not?

Updated Text: Summarize how you can tell whether a chemical equation is balanced or not.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 495

Location: Just above header EVALUATE

Original Text: Probeware Lab Wave Modulation | Labs | 40 minutes Students create electric circuits that produce unmodulated electromagnetic waves, electromagnetic waves with amplitude modulation, and electromagnetic waves with frequency modulation.

Updated Text: Probeware Lab: Experimental Wave Modulation | Labs | 50 minutes Students will construct a simple circuit containing a rheostat, and vary its resistance to produce graphs showing frequency-modulated waves and amplitude-modulated wave.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 495

Location: Ask Yourself

Original Text: Summarize Describe what happens in a single-displacement reaction.

Updated Text: Describe what happens in a single-displacement reaction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 497

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Classifying Chemical Reactions.

Updated Text: ✓ Watch additional videos for lesson concepts: Classifying Chemical Reactions and Baking Soda and Vinegar.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 499

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 6.E TEKS 6.F The Behavior of Light

Updated Text: LESSON 1 TEKS 6.E, 6.F The Behavior of Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 499

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 4 title line

Original Text: LESSON 4 TEKS 6.E TEKS 6.F Using Light

Updated Text: LESSON 4 TEKS 6.E, 6.F Using Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 499

Location: Ask Yourself

Original Text: Infer How do you know these are exergonic reactions?

Updated Text: Infer why these are exergonic reactions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 5

Location: In Chapter Launch column

Original Text: Video: Isaac Newton and Scientific Process

Updated Text: Video: Introduction to Physical Science

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 5

Location: In Chapter Launch column, under Launch Lab

Original Text: Students will list items that they use each day that involve technology and identify two of them that they could do without.

Updated Text: Students will conduct this lab to identify ways technology is used in their daily life.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 500

Location: Chapter 12, Assignments

Original Text: STEM Project: Compare Use of Lasers

Updated Text: STEM Project: Compare Use of Lasers Focus on Texas: Optical Tweezers

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 500

Location: Lesson 2, Assignments

Original Text: CER: Light and Color PhET: Color Vision

Updated Text: CER: Light and Color PhET Simulation: Color Vision

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 500

Location: Lesson 3, Videos and Interactives

Original Text: Video: Laser Light Show Interactive Visual Literacy: Different Types of Lights

Updated Text: Video: Producing Light Interactive Visual Literacy: Lasers

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 500

Location: Look Closer under Figure 20

Original Text: Compare How did the cookies change when they were baked?

Updated Text: Compare the cookies before they were baked to what they are like after being baked.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 501

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: The Exothermic Reaction Between Aluminum and Bromine.

Updated Text: ✓ Watch additional videos for lesson concepts: Energy Exchanges in Chemical Reactions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 502

Location: Lesson 1, Lesson Vocabulary

Original Text: opaque translucent transparent index of refraction

Updated Text: opaque translucent transparent index of refraction mirage

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 503

Location: Sub-captions in Figure 24

Original Text: Mg in dilute HCL Mg in concentrated HCL

Updated Text: Mg in dilute HCL Mg in concentrated HCL

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 504

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 6.E TEKS 6.F The Behavior of Light

Updated Text: Lesson 1 TEKS 6.E, 6.F The Behavior of Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 504

Location: Science background header

Original Text: Science Background: The Behavior of Light

Updated Text: Science Background

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 506

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 1 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 506

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 507

Location: Ask Yourself

Original Text: Infer Predict the color changes that will occur if both tubes are allowed to return to room temperature. Justify your prediction by referring to the equilibrium involved.

Updated Text: Infer the color changes that will occur if both tubes are allowed to return to room temperature. Justify your inference by referring to the equilibrium involved.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 507

Location: Look Closer under Figure 29

Original Text: Infer What observation suggests that the reverse reaction in the tube on the right has not gone to completion? Justify your answer.

Updated Text: Identify what you can see in the photo that suggests the reverse reaction in the tube on the right has not gone to completion. Justify your answer.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 508

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Factors Affecting Reaction Rates.

Updated Text: ✓ Watch additional videos for lesson concepts: Factors Affecting Reaction Rates and Le Chatelier's Principle.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 508

Location: Under header Topic: Light and Matter

Original Text: Discussion | 5 minutes Tell students that some materials that are transparent to visible light are not necessarily transparent to other wavelengths. For example, clear glass transmits long-wavelength ultraviolet rays but blocks most short-wavelength ultraviolet rays. This is why you are not likely to get sunburned through a window. Ask them how they think sunscreen works to protect skin from sunburn.

Updated Text: Discussion | 5 minutes Tell students that some materials that are transparent to visible light are not necessarily transparent to other wavelengths. This is why you are not likely to get sunburned through a window. Ask them how they think sunscreen works to protect skin from sunburn.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 515

Location: Science background header

Original Text: Science Background: Light and Color

Updated Text: Science Background

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 516

Location: The top half of the page

Original Text: [Image, then Figure 4 caption, then paragraph]

Updated Text: [Moving the Figure 4 caption and the first paragraph above the image of a person depositing a coil in a machine. The background of the page should be a light gray.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 517

Location: Under header ELABORATE

Original Text: [green checkmark]Demonstration 10 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 519

Location: Header Geology Connection and the following paragraph

Original Text: Geology Connection When rocks are exposed to harsh weather conditions such as increased precipitation and warmer temperatures this is called weathering. Weathering can breakdown rocks into smaller pieces which increases the surface area of the rock. This increases the rate of weathering as more of the rock is available to be impacted by the weather as seen in Figure 7.

Updated Text: Geology Connection When rocks are exposed to harsh weather conditions, such as increased precipitation and warmer temperatures, it is called weathering. Weathering can break down rocks into smaller pieces, which increases the surface area of the rock. This increases the rate of weathering because more of the rock is available to be impacted by the weather.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 52

Location: Ask yourself after header Throwing and dropping

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Compare Which will hit the ground faster, a dropped ball or one thrown from the same height?

Updated Text: Compare which will hit the ground faster: a dropped ball or one thrown from the same height.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 520

Location: Figure 8 reference and image label

Original Text: Figure 8

Updated Text: Figure 7

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 521

Location: Figure 13 sub-captions

Original Text: Left image: The bowl appears to be blue in white light. Center Image: The bowl appears to be blue when viewed through a blue filter. Right Image: The bowl appears to be black when viewed through a red filter.

Updated Text: Left image: 13A The bowl appears to be blue in white light. Center Image: 13B The bowl appears to be blue when viewed through a blue filter. Right Image: 13C The bowl appears to be black when viewed through a red filter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 521

Location: Figure 9

Original Text: [Image of a life guard looking over a natural body of water.]

Updated Text: [Image of a life guard looking over a swimming pool.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 521

Location: Figure 9 image label

Original Text: Figure 9

Updated Text: Figure 8

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 522

Location: Ask Yourself

Original Text: Explain What is solubility?

Updated Text: Explain what solubility is.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 522

Location: Figure 10 reference and image label

Original Text: Figure 10

Updated Text: Figure 9

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 523

Location: Elaborate bar above Exit Tickets

Original Text: [ELABORATE bar]

Updated Text: [EVALUATE bar]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 523

Location: Figure 12 reference

Original Text: Figure 12

Updated Text: Figure 10

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 523

Location: Figure 11 reference and image label

Original Text: Figure 11

Updated Text: Figure 10

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 524

Location: Figure 12 reference and image label

Original Text: Figure 12

Updated Text: Figure 11

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 525

Location: Figure 13 reference and image label

Original Text: Figure 13

Updated Text: Figure 12

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 526

Location: Figure 15 reference and image label

Original Text: Figure 15

Updated Text: Figure 14

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 526

Location: Science background header

Original Text: Science Background: Producing Light

Updated Text: Science Background

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 526

Location: Figure 14 image label

Original Text: Figure 14

Updated Text: Figure 13

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 527

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Figure 16 reference and image label

Original Text: Figure 16

Updated Text: Figure 15

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 527

Location: Figure 17 reference and image label

Original Text: Figure 17

Updated Text: Figure 16

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 528

Location: Figure 18 reference and image label

Original Text: Figure 18

Updated Text: Figure 17

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 528

Location: Blueprint chart left column, after header Fluorescent Light

Original Text: Discussion 5 min English Language Proficiency 10 min Standards SEP: Engaging in Argument from 10 min Evidence Neon Lights Visual Literacy: Figure 18 Sodium-Vapor Lights Discussion 5 min Tungsten-Halogen Lights Discussion 5 min

Updated Text: Discussion 5 min English Language Proficiency 10 min Standards SEP: Engaging in Argument from 10 min Evidence [lab icon] Quick Lab: Discover Energy Waste in Lightbulbs 20 min Neon Lights Visual Literacy: Figure 18 10 min Sodium-Vapor Lights Discussion 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 528

Location: Blueprint chart right column, after header EXPLAIN (continued)

Original Text: EXPLAIN (continued) Lasers Reading Strategy 10 min Visual Literacy: Figure 20 5 min Quick Demo 5 min Vocabulary Strategy 5 min Activity 10 min

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: EXPLAIN (continued) Tungsten-Halogen Lights Discussion 5 min Lasers Reading Strategy 10 min Visual Literacy: Figure 20 5 min Quick Demo 5 min Vocabulary Strategy 5 min [interactive icon] Interactive Visual Literacy: Lasers 5 min [green checkmark] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 528

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 529

Location: Figure 19 references and image label

Original Text: Figure 19

Updated Text: Figure 18

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 529

Location: Ask Yourself

Original Text: Describe How does antifreeze affect the vapor pressure of a pure solvent?

Updated Text: Describe how antifreeze affects the vapor pressure of a pure solvent.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 529

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Properties of Solutions.

Updated Text: ✓ Watch additional videos for lesson concepts: Dissolution of an Ionic and Covalent Compound.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 53

Location: Answer Key, page 26

Original Text: Figure 25 Look Closer Compare and contrast these needs with the needs of your family.

Updated Text: Figure 25 Look Closer Compare and contrast this family's needs with the needs of your family.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 530

Location: Figure 20 references and image label

Original Text: Figure 20

Updated Text: Figure 19

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 531

Location: Bottom of page below Engaging in Argument from Evidence

Original Text: N/A

Updated Text: [red box][lab icon] Quick Lab: Comparative Discover Energy Waste in Lightbulbs | Labs | 20 min Students will conduct this lab to compare the energy waste of different types of lightbulbs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 531

Location: Figure 21 reference and image label

Original Text: Figure 21

Updated Text: Figure 20

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 531

Location: Figure 22 reference and image label

Original Text: Figure 22

Updated Text: Figure 21

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 532

Location: Figure 22 reference

Original Text: Figure 22

Updated Text: Figure 21

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 532

Location: Figure 23 reference and image label

Original Text: Figure 23

Updated Text: Figure 22

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 533

Location: Figure 24 reference and image label

Original Text: Figure 24

Updated Text: Figure 23

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 533

Location: Figure 25 reference and image label

Original Text: Figure 25

Updated Text: Figure 24

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 533

Location: Look Closer under Figure 25

Original Text: Explain Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 24). What effect does oxygen have in these two molecules?

Updated Text: Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 24). Explain the effect oxygen has in these two molecules.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 534

Location: Ask Yourself

Original Text: Restate Why is it necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins?

Updated Text: Restate why it is necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 534

Location: Ask Yourself

Original Text: Summarize Why is soap required to clean oily dirt?

Updated Text: Summarize why soap is required to clean oily dirt

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 534

Location: Above Driving Question Connection

Original Text: Activity | 10 minutes To reinforce the idea of coherent light, first have students clap their hands in individual rhythms. The sound is scattered and jumbled. Now have everyone clap on the number as you count. The sound is coherent, or orderly, and more intense.

Updated Text: [interactive icon] Interactive Visual Literacy: Different Types of Lights | Videos & Interactives | 5 minutes Students will use the Interactive Visual Literacy to visualize how a laser creates a beam of light.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 535

Location: Under Digital Spotlight

Original Text: Virtual Lab Explore the Concentration simulation to further understand chapter concepts.

Updated Text: Simulation Explore the Concentration PhET simulation to further understand chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 538

Location: Lesson 4 title line

Original Text: Lesson 4 TEKS 6.E TEKS 6.F Using Light

Updated Text: Lesson 4 TEKS 6.E, 6.F Using Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 538

Location: Science background header

Original Text: Science Background: Using Light

Updated Text: Science Background

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 540

Location: Lesson 4 Blueprint Title line

Original Text: Lesson 4 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 4 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 540

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 549

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 6.E TEKS 6.F Mirrors

Updated Text: LESSON 1 TEKS 6.E, 6.F Mirrors

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 549

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 6.E TEKS 6.F Lenses

Updated Text: LESSON 2 TEKS 6.E, 6.F Lenses

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 549

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Acids and Bases.

Updated Text: ✓ Watch additional videos for lesson concepts: Acid Ionization.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 55

Location: Lesson 1 Title

Original Text: LESSON 1 Describing Motion

Updated Text: LESSON 1 TEKS 5.A Describing Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 55

Location: Lesson 2 Title

Original Text: LESSON 2 Velocity and Momentum

Updated Text: LESSON 2 TEKS 5.A, 5.C Velocity and Momentum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 55

Location: Lesson 3 Title

Original Text: LESSON 3 Acceleration

Updated Text: LESSON 3 TEKS 5.A Acceleration

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 550

Location: Chapter 13, Assignment

Original Text: STEM Project: Assess the Effect of Telescopes on Daily Life

Updated Text: STEM Project: Assess the Effect of Telescopes on Daily Life STEM at Work: The Next Telescope

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 551

Location: Chapter Close, Driving Question Close answer

Original Text: Large telescopes use mirrors to capture and focus light from distant objects onto instruments that use it to form images.

Updated Text: Large telescopes tend to use mirrors instead of lenses because large mirrors are easier and less expensive to make than large lenses. In the largest telescopes, mirrors are used because lenses of equivalent size would be too heavy to support.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 553

Location: Ask Yourself

Original Text: Identify If the unknown solution is an acid, what type of standard solution would you use to perform a titration?

Updated Text: Identify the type of standard solution you would use to perform a titration if the unknown solution is an acid.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 554

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 6.E TEKS 6.F Mirrors

Updated Text: Lesson 1 TEKS 6.E, 6.F Mirrors

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 556

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 1 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 556

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 556

Location: Ask Yourself

Original Text: Explain What is soap scum?

Updated Text: Explain what soap scum is.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 56

Location: Chapter 2, Labs

Original Text: Launch Lab: Animal Race

Updated Text: Launch Lab: Animal Race Lab: Motion Graphs

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 56

Location: Chapter 2, Assignments

Original Text: STEM Project: Predict Motion of a System

Updated Text: STEM Project: Predict Motion of a System IPC & Technology: Autonomous Vehicles

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 56

Location: Lesson 2, Videos and Interactives

Original Text: Video: Velocity Interactive Visual Literacy: Velocity

Updated Text: Video: Satellite View of a Hurricane Interactive Visual Literacy: Velocity

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 56

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 3, Labs

Original Text: Lab: Projectile Motion Lab: Motion of Bouncing a Ball Quick Lab: Determine the Direction of Acceleration
Simulation: Accelerated Motion

Updated Text: Lab: Projectile Motion Lab: Motion of Bouncing a Ball Quick Lab: Determine the Direction of Acceleration Quick Lab: Investigate Acceleration Simulation: Accelerated Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 56

Location: Chapter 2, Videos and Interactives

Original Text: Video: Trebuchet Launch

Updated Text: Video: Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 566

Location: Figure 7

Original Text: [Image with the skeletal model, space-filling model, and chemical names of 3 chemicals.]

Updated Text: [Remove the extra shadows behind the chemical names.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 567

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F Lenses

Updated Text: Lesson 2 TEKS 6.E, 6.F Lenses

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 567

Location: Ask Yourself

Original Text: Explain What does the circle inside the hexagon of a skeletal formula of benzene represent?

Updated Text: Explain what the circle inside the hexagon of a skeletal formula of benzene represents.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 569

Location: Lesson 2 blueprint title line

Original Text: Lesson 2 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 569

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 571

Location: Fourth sentence in paragraph under header Mercaptans

Original Text: For example, the odor of grapefruits is due to the mercaptan shown in Figure 15.

Updated Text: For example, the odor of grapefruits is due to the mercaptan shown in Figure 15B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 571

Location: Sub-captions in Figure 15

Original Text: Left Image: Aniline is an amine used to make dyes. Right Image: A mercaptan gives grapefruit its unique smell and taste.

Updated Text: Left Image: 15A Aniline is an amine used to make dyes. Right Image: 15B A mercaptan gives grapefruit its unique smell and taste.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 571

Location: Last sentence in the paragraph under header Amines

Original Text: Aniline, shown in Figure 15, is used to make dyes.

Updated Text: Aniline, shown in Figure 15A, is used to make dyes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 572

Location: Sub-captions in Figure 17

Original Text: Left Image: Methyl salicylate gives gum and mints a wintergreen flavor. Right Image: Acetyl salicylic acid, commonly called aspirin, is a pain reliever.

Updated Text: Left Image: 17A Methyl salicylate gives gum and mints a wintergreen flavor. Right Image: 17B Acetyl salicylic acid, commonly called aspirin, is a pain reliever.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 572

Location: Paragraph under header Smells and tastes of aromatic compounds

Original Text: Aromatic compounds are so named because most of them have a distinctive smell. They contribute to the smell of cloves, cinnamon, and vanilla. For example, methyl salicylate, shown in Figure 17, produces a fresh wintergreen fragrance. Aspirin, also shown in Figure 17, is a sour-tasting aromatic compound. The different flavors are due to the different functional groups.

Updated Text: Aromatic compounds are so named because most of them have a distinctive smell. They contribute to the smell of cloves, cinnamon, and vanilla. For example, methyl salicylate, shown in Figure 17A, produces a fresh wintergreen fragrance. Aspirin, also shown in Figure 17B, is a sour-tasting aromatic compound. The different flavors are due to the different functional groups.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 573

Location: Ask Yourself

Original Text: Describe What does crude oil consist of?

Updated Text: Describe what crude oil consists of.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 574

Location: Look Closer under Figure 20

Original Text: Infer How might these fractions be further separated?

Updated Text: Infer how these fractions might be further separated.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 576

Location: Table 3 bottom row, right column , fourth bullet

Original Text: • computer • monitor casings

Updated Text: • computer monitor casings

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 58

Location: Lesson 2 TEKS Pill

Original Text: Lesson 2 TEKS 5.A

Updated Text: Lesson 2 TEKS 5.A, 5.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 582

Location: Lesson Blueprint chart, left side after header EXPLAIN

Original Text: Telescopes Lab: Telescopes Today 30 min Visual Literacy: Figure 19 15 min English Language Proficiency 10 min Standards Discussion: Telescope Locations 5 min SEP: Developing and Using Models 15 min Reading Strategy: Explain in Pictures 10 min Activity: Telescopes 30 min Microscopes SEP: Constructing Explanations 5 min and Designing Solutions Visual Literacy: Figure 23 5 min Interactive Visual Literacy: 5 min Microscopes

Updated Text: Telescopes [green check mark]Driving Question Connection 5 min Lab: Telescopes Today 50 min Visual Literacy: Figure 19 15 min Discussion: Telescope Locations 5 min SEP: Developing and Using Models 15 min Reading Strategy: Explain in Pictures 10 min Activity: Telescopes 30 min Microscopes SEP: Constructing Explanations 5 min and Designing Solutions Visual Literacy: Figure 23 5 min Interactive Visual Literacy: 5 min Microscopes English Language Proficiency 10 min Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 585

Location: Under Digital Spotlight

Original Text: STEM Project Complete the Compare Flame Retardant Materials STEM Project to apply your understanding of chapter concepts.

Updated Text: STEM Project Complete the Compare Flame Retardant Materials STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 585

Location: Under Digital Spotlight

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: LearnSmart See how much you know and attempt to answer the questions first before checking the resources for: ✓ TEKS 7.C assignment

Updated Text: LearnSmart See how much you know and attempt to answer the questions first before checking the resources for: ✓ TEKS 7.A assignment ✓ TEKS 7.C assignment

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 59

Location: Sub-captions in Figure 2

Original Text: Left Image: [A] Center image: [B] Right image: [C]

Updated Text: Left Image: 2A Center image: 2B Right image: 2C

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 592

Location: Look Closer under Figure 4

Original Text: Infer How do the rings compare in hardness and malleability?

Updated Text: Compare how the rings differ in compare in hardness and malleability?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 594

Location: Lesson 2, Videos and Interactives

Original Text: Interactive Visual Literacy: Pascal's Principle and Pressure Video: Properties of Fluids Video: Equilibrium Vapor Pressure

Updated Text: Interactive Visual Literacy: Pascal's Principle and Pressure Video: Properties of Fluids Video: Equilibrium Vapor Pressure

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 594

Location: Driving Question Connection paragraph

Original Text: DRIVING QUESTION CONNECTION You just learned about some of the physical properties of alloys used in plane production. Aluminum and titanium alloys are strong, lightweight and long-lasting, making them great materials for planes. While we may not travel by plane daily, air travel is a convenience to human life. We are able to travel increased distances in shorter periods of time and can also transport goods and supplies. How has air travel impacted your life?

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: DRIVING QUESTION CONNECTION Aluminum and titanium alloys are strong, lightweight, and long-lasting, making them great materials for planes. While we may not travel by plane daily, air travel is a convenience to human life. We can travel longer distances in shorter periods of time and can also quickly transport goods and supplies.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 594

Location: Chapter 14, Assignments

Original Text: STEM Project: Design a Boat to Float

Updated Text: STEM Project: Design a Boat to Float Scientific Breakthroughs: Detecting Dark Matter

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 594

Location: Lesson 1, Videos and Interactives

Original Text: Interactive Visual Literacy: Changes of State Video: Temperature Graph of Melting Ice Video: Dry Ice Sublimating

Updated Text: Interactive Visual Literacy: Changes of State Video: Changes of State Video: Dry Ice Sublimating

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 595

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Uses of Alloys. ✓ Watch additional videos for lesson concepts: The Making of Steel.

Updated Text: ✓ Review with Interactive Visual Literacy: Uses of Alloys. ✓ Watch additional videos for lesson concepts: Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 596

Location: Lesson 2 title line

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 7.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 596

Location: Lesson 3 title line

Original Text: Lesson 3

Updated Text: Lesson 3 TEKS 7.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 598

Location: Paragraph under header Ceramics in medicine

Original Text: Ceramics also have medical uses. Replacement hip sockets are made of ceramics because they are safe for use in the human body. Ceramics have physical properties including strength and durability which make them useful to everyday life. Ceramics also have chemical properties that make them useful to biomedical sciences. They can be composed of ions that are found throughout the body as well as ions that have limited toxicity when exposed to living tissue. This makes them a valuable resource in medical advancement. Ceramics are resistant to body fluids, which can damage other materials. They are relatively nonreactive and are resistant to rejection by the body. In the medical field, surgeons use ceramics in conjunction with alloys for the repair and replacement of joints such as hips, knees, shoulders, elbows, fingers, and wrists. Dentists use ceramics for braces as well as tooth replacement and repair.

Updated Text: Ceramics also have medical uses. In addition to their physical properties of durability and strength, ceramics have chemical properties that make them useful in biomedical sciences. Ceramics can be composed of ions that are found throughout the body as well as ions that have limited toxicity when exposed to living tissue. This makes them a valuable resource in medical advancement. Ceramics are also resistant to body fluids that can damage other materials. They are relatively nonreactive and are resistant to rejection by the body. As a result, surgeons use ceramics in conjunction with alloys for the repair and replacement of joints such as hips, knees, shoulders, elbows, fingers, and wrist. For example, replacement hip sockets are made of ceramics because they are safe to use in the human body. Dentists also use ceramics for braces and tooth replacement and repair.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 599

Location: Unpack the TEKS

Original Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Updated Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 6

Location: Lesson 3 Title line

Original Text: Lesson 3 TEKS 1.F, 2.B

Updated Text: Lesson 3 TEKS 1.F, 2.B, 2.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 60

Location: Under Essential Question

Original Text: What factors describe the motion of an object?

Updated Text: Which factors describe the motion of an object?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 600

Location: Lesson Blueprint chart, left side after header Changes of State

Original Text: Changes of State PhET Simulation: States of 20 min Matter: Basics Clarify a Preconception 5 min Reading Strategy 10 min English Language Proficiency 10 min Standards Visual Literacy 5 min Interactive Visual Literacy: 10 min Changes of State Video: Temperature Graph of 5 min Melting Ice

Updated Text: Changes of State PhET Simulation: States of 20 min Matter: Basics Clarify a Preconception 5 min [green checkmark]Driving Question Connection 20 min Reading Strategy 10 min English Language Proficiency 10 min Standards Visual Literacy 5 min Interactive Visual Literacy: 10 min Changes of State

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 600

Location: Lesson Blueprint chart, right side after header EXPLAIN (continued)

Original Text: EXPLAIN (continued) Video: Dry Ice Sublimating 5 min

Updated Text: EXPLAIN (continued) Video: Change of State 5 min Video: Dry Ice Sublimating 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 600

Location: Look Closer under Figure 12

Original Text: Compare How are n-type and p-type semiconductors different?

Updated Text: Compare how n-type and p-type semiconductors are different.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 601

Location: Bottom of page after the Activity

Original Text: N/A

Updated Text: [goggles]Simulation: Phase Changes | Labs | 20 min In this high school simulation, students apply thermal energy to three substances (water, ethanol, glycerol) and explore phases changes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 605

Location: First video below the Interactive Visual Literacy

Original Text: Video: Temperature Graph of Melting Ice

Updated Text: Video: Changes of State

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 607

Location: Look Closer under Figure 19

Original Text: Infer What parts of a car's body could be made of fiberglass?

Updated Text: Infer what parts of a car's body might be made of fiberglass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 608

Location: Header under Lesson Wrap Up and the following paragraph

Original Text: Return to the Essential Question Plastics are often a preferred material due to their strength. Plastics can be strong and lightweight simultaneously, making them very useful. Due to their strength, they are not easy to decompose. This also makes plastics a valuable material, but they can be damaging to the environment over time if not disposed of properly.

Updated Text: Revisit the Essential Question Plastics are often a preferred material due to their strength. Plastics can be both strong and lightweight, making them very useful. Due to their strength, plastics do not decompose easily. This also makes plastics a valuable material, but they can be damaging to the environment over time if they are not disposed of properly.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 609

Location: Paragraph under Summative Assessment

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: This digital summative assessment evaluates student understanding of substances and mixtures.

Updated Text: This digital summative assessment evaluates student understanding of matter and thermal energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 61

Location: Sub-captions in Figure 5

Original Text: Left Image: [A] Right image: [B]

Updated Text: Left Image: 5A Right image: 5B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 610

Location: Answer Key, Page 346

Original Text: Page 346 In-text question How do these states compare? They are all composed of water molecules. They differ in the amount of kinetic energy the molecules contain and the distances between the particles.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 610

Location: Answer Key, Page 348

Original Text: Ask Yourself Describe how the temperature of a substance is related to the kinetic energy of its particles.

Updated Text: Ask Yourself Describe how temperature is related to the kinetic energy of particles.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 611

Location: Lesson 3 box

Original Text: Polymers And Composites

Updated Text: Polymers and Composites

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 611

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 2 title line

Original Text: Lesson 2 Properties of Fluids

Updated Text: Lesson 2 TEKS 7.C Properties of Fluids

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 612

Location: Unpack the TEKS

Original Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Updated Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 613

Location: Between Clarify a Preconception and Video: Equilibrium Vapor Pressure

Original Text: N/A

Updated Text: [video icon]Example Problem Video: Pressure 5 min [video icon]Example Problem Video: Pascal's Principle 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 613

Location: Blueprint chart

Original Text: [Overset from the right column]

Updated Text: [Moved to right column]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 613

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 617

Location: Top of page after header EXPLAIN continued

Original Text: Clarify a Preconception | 5 minutes Some students may confuse pressure with force. Emphasize that pressure is the quotient of force divided by the area over which it is exerted. The Pressure Equation box (and Example Problem 1) will lead to a better understanding of the relationship between pressure and force.

Updated Text: [video icon]Example Problem Video: Pressure | Videos | 5 minutes Students will learn how to calculate force using the pressure equation. [video icon]Example Problem Video: Pascal's Principle | Videos | 5 minutes Students will learn how to calculate input force using Pascal's principle.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 62

Location: Lesson Blueprint table, under header Speed.

Original Text: Practice: Calculate Speed 10 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 62

Location: Lesson Blueprint table, under header Elaborate

Original Text: [Activity icon]Practice Problems: Calculate Speed

Updated Text: [video icon]Example Problem Video: Calculate Speed

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 62

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 620

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Paragraph under Summative Assessment

Original Text: This digital summative assessment evaluates student understanding of substances and mixtures.

Updated Text: This digital summative assessment evaluates student understanding of the properties of fluids.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 622

Location: Lesson 3 title line

Original Text: Lesson 3 Behavior of Gases

Updated Text: Lesson 3 TEKS 7.C Behavior of Gases

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 624

Location: Blueprint chart, left side under header Charles's Law—Temperature and Volume

Original Text: Visual Literacy 5 min Interactive Visual Literacy: 10 min Charles's Law Clarify a Preconception 5 min

Video: A Balloon in Liquid 5 min Nitrogen

Updated Text: Visual Literacy 5 min Interactive Visual Literacy: 10 min Boyle's Law and Charles's Law Clarify a Preconception 5 min Video: Behavior of Gases 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 624

Location: Between Lab: The Behavior of Gases and header EVALUATE

Original Text: N/A

Updated Text: [green checkmark icon]Driving Question Connection 5 min [video icon]Example Problem Video: Boyle's Law 5 min [video icon]Example Problem Video: Use Charles's Law 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 627

Location: Bottom of page, Interactive Visual Literacy

Original Text: Interactive Visual Literacy: Charles's Law

Updated Text: Interactive Visual Literacy: Boyle's Law and Charles's Law

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 628

Location: Above header ELABORATE bar

Original Text: Video: A Balloon in Liquid Nitrogen | Videos & Interactives | 5 minutes The video show how volumn decreases as temperature decreases.

Updated Text: Video: Behavior of Gases | Videos & Interactives | 5 minutes The video shows how volume decreases as temperature decreases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 629

Location: Bottom of page after the Driving Question Connection

Original Text: N/A

Updated Text: [video icon]Example Problem Video: Boyle’s Law | Videos | 5 minutes Students will learn how to calculate final volume using Boyle’s law. [video icon]Example Problem Video: Use Charles’s law | Videos | 5 minutes Students will learn how to calculate final volume using Charle’s law.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 631

Location: Answer Key, page 363

Original Text: Ask Yourself How does the kinetic theory of matter explain Charles’s law?

Updated Text: Ask Yourself Describe how the kinetic theory of matter explains Charles’s law.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 634

Location: Chapter 15, Assignments

Original Text: STEM Project: Improve Your Daily Life

Updated Text: STEM Project: Improve Your Daily Life IPC & Technology: Room Temperature Superconductors

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 634

Location: Lesson 2, Videos and Interactives

Original Text: Video: Leaves Changing Colors Interactive Visual Literacy: Physical Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Video: Properties of Matter Interactive Visual Literacy: Physical Change

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 638

Location: Lesson 1 Title Line

Original Text: Lesson 1 Composition of Matter

Updated Text: Lesson 1 TEKS 7.C Composition of Matter

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 640

Location: Under header Substances

Original Text: Substances Visual Literacy 10 min English Language Proficiency 10 min Standards

Updated Text: Substances English Language Proficiency 10 min Standards Visual Literacy 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 640

Location: Between EXPLAIN (continued) and Interactive Visual Literacy: Substances

Original Text: N/A

Updated Text: [green checkmark icon] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 640

Location: Between Quick Research and EVALUATE

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Calculate Total Mass of Product 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 641

Location: Lesson Details and 5E Options title line

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 1 with 5E Options

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 644

Location: Between SEP Using Mathematics and Computational Thinking and Earth Science Connection

Original Text: N/A

Updated Text: [goggles]Simulation: Separating Mixtures | Labs | 20 min Students will separate different mixtures using physical means.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 646

Location: Between Quick Research and EVALUATE bar

Original Text: N/A

Updated Text: [video icon]Example Problem Video: Calculate Total Mass of Product | Videos | 5 minutes Students will learn how to calculate the total mass of the product of a reaction using the law of conservation of mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 648

Location: Answer Key, page 372

Original Text: Ask Yourself Compare How are elements and compounds related?

Updated Text: Ask Yourself Compare elements and compounds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 648

Location: Answer Key, page 374

Original Text: Figure 8 Look Closer How can you tell that river water is a suspension?

Updated Text: Figure 8 Look Closer Explain how you can tell that river water is a suspension?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 648

Location: Answer Key, page 375

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Figure 10 Look Closer Where on this chart would you classify pizza?

Updated Text: Figure 10 Look Closer Examine this chart, and determine where you would classify pizza.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 649

Location: Lesson 2 title line

Original Text: Lesson 2 Properties of Matter

Updated Text: Lesson 2 TEKS 8.B Properties of Matter

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 65

Location: Second line under Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Kicking a Soccer Ball.

Updated Text: ✓ Watch additional videos for lesson concepts: Kicking Around a Soccer Ball.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 65

Location: ELPS Support box

Original Text: ELPS Support | 10 min

Updated Text: ELPS Support | 10 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 65

Location: ELPS Support box, paragraphs after headers Beginning and Intermediate

Original Text: Beginning Write the verb on the board: compare. Using gestures and other such visuals to support comprehension, model comparing two things. For example, compare your desk with a student's desk and ask yes/no questions. You might ask: Is my desk smaller than the student desk? Do both desks have drawers? After that, check comprehension, again, using gestures and other such comprehensible input. Give a basic description of something and ask: Am I comparing. Then compare two things and again ask: Am I comparing? Intermediate Write the verb on the board: compare. Using gestures and other such visuals to support comprehension, model comparing two things. For example, compare your desk with a student's desk and ask basic questions. You might ask: Which desk is smaller? What do both desks have? What does only my desk have? What does only the student desk have? After that, check comprehension, again, using gestures and other such comprehensible input. Give a basic description of something and ask: Am I comparing. Then compare two things and again ask: Am I comparing?

Updated Text: Beginning Write the verb on the board: compare. Using gestures and other visuals to support comprehension, model comparing two things. For example, compare your desk with a student’s desk and ask yes/no questions. You might ask: Is my desk smaller than the student desk? Do both desks have drawers? After that, check comprehension using gestures and other input. Give a basic description of something and ask: Am I comparing. Then compare two things and again ask: Am I comparing? Intermediate Write the verb on the board: compare. Using gestures and other visuals to support comprehension, model comparing two things. For example, compare your desk with a student’s desk and ask basic questions. You might ask: Which desk is smaller? What do both desks have? What does only my desk have? What does only the student desk have? After that, check comprehension using gestures and other input. Give a basic description of something and ask: Am I comparing? Then compare two things and again ask: Am I comparing?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 651

Location: Blueprint chart, left side under header EXPLORE

Original Text: SEP: Developing and Using Models 10 min Activity 10 min Quick Lab: Identify Changes 10 min Chemistry Journal 5 min

Updated Text: SEP: Developing and Using Models 10 min Chemistry Journal 5 min Activity 10 min Quick Lab: Identify Changes 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 651

Location: Blueprint chart, left side under header Physical Properties

Original Text: Differentiated Instruction 10 min Quick Demo 5 min Lab: Pure Substances and 30 min Mixtures Quick Lab: Separate Mixtures 10 min

Updated Text: Differentiated Instruction 10 min Lab: Pure Substances and 30 min Mixtures Quick Demo 5 min Quick Lab: Separate Mixtures 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 657

Location: Between header Topic: The Conservation of Mass and Applying Practices: Conservation of Mass

Original Text: N/A

Updated Text: [Red box with goggles] Lab: Comparative Conservation of Mass | Lab | 40 min Students will develop and use a model based on their understanding of mass conservation, develop a hypothesis that predicts the total mass of antacid tablets and water before and after the tablets are dissolved.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 657

Location: Extension at the bottom of page

Original Text: Extension | 10 minutes EXTEND Explain to students that viscosity is a measure of a fluid’s resistance to flow. Have students conduct research about the viscosity ratings of motor oils and which ratings are best for different types of climates. Higher viscosity oils have more resistance to flow and are used in warm weather, but lower viscosity oils flow more easily and are used in cold temperatures.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 664

Location: Chapter 16, Assignments

Original Text: STEM Project: Compare Elements

Updated Text: STEM Project: Compare Elements IPC & Technology: Lucy Mission

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 668

Location: Lesson 1 Title Line

Original Text: Lesson 1 Structure of the Atom

Updated Text: Lesson 1 TEKS 7.A, 7.D, 7.E Structure of the Atom

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 67

Location: Practice: Calculating Speed

Original Text: [green check mark]Practice: Calculate Speed | 10 minutes REINFORCE Have students calculate the average speed of a windup or battery-operated toy car using metersticks and a wall clock.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 670

Location: Blueprint chart, right side, top

Original Text: ELABORATE CER: Structure of the Atom 10 min Theme: Scale, Proportion, and 20 min Quantity Differentiated Instruction: 20 min Models in Other Fields Post Reading 15 min Use of Analogies 10 min Apply Your Knowledge 20 min

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Electron Energy Levels Interactive Visual Literacy: 10 min Structure of the Atom ELABORATE CER: Structure of the Atom 10 min Video: The Structure of the Atom 5 min Theme: Scale, Proportion, and 20 min Quantity Differentiated Instruction: 20 min Models in Other Fields Post Reading 15 min Use of Analogies 10 min Apply Your Knowledge 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 670

Location: Blueprint chart, left side, after header Scientific Shorthand

Original Text: Scientific Shorthand SEP Developing and Using 10 min Models English Language Proficiency 10 min Standards Analogies 5 min Models – Tools for Scientists Discussion: Dalton’s Model 5 min Activate Vocabulary Knowledge 5 min Visual Literacy 10 min Electron Energy Levels Interactive Visual Literacy: 10 min Structure of the Atom

Updated Text: Subatomic Particles SEP Developing and Using 10 min Models Driving Question Connection 5 min English Language Proficiency 10 min Standards Analogies 5 min Models – Tools for Scientists Discussion: Dalton’s Model 5 min Activate Vocabulary Knowledge 5 min Visual Literacy 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 672

Location: Header Topic: Scientific Shorthand

Original Text: Topic: Scientific Shorthand

Updated Text: Topic: Subatomic Particles

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 673

Location: ELPS Support Box

Original Text: Support students with the meaning of subatomic and how it relates to atoms. Beginning Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 387 about what atoms are composed of (“Atoms are composed of even smaller particles—subatomic particles--called protons, neutrons, and electrons...”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label each cluster protons, neutrons, electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons and electrons. Confirm understanding by asking yes/no questions. Ask: Are there smaller parts to an atom? Are protons inside an atom? Are atoms in protons? Intermediate Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 387 about what atoms are composed of (“Atoms are composed of even smaller particles—subatomic particles--called protons, neutrons, and electrons...”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label each cluster protons, neutrons, electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons and electrons. Confirm understanding by asking questions. Ask: What are the subatomic particles

of an atom? Students respond with a sentence stem: The subatomic particles of an atom are _____.

Advanced/Advanced High Explain the meaning of subatomic particles when describing the composition of an atom. Have students read the Driving Question Connection on page 387. Write the word atom on the board and underneath write protons, neutrons, electrons. Say: An atom has subatomic particles in it. Protons, neutrons and electrons are subatomic. Underline the prefix sub and say: Sub means under or beneath. Confirm understanding by asking questions. Ask: What does subatomic mean? What is inside an atom?

Updated Text: Support students with the meaning of subatomic and how it relates to atoms. **Beginning** Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 389 about what atoms are composed of (“Atoms are composed of even smaller particles—subatomic particles—called protons, neutrons, and electrons.”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label the clusters protons, neutrons, and electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons, and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons, and electrons. Confirm understanding by asking yes/no questions. Ask: Are there smaller parts to an atom? Are protons inside an atom? Are atoms in protons? **Intermediate** Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 389 about what atoms are composed of (“Atoms are composed of even smaller particles—subatomic particles—called protons, neutrons, and electrons.”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label the clusters protons, neutrons, and electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons, and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons, and electrons. Confirm understanding by asking questions. Ask: What are the subatomic particles of an atom? Students respond with a sentence stem: The subatomic particles of an atom are _____. **Advanced/Advanced High** Explain the meaning of subatomic particles when describing the composition of an atom. Have students read the Driving Question Connection on page 389. Write the word atom on the board and underneath write protons, neutrons, and electrons. Say: An atom has subatomic particles in it. Protons, neutrons, and electrons are subatomic. Underline the prefix sub- and say: Sub- means under or beneath. Confirm understanding by asking questions. Ask: What does subatomic mean? What is inside an atom?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 674

Location: Topic: Scientific Shorthand (continued) header

Original Text: Topic: Scientific Shorthand (continued)

Updated Text: Topic: Subatomic Particles (continued)

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 675

Location: Bottom of the page after the Content Background

Original Text: N/A

Updated Text: [video icon]Video: The Structure of the Atom | Videos | 5 minutes This video shows size atom, number of atoms in universe, atoms as empty space.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 677

Location: After header Exit Tickets

Original Text: Scientific Shorthand Display Figure 6, which shows that most of the mass of the atom is concentrated in the nucleus. Ask students to use this image to explain why it takes a great deal of energy to compress two of these atoms so that their nuclei touch. The nucleus is positively charged due to its protons. As the two atoms approach each other, the repulsive force between their nuclei increases. Therefore, the amount of energy required to compress the two atoms increases as the distance between their nuclei decreases.

Updated Text: Scientific Shorthand Ask students why it is important that there is only one set of abbreviations for elements that is used around the world. So that scientists can communicate chemical information to each other regardless of what language they speak. Subatomic Particles Display Figure 6, which shows that most of the mass of the atom is concentrated in the nucleus. Ask students to use this image to explain why it takes a great deal of energy to compress two of these atoms so that their nuclei touch. The nucleus is positively charged due to its protons. As the two atoms approach each other, the repulsive force between their nuclei increases. Therefore, the amount of energy required to compress the two atoms increases as the distance between their nuclei decreases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 677

Location: After header Electron Energy Levels

Original Text: Display Figure 8, which shows the atomic emission spectrum of hydrogen. [all of Figure 8]

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 680

Location: Lesson 2 title line

Original Text: Lesson 2 Masses of Atoms

Updated Text: Lesson 2 TEKS 7.A Masses of Atoms

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 680

Location: Content Vocabulary

Original Text: • atomic number • mass number • isotopes • average atomic mass

Updated Text: • atomic number • mass number • isotope • average atomic mass

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 685

Location: Sentence under Interactive Visual Literacy

Original Text: The slides show examples of different isotopes.

Updated Text: Students will use the Interactive Visual Literacy to view examples of different isotopes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 688

Location: Answer Key, Page 398 Apply Science

Original Text: Apply Science 1. How many years would it take for half of the rubidium-87 atoms in a piece of rock to change into strontium-87? How many years would it take for three-fourths of the atoms to change? 48.8 billion years; 97.6 billion years 2. After a long period, only one-fourth of the parent uranium-238 atoms in a sample of rock remain. How many years old would you predict the rock to be? 8.94 billion years

Updated Text: Apply Science 1. 48.8 billion years; 97.6 billion years 2. 8.94 billion years

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 689

Location: Lesson 3 title line

Original Text: Lesson 3 The Periodic Table

Updated Text: Lesson 3 TEKS 7.A, 7.B The Periodic Table

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 690

Location: TEKS Progression, High School

Original Text: TEKS 7.B Use patterns within the Periodic Table to predict the relative physical and chemical properties of elements.

Updated Text: TEKS 7.B Use patterns within the Periodic Table to predict the relative physical and chemical properties of elements.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 691

Location: Blueprint chart, left side

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: ENGAGE CER: The Periodic Table 10 min Activate Prior Knowledge 5 min Video: Properties of Atoms and 5 min the Periodic Table EXPLORE Quick Lab: Organize 30 min the Elements Quick Lab: Model an 20 min Aluminum Atom EXPLAIN Student Pages 400–408 Vocabulary Word Lab 20 min Organizing the Elements Visual Literacy English Language Proficiency 10 min Standards The Atom and the Periodic Table Applying Practices: Electron 40 min Patterns in Atoms Differentiated Instruction: Element 20 min Properties Activity Interactive Visual Literacy: 10 min Atoms and the Periodic Table Regions of the Periodic Table Lab: Periodic Properties of 20 min Metals, Nonmetals, and Metalloids

Updated Text: ENGAGE CER: The Periodic Table 10 min Activate Prior Knowledge 5 min EXPLORE Quick Lab: Organize 30 min the Elements Quick Lab: Model an 20 min Aluminum Atom EXPLAIN Student Pages 400–408 Vocabulary Word Lab 20 min Organizing the Elements Visual Literacy 5 min English Language Proficiency 10 min Standards Atoms and the Periodic Table Applying Practices: Electron 40 min Patterns in Atoms Driving Question Connection 5 min Differentiated Instruction: Element 20 min Properties Activity Interactive Visual Literacy: 10 min Atoms and the Periodic Table Regions of the Periodic Table Lab: Periodic Properties of 20 min Metals, Nonmetals, and Metalloids

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 691

Location: Blueprint chart, right side after header ELABORATE

Original Text: ELABORATE CER: The Periodic Table 10 min Differentiated Instruction 5 min Lab: A Periodic Table of Foods 30 min Activity: Arranging by Property 10 min Post Reading 20 min

Updated Text: ELABORATE CER: The Periodic Table 10 min Differentiated Instruction 5 min Lab: A Periodic Table of Foods 30 min Activity: Arranging by Property 10 min Simulation: Decoding the Periodic Table 20 min Post Reading 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 691

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 7.B

Updated Text: LearnSmart TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 692

Location: Between EXPLORE bar and Activate Prior Knowledge

Original Text: Video: Properties of Atoms and the Periodic Table | Videos & Interactives | 5 minutes The video describes how Mendeleev used atomic mass and properties of the known elements to arrange the elements in a logical order.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 694

Location: ELPS Support Box

Original Text: **Beginning** Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple 3 column/3 row chart on the board. Say: This is a table. Ask students to find other tables in the text. Point to the rows of the table on the board and ask: What are these? If no reply, say: These are rows. Point to the columns and ask: What are these? If no reply, say: These are columns. Write the words and have students repeat them aloud. Show the periodic table and ask students to point to the rows and the columns within the chart.

Intermediate Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple 3 column/3 row chart on the board. Point to the rows and ask: What are these? If no reply, say: These are rows. Point to the columns and ask: What are these? If no reply, say: These are columns. Show the periodic table and ask students to point to the rows and the columns within the chart. Tell students to read the paragraph about Figure 8. Ask what the difference is between the early periodic table by Mendeleev and the modern periodic table. Provide students with a sentence frame to make their comparison. Students complete the blanks with the correct words from the paragraph: The early periodic table arranged elements in _____ (rows) based on _____ (increasing atomic mass) and in _____ (columns) based on _____ (elements that share same physical and chemical properties). However, in the modern periodic table, the elements are arranged by _____ (increasing atomic number—not atomic mass—and by periodic changes in physical and chemical properties.)

Advanced/Advanced High Show the periodic table and ask students to point to the rows and the columns within the chart. Tell students to read the paragraph about Figure 8. Ask students to compare the early periodic table by Mendeleev and the modern periodic table. Elicit connecting words such as however and although.

Updated Text: **Beginning** Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple three-column/three-row chart on the board. Say: This is a table. Ask students to find other tables in the text. Point to the rows of the table on the board and ask: What are these? If there is no reply, say: These are rows. Point to the columns and ask: What are these? If there is no reply, say: These are columns. Write the words, and have students repeat them aloud. Show the periodic table, and ask students to point to the rows and the columns within the chart.

Intermediate Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple three-column/three-row chart on the board. Point to the rows and ask: What are these? If there is no reply, say: These are rows. Point to the columns and ask: What are these? If there is no reply, say: These are columns. Show the periodic table, and ask students to point to the rows and the columns within the chart. Tell students to read the last paragraph on p. 400 in the text. Ask what the difference is between the early periodic table by Mendeleev and the modern periodic table. Provide students with a sentence frame to make their comparison. Students will complete the blanks with the correct words from the paragraph: The early periodic table arranged elements in _____ (rows) based on _____ (increasing atomic mass) and in _____ (columns) based on _____ (elements that share the same physical and chemical properties). However, in the modern periodic table, the elements are arranged by _____ (increasing atomic number—not atomic mass—and by periodic changes in physical and chemical properties.)

Advanced/Advanced High Show the periodic table, and ask students to point to the rows and the columns within the chart. Tell students to read the last paragraph on p. 400 in the text. Ask them to compare the early periodic table by Mendeleev and the modern periodic table. Elicit connecting words such as however and although.

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 697

Location: The bottom of the page

Original Text: N/A

Updated Text: [goggle icon]Simulation: Decoding the Periodic Table | Labs | 20 minutes Students will use the simulation Decoding the Periodic Table to investigate the patterns in atomic properties found in the Periodic Table of Elements

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition
ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 70

Location: Sub-captions in Figure 14

Original Text: Left Image: [A] Right image: [B]

Updated Text: Left Image: 14A Right image: 14B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 70

Location: Practice Problems

Original Text: Practice Problems: Calculate Speed | 5 minutes Students will use the example problem on page 39 to complete practices problems on calculating speed.

Updated Text: [video icon]Example Problem Video: Calculate Speed | 5 minutes Students will learn how to calculate speed.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 701

Location: Answer Key, Page 400

Original Text: Page 400 Figure 12 Look Closer What do the question marks in Mendeleev’s chart represent? The question marks were placeholders for elements that had yet to be discovered.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 704

Location: Chapter 17, Assignments

Original Text: STEM Project: Model Recycling of Rare Earth Elements

Updated Text: STEM Project: Model Recycling of Rare Earth Elements Focus on Texas: Rare Earth in Big Bend Country

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 704

Location: Lesson 1, Videos and Interactives

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Video: Ionic Compounds and Metals Interactive Visual Literacy: The Inner Transition Elements

Updated Text: Video: Ionic Compounds and Metals Interactive Visual Literacy: Transition Metals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 704

Location: Lesson 1, Labs

Original Text: Lab: Chemical Activity Quick Lab: Discover What’s in Cereal Simulation: Properties of Elements

Updated Text: Lab: Chemical Activity Quick Lab: Discover What’s in Cereal Simulation: Periodic Properties of the Elements

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 71

Location: Answer to Exit Ticket: Topic: Speed

Original Text: Find the bus’s start and finish time from a bus schedule and add the distances between stops to calculate its average speed.

Updated Text: Find the bus’s start and finish time from a bus schedule and add the distances between stops. The average speed is the difference in the finish and start time divided by the total distance.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 710

Location: Under header EXPLORE

Original Text: EXPLORE Theme Patterns 15 min Simulation: Properties of 10 min Elements

Updated Text: EXPLORE Theme: Patterns 15 min Simulation: Periodic Properties of the Elements 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 712

Location: Under header EXPLORE

Original Text: Simulation: Properties of Elements

Updated Text: Simulation: Periodic Properties of the Elements

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 72

Location: Sub-captions in Figure 17

Original Text: N/A

Updated Text: Top Image: 17A Unrestrained Right image: 17B Restrained

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 72

Location: Last sentence in first paragraph after header What happens in a crash?

Original Text: Within 0.02 s after the car stops, any unbelted passengers will slam into the windshield, steering wheel, or the backs of the front seats, like the crash dummies shown in the top photo in Figure 17.

Updated Text: Within 0.02 s after the car stops, any unbelted passengers will slam into the windshield, steering wheel, or the backs of the front seats, like the crash dummies shown in Figure 17A.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 72

Location: First sentence in second paragraph after header What happens in a crash?

Original Text: The crash dummy in the bottom photo in Figure 17, however, was restrained with a safety belt and cushioned with an airbag.

Updated Text: The crash dummy in Figure 17, however, was restrained with a safety belt and cushioned with an airbag.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 720

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 7.A, 7.B, 7.C Nonmetals

Updated Text: Lesson 2 TEKS 7.A, 7.B Nonmetals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 722

Location: Between Reading Strategy and header The Noble Gases

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 724

Location: EXPLAIN continued header

Original Text: EXPLAIN continued

Updated Text: ENGAGE EXPLORE EXPLAIN ELABORATE EVALUATE

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 73

Location: Answer Key Page 40

Original Text: average speed over the entire motion or instantaneous speed at a given time

Updated Text: You can use the average speed of the object over the entire time, or you can use the instantaneous speed at a given instant.

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 732

Location: Under header EXPLAIN Student Pages 427-434

Original Text: EXPLAIN Student Pages 427—434 Vocabulary Word Lab 20 min The Carbon Group Lab: Carbon Allotropes 40 min Lab: Preparation of Carbon Dioxide English Language Proficiency 10 min Standards

Updated Text: EXPLAIN Student Pages 427—434 Vocabulary Word Lab 20 min The Boron Group English Language Proficiency 10 min Standards The Carbon Group Lab: Carbon Allotropes 50 min Lab: Preparation of Carbon Dioxide

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 732

Location: Bottom of left side of Blueprint chart

Original Text: Interactive Visual Literacy: 10 min Discovering and Making Elements

Updated Text: N/A

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 732

Location: Top of right side of Blueprints chart

Original Text: ELABORATE CER: Mixed Groups 10 min Use Graphic Organizers 10 min THEME: Developing and Using 10 min Models THEME: Obtaining, Evaluating and 15 min Communicating Information Differentiated Instruction: Math 10 min Visual Literacy 10 min THEME: Obtaining, Evaluating and 15 min Communicating Information Differentiated Instruction: Famous 30 min Scientists Applying Practices: Touching 30 min the Future

Updated Text: [header]Discovering and Making Elements continued [green checkmark]Driving Question Connection 10 min [interactive icon]Interactive Visual Literacy: 10 min Discovering and Making Elements 10 min ELABORATE CER: Mixed Groups 10 min Use Graphic Organizers 10 min SEP: Developing and Using 10 min Models SEP: Obtaining, Evaluating, and 15 min Communicating Information Differentiated Instruction: Math 10 min Visual Literacy 10 min SEP: Obtaining, Evaluating, and 15 min Communicating Information Differentiated Instruction: Famous 30 min Scientists Applying Practices: Touching 30 min the Future

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 732

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 737

Location: Bottom of page THEME Developing and Using Models title line

Original Text: THEME Developing and Using Models

Updated Text: SEP Developing and Using Models

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 738

Location: Top of the page, THEME Obtaining, Evaluating, and Communicating Information title line

Original Text: THEME Obtaining, Evaluating, and Communicating Information

Updated Text: SEP Obtaining, Evaluating, and Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 738

Location: Middle of the page, THEME Obtaining, Evaluating, and Communicating Information title line

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: THEME Obtaining, Evaluating, and Communicating Information

Updated Text: SEP Obtaining, Evaluating, and Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 74

Location: Lesson 2 Title

Original Text: Lesson 2 TEKS 5.A Velocity and Momentum

Updated Text: Lesson 2 TEKS 5.A, 5.C Velocity and Momentum

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 74

Location: Ask yourself after header Size and shape

Original Text: Infer Which would fall faster, a flat piece of paper or one that's been crumpled into a ball?

Updated Text: Infer which would fall faster, a flat piece of paper or one that's been crumpled into a ball.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 741

Location: Answer Key, Page 431

Original Text: Apply Science: Solve the Problem

Updated Text: Apply Science

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 742

Location: Driving Question

Original Text: What forces hold atomic nuclei together, and what happens when they fall apart?

Updated Text: What forces hold atomic nuclei together and how can nuclei change?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 744

Location: Chapter 18, Assignments

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: STEM Project: Assess Impact of Radiation on Agriculture

Updated Text: STEM Project: Assess Impact of Radiation on Agriculture Everyday Connections: Focus on Texas: Enriching Our Future

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 744

Location: Lesson 2, Videos and Interactives

Original Text: Video: Radioactive Decay Interactive Visual Literacy: Nuclear Fusion

Updated Text: Video: Radioactive Decay Interactive Visual Literacy: Nuclear Fission

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 744

Location: Lesson 3, Videos and Interactives

Original Text: Video: Radiation Technologies Interactive Visual Literacy: Nuclear Fusion

Updated Text: Video: Using Radiation: Treating Cancer Interactive Visual Literacy: Radioactive Isotopes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 744

Location: Lesson 3, Labs

Original Text: Lab: Radioactive Decay—A Simulation Lab: The Effect of Radiation on Seeds Lab: Radioactive Decay—A Simulation Simulation: Half-life Quick Lab: Model Radioactive Decay

Updated Text: Lab: Radioactive Decay—A Simulation Lab: The Effect of Radiation on Seeds Lab: Modeling the Half-Life of an Isotope Simulation: Half-Life Quick Lab: Model Radioactive Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 744

Location: Chapter 18, Labs

Original Text: Launch Lab: The Size of a Nucleus Lab: Radioactive Decay—A Simulation

Updated Text: Launch Lab: The Size of a Nucleus

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 749

Location: TEKS Progression, Grade 8

Original Text: TEKS 8.6.B Use the periodic table to identify the atoms involved in chemical reactions.

Updated Text: TEKS 8.6.B Use the periodic table to identify the atoms involved in chemical reactions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 75

Location: Sub-captions in Figure 21

Original Text: Left Image: [A] Right image: [B]

Updated Text: Left Image: 21A Right image: 21B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 757

Location: Paragraph under Summative Assessment

Original Text: This digital summative assessment evaluates student understanding of the ideal gas law and the behavior of real versus ideal gases.

Updated Text: This digital summative assessment evaluates student understanding of size and composition of the nucleus and the forces that act on these subatomic particles.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 76

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 5.A

Updated Text: Lesson 2 Blueprint TEKS 5.A, 5.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 76

Location: Lesson Blueprint table, under header ENGAGE

Original Text: Video: Velocity

Updated Text: Video: Satellite View of a Hurricane

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 76

Location: Lesson Blueprint table, under header Elaborate

Original Text: [Activity icon]Practice Problems: Solve for Momentum

Updated Text: [video icon]Example Problem Video: Solve for Momentum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 76

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.A

Updated Text: LearnSmart TEKS 5.A, 5.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 760

Location: Unpack the TEKS Flow chart

Original Text: [Flow chart in a straight line]

Updated Text: [Flow chart from 749]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 761

Location: Below header EXPLORE

Original Text: N/A

Updated Text: [video icon]Video: Radioactive Decay 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 761

Location: Header Nuclear Decays

Original Text: Nuclear Decays

Updated Text: Types of Nuclear Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 761

Location: Under header EXPLAIN (continued)

Original Text: Nuclear Fusion Vocabulary Strategy 5 min Activity: Clay Nuclei 15 min Mass-Energy Equivalence Clarify a Preconception 5 min Activity: Changing Mass 10 min

Updated Text: Nuclear Fusion Vocabulary Strategy 5 min Activity: Clay Nuclei 15 min [green check]Driving Question Connection 10 min Mass-Energy Equivalence Clarify a Preconception 5 min Activity: Changing Mass 10 min [green check]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 762

Location: Between the EXPLORE bar and Quick Research

Original Text: N/A

Updated Text: [video icon]Video: Radioactive Decay | Videos & Interactives | 5 minutes Students will learn about radioactive decay.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 763

Location: Header Topic: Nuclear Decays

Original Text: Topic: Nuclear Decays

Updated Text: Topic: Types of Nuclear Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 764

Location: Header Topic: Nuclear Decays (continued)

Original Text: Topic: Nuclear Decays (continued)

Updated Text: Topic: Types of Nuclear Decay (continued)

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 766

Location: Figure 10 image

Original Text: [Image of Figure 13 from the student edition in the Figure 10 frame]

Updated Text: [Replace image with correct Figure 10 image]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 769

Location: Above EVALUATE header bar

Original Text: Practice Problems: The Mass-Energy Equation | 10 minutes Students will convert units of energy to equivalent units of mass.

Updated Text: [video icon]Example Problem Video: Mass and Energy | Videos | 10 minutes Students will learn how to use the mass-energy equation to convert units of energy to units of mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 769

Location: Header Topic: Nuclear Decays

Original Text: Topic: Nuclear Decays

Updated Text: Topic: Types of Nuclear Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 77

Location: Under ENGAGE header

Original Text: Video: Velocity

Updated Text: Video: Satellite View of a Hurricane

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 77

Location: The third paragraph after header Impulse

Original Text: How is impulse calculated? Picture kicking a soccer ball that is moving toward you. As your foot strikes the ball, the force of your foot changes the ball's velocity. This force changes over time, first slowing the ball's motion, then stopping it briefly, finally sending the ball in another direction. The impulse is the average force applied by your foot multiplied by the length of time your foot was in contact with the ball. For example, if the kick took approximately 0.5 s, and the average force you applied was 20 N, the impulse would be 10 N·s.

Updated Text: Safety devices use the concept of impulse to reduce the forces on a person during a collision. For example, when a baseball strikes a batter, all its momentum is imparted into the batter. If the batter is not wearing a helmet, the impulse from the ball happens very quickly and results in a large force. If the batter is wearing a helmet, the helmet increases the amount of time it takes the ball to transfer its momentum into the batter. This greatly decreases the

amount of force applied to the batter and reduces the risk of injury by over 75%. Manufacturers continuously evaluate and refine their helmet designs and materials to make playing sports safer.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 77

Location: Figure 24 at the top of the page

Original Text: [2 photos]

Updated Text: Crop both photos to remove extra blue space.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 773

Location: TEKS Progression, Grade 8

Original Text: TEKS 8.8.B Explain the use of electromagnetic waves in applications such as radiation therapy, wireless technologies, fiber optics, microwaves, ultraviolet sterilization, astronomical observations, and X-rays.

Updated Text: TEKS 8.8.B Explain the use of electromagnetic waves in applications such as radiation therapy, wireless technologies, fiber optics, microwaves, ultraviolet sterilization, astronomical observations, and X-rays.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 773

Location: TEKS Progression, High School

Original Text: TEKS 8.C Research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies.

Updated Text: TEKS 8.C Research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 773

Location: Unpack the TEKS diagram

Original Text: [one bubble]advantages and disadvantages

Updated Text: [bubble]uses [bubble]advantages [bubble]disadvantages

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 774

Location: Lesson Blueprint title line

Original Text: Lesson 3 Blueprint TEKS 13.D

Updated Text: Lesson 3 Blueprint TEKS 8.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 774

Location: Under header Detecting Nuclear Radiation

Original Text: Interactive Visual Literacy: 10 min Half-life

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 774

Location: Under header Using Nuclear Radiation in Medicine

Original Text: Video: Radiation Technologies

Updated Text: Video: Using Radiation: Treating Cancer

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 774

Location: Under header Half-life, below Simulation: Half-life

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min [interactive icon]Interactive Visual Literacy: Half-Life 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 774

Location: Under header ELABORATE

Original Text: Apply Your Knowledge: 5 min Background Radiation

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 777

Location: Between EXPLAIN (continued) and Topic: Background Radiation

Original Text: Interactive Visual Literacy: Half-life | Videos & Interactives | 10 minutes Students will explore how radioactive elements decay at a predictable rate.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 779

Location: Bottom of page after Driving Question Connection

Original Text: N/A

Updated Text: [interactive icon]Interactive Visual Literacy: Half-life | Videos & Interactives | 10 minutes Students will explore how radioactive elements decay at a predictable rate.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 78

Location: First two lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Air Resistance. ✓ Watch additional videos for lesson concepts: Newton's Second Law and Gravitational Acceleration and An Astronaut Tests Gravity on the Moon.

Updated Text: ✓ Review with Interactive Visual Literacy: Air Resistance. ✓ Watch additional videos for lesson concepts: Galileo's Discovery.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 785

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.A TEKS 7.B Stability in Bonding

Updated Text: LESSON 1 TEKS 7.A, 7.B Stability in Bonding

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 785

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 7.A TEKS 7.B Writing Formulas and Naming Compounds

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: LESSON 3 TEKS 7.A, 7.B Writing Formulas and Naming Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 786

Location: Chapter 19, Assignments

Original Text: STEM Project: Categorize Substances from an Expedition to Mars

Updated Text: STEM Project: Categorize Substances from an Expedition to Mars IPC &Technology: Nonstick Surfaces

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 786

Location: Lesson 2, Videos and Interactives

Original Text: Interactive Visual Literacy: Molecules

Updated Text: Interactive Visual Literacy: Comparing Bonds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 786

Location: Lesson 3, Assignments

Original Text: CER: Writing Formulas and Naming Compounds Practice Problems: Determining Chemical Formulas, Naming Binary Ionic Compounds

Updated Text: CER: Writing Formulas and Naming Compounds Practice Problems: Determine a Chemical Formula; Name a Binary Ionic Compound

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 786

Location: Chapter 19, Videos and Interactives

Original Text: Video: Chemical Bonds

Updated Text: Video: Chemical Bonds If/Then She Can: Roselin Rosario-Meléndez

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 787

Location: Chapter Close, Lab: The Five Solutions Problem

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Lab: The Five Solutions Problem | Labs | 45 minutes Students will observe the reactions of five different known solutions, two at a time, record their observations, and identify an unlabeled sample of one of these solutions Students should perform the lab after Lesson 1.

Updated Text: Lab: The Five Solutions Problem | Labs | 50 minutes Students will observe the reactions of five unknown solutions, classify your observations, and identify an unlabeled sample of solution. Students should perform the lab after Lesson 1.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 788

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.A TEKS 7.B

Updated Text: LESSON 1 TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 788

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 7.A TEKS 7.B

Updated Text: LESSON 3 TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 790

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.A TEKS 7.B Stability in Bonding

Updated Text: LESSON 1 TEKS 7.A, 7.B Stability in Bonding

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 791

Location: First line after Unpack the TEKS

Original Text: TEKS 7.A The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:

Updated Text: TEKS 7.A The student knows that relationships exist between the structure and properties of matter. The student is expected to:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 801

Location: Answer Key, Page 466

Original Text: Figure 6 Look Closer After sodium’s electron is transferred to chlorine, how many outer electrons does sodium have? 8 How many does chlorine have? 8

Updated Text: Figure 6 Look Closer Analyze what happens after sodium’s electron is transferred to chlorine. How many outer electrons does sodium have? 8 How many does chlorine have? 8

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 803

Location: First line after Unpack the TEKS

Original Text: TEKS 7.A The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:

Updated Text: TEKS 7.A The student knows that relationships exist between the structure and properties of matter. The student is expected to:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 804

Location: Header Ions

Original Text: Ions

Updated Text: Transfer of Electrons

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 807

Location: Header Topic: Ion

Original Text: Topic: Ions

Updated Text: Topic: Transfer of Electrons

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 809

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Header Topic: Ion

Original Text: Topic: Ions

Updated Text: Topic: Transfer of Electrons

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 812

Location: Lesson 3 title line

Original Text: Lesson 3 TEKS 7.A TEKS 7.B Writing Formulas and Naming Compounds

Updated Text: Lesson 3 TEKS 7.A, 7.B Writing Formulas and Naming Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 813

Location: First line after Unpack the TEKS

Original Text: TEKS 7.B The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:

Updated Text: TEKS 7.B The student knows that relationships exist between the structure and properties of matter. The student is expected to:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 82

Location: Bottom of page

Original Text: [Activity Icon]Practice Problems: Solve for Momentum | 5 minutes Students will use the example problem on page 46 to complete practices problems on solving for momentum.

Updated Text: [video icon]Example Problem Video Solve for Momentum | 5 minutes Students will learn to calculate momentum using the momentum equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 824

Location: Chapter 20, Videos and Interactives

Original Text: Video: Chemical Reactions

Updated Text: Video: Chemical Reactions If/Then She Can: Paula Garcia Todd

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 824

Location: Chapter 20, Assignments

Original Text: STEM Project: Model Bioremediation of an Off-shore Oil Spill

Updated Text: STEM Project: Model Bioremediation of an Off-Shore Oil Spill Focus on Texas: The Texas City Disaster

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 824

Location: Lesson 1, Labs

Original Text: Lab: Conservation of Mass PhET Simulation: Reactants, Products and Leftovers, Balancing Equations

Updated Text: Lab: Conservation of Mass PhET Simulation: Reactants, Products, and Leftovers; Balancing Chemical Equations

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 824

Location: Lesson 2, Videos and Interactives

Original Text: Video: Potassium and Water, Copper and Silver Nitrate Interactive Visual Literacy: Types of Reactions

Updated Text: Video: Potassium and Water; Copper and Silver Nitrate; Classifying Chemical Reactions; Baking Soda and Vinegar Interactive Visual Literacy: Types of Reactions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 824

Location: Lesson 3, Videos and Interactives

Original Text: Video: Exothermic Reaction between Aluminum and Bromine Interactive Visual Literacy: Energy Exchanges in Chemical Reactions

Updated Text: Video: Energy Exchanges in Chemical Reactions Interactive Visual Literacy: Energy Exchanges in Chemical Reactions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 824

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson 3, Labs

Original Text: Lab: To Glow or Not to Glow

Updated Text: Lab: To Glow or Not to Glow Quick Lab: Modeling Balanced Chemical Equations

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 824

Location: Lesson 4, Videos and Interactives

Original Text: Video: Adding Heat to a Mixture of Hydrogen and Oxygen Interactive Visual Literacy: Factors Affecting Reaction Rates

Updated Text: Video: Factors Affecting Reaction Rates; Le Chatelier's Principle Interactive Visual Literacy: Factors Affecting Reaction Rates

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 836

Location: First line under Clarify a Preconception

Original Text: Students often incorrectly assume that the coefficients in a chemical equation must balance.

Updated Text: Some students may incorrectly assume that the sum of the coefficients of each side of the equation must be equal.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 837

Location: Just above header EVALUATE

Original Text: Practice Problems: Balancing Equations | 10 minutes Students will balance chemical equations.

Updated Text: [video icon]Example Problem Video: Balancing Equations | Videos | 10 minutes Students will learn how to balance chemical equations with the steps found in this lesson.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 840

Location: Answer Key, page 492

Original Text: Ask Yourself Explain why chemists use masses in grams instead of atomic mass units (u). At the scales commonly used for chemical reactions in a lab, grams are more practical than atomic mass units, u. Grams can be easily measured on lab equipment. Expressing the same amounts in u would require using very large numbers.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Ask Yourself Explain why chemists use masses in grams instead of atomic mass units (u). Grams are more practical than atomic mass units (u) for expressing the quantities of chemicals typically used in the lab. Grams can be easily measured on lab equipment. Expressing the same amounts in u would require using very large numbers.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 840

Location: Answer Key, Page 490

Original Text: Ask Yourself How can you tell whether a chemical equation is balanced or not?

Updated Text: Ask Yourself Summarize how you can tell whether a chemical equation is balanced or not.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 853

Location: Under header Energy Changes in Chemical Reactions

Original Text: Energy Changes in Chemical Reactions Video: Exothermic Reaction 5 min between Aluminum and Bromine Interactive Visual Literacy: 10 min Energy Exchanges in Chemical Reactions English Language Proficiency 10 min Standards

Updated Text: Energy Changes in Chemical Reactions Video: Energy Exchanges in Chemical Reactions 5 min Interactive Visual Literacy: 10 min Energy Exchanges in Chemical Reactions [lab icon] Quick Lab: Modeling Balanced Chemical Equations 25 min English Language Proficiency 10 min Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 855

Location: Under header Topic: Energy Changes in Chemical Reactions

Original Text: Video: Exothermic Reaction between Aluminum and Bromine

Updated Text: Video: Energy Exchanges in Chemical Reactions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 855

Location: Bottom of the page after the Interactive Visual Literacy

Original Text: N/A

Updated Text: [Red box][lab icon]Quick Lab: Descriptive Modeling Balanced Chemical Equations | Labs | 25 minutes Students will conduct this lab to develop and use a model to balance chemical equations.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 860

Location: Answer Key, Page 499

Original Text: Figure 18 Look Closer How do you know these are exergonic reactions?

Updated Text: Figure 18 Look Closer Infer why these are exergonic reactions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 860

Location: Answer Key, Page 500

Original Text: Figure 21 Look Closer How did the cookies change when they were baked?

Updated Text: Figure 21 Look Closer Compare the cookies before they were baked to what they are like after being baked.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 863

Location: Under header EXPLORE

Original Text: Video: Adding Heat to a Mixture of Hydrogen and Oxygen

Updated Text: Video: Factors Affecting Reaction Rates

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 863

Location: Under header ELABORATE

Original Text: Quick Investigation: Model Equilibrium

Updated Text: Quick Lab: Model Equilibrium

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 864

Location: Under header ENGAGE

Original Text: Activate Prior Knowledge | 5 minutes Have students brainstorm examples of chemical reactions that occur at different rates. List the reactions under three categories on the board: extremely fast, medium, extremely slow. Choose a medium or extremely slow reaction and ask students how they think the rate might be increased. Example: The rate at which a wooden log burns might be increased by reducing it to fine shavings or using a bellows to increase its

contact with oxygen. Reading Preview | 20 minutes Place students in groups and have them brainstorm meanings of new vocabulary words. Assign a recorder in each group to take notes and share the group's ideas.

Updated Text: Activate Prior Knowledge | 5 minutes Have students brainstorm examples of chemical reactions that occur at different rates. List the reactions under three categories on the board: extremely fast, medium, extremely slow. Choose a medium or extremely slow reaction and ask students how they think the rate might be increased.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 864

Location: Under header EXPLORE

Original Text: Video: Adding Heat to a Mixture of Hydrogen and Oxygen

Updated Text: Video: Factors Affecting Reaction Rates

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 864

Location: Below the blue box

Original Text: N/A

Updated Text: [interactives icon] Vocabulary Word Lab | Videos & Interactives | 20 minutes Have students utilize this interactive tool to examine and practice vocabulary.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 871

Location: Answer Key, Page 504

Original Text: Ask Yourself Compare and contrast the effects of increased concentration of liquid reactants and decreased volume of gaseous reactants. Increased pressure/decreased volume of gaseous reactants increases their concentration. Hence, more particles are closer together, leading to an increased number of collisions and a greater likelihood of a faster reaction.

Updated Text: Ask Yourself Compare and contrast the effects of increased concentration of liquid reactants and decreased volume of gaseous reactants. A decrease in the volume of a gas increases the concentration of the gas. Hence, it increases the reaction rate as does an increase in concentration of liquid reactants due to an increase in the number of collisions occurring

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 871

Location: Answer Key, Page 507

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Figure 29 Look Closer What observation suggests that the reverse reaction in the tube on the right has not gone to completion.

Updated Text: Figure 29 Look Closer Identify what you can see in the photo that suggests the reverse reaction in the tube on the right has not gone to completion.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 873

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.C TEKS 7.F How Solutions Form

Updated Text: LESSON 1 TEKS 7.C, 7.F How Solutions Form

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 873

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 7.C TEKS 7.F Concentration and Solubility

Updated Text: LESSON 2 TEKS 7.C, 7.F Concentration and Solubility

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 873

Location: Lesson 3 Title line

Original Text: LESSON 3 TEKS 7.C TEKS 7.F Particles in Solution

Updated Text: LESSON 3 TEKS 7.C, 7.F Particles in Solution

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 873

Location: Lesson 4 title line

Original Text: LESSON 4 Gas TEKS 7.C Dissolving without Water

Updated Text: LESSON 4 TEKS 7.C Dissolving Without Water

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 874

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Chapter 16 row header

Original Text: CHAPTER 16

Updated Text: CHAPTER 21

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 874

Location: Chapter 16, Videos and Interactives

Original Text: Video: Stalactites, Stalagmites, and Gypsum Crystals in Caves

Updated Text: Video: Solutions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 874

Location: Chapter 16, Labs

Original Text: Launch Lab: Crystal Garden Lab: Conductivity of Solutions

Updated Text: Launch Lab: Crystal Garden

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 874

Location: Chapter 16, Assignments

Original Text: STEM Project: Explain Erosion Effects on Streams and Rivers

Updated Text: STEM Project: Explain Erosion Effects on Streams and Rivers IPC & Society: Hidden Nobel Prize Medals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 874

Location: Lesson 2, Videos and Interactives

Original Text: Video: Types of Solutions Video: Physical Properties of Solutions Interactive Visual Literacy: Solubility of Gases

Updated Text: Video: Types of Solutions Interactive Visual Literacy: Solubility of Gases

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 875

Location: Chapter Launch column

Original Text: Video: Stalactites, Stalagmites, and Gypsum Crystals in Caves

Updated Text: Video: Solutions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 880

Location: Under header ENGAGE

Original Text: Video: Solutions

Updated Text: Video: How Substances Dissolve

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 880

Location: Under header ELABORATE

Original Text: ELABORATE SEP: Obtaining, Evaluating, and 10 min Communicating Information SEP: Obtaining, Evaluating, and 10 min Communicating Information Apply Your Knowledge 15 min Quick Lab: Observe Effects 5 min of Surface Area Practice Problems: Calculate 10 min Surface Area

Updated Text: ELABORATE SEP: Obtaining, Evaluating, and 10 min Communicating Information SEP: Obtaining, Evaluating, and 10 min Communicating Information [video icon]Example Problem Video: Calculate 10 min Surface Area Apply Your Knowledge 15 min Quick Lab: Observe Effects 5 min of Surface Area

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 881

Location: Under header ENGAGE

Original Text: Video: Solutions | Videos & Interactives | 5 minutes This video describes how cave formations made of calcium carbonate form when an acidic solution reacts with limestone.

Updated Text: Video: How Substances Dissolve | Videos & Interactives | 5 minutes This video shows a sugar cube dissolving in water.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 883

Location: Under header Topic: How Substances Dissolve

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Video: How Substances Dissolve | Videos & Interactives | 5 minutes This video shows a sugar cube dissolving in water.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 883

Location: In text of Activity at the bottom of the page

Original Text: Figure 5.

Updated Text: Figure 6.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 885

Location: Practice Problems

Original Text: Practice Problems: Calculate Surface Area | 10 minutes Students will complete practice problems on how to calculate surface area using the example and steps on page 519.

Updated Text: [video icon]Example Problem Video: Calculate Surface Area | Videos | 10 minutes Students will learn how to calculate the surface area of a rectangular solid.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 885

Location: Quick Lab red box

Original Text: Quick Lab Observe Effects of Surface Area | Labs | 5 minutes Students will conduct this activity to observe and compare the dissolve times of ground of sugar and sugar cubes.

Updated Text: Quick Lab: Descriptive Observe Effects of Surface Area | Labs | 15 minutes Students will conduct this activity to observe how the surface area of sugar influences its rate of dissolving in water.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 889

Location: Unpack the TEKS diagram

Original Text: the rate of

Updated Text: the rate of reaction

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 89

Location: Figure 6

Original Text: Left Image: Increase speed Center image: Change direction of force Right image: Increase force

Updated Text: Left Image: 6A Increase speed Center image: 6B Change direction of force Right image: 6C Increase force

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 89

Location: Fourth sentence under header Increase speed

Original Text: Look at the cyclist in the top panel of Figure 6.

Updated Text: Look at the cyclist in Figure 6B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 89

Location: Second sentence under header Change direction of force

Original Text: The wedge-shaped blade of the ax in Figure 6 is one example.

Updated Text: The wedge-shaped blade of the ax in Figure 6B is one example.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 89

Location: First sentence under header Increase force

Original Text: car jack, such as the one in the bottom panel of Figure 6,

Updated Text: car jack, such as the one in Figure 6C,

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 89

Location: Third sentence under the third paragraph under header Increase speed

Original Text: In the car jack example in Figure 6, the man applies an input force to the car jack, and the car jack applies an output force to the car.

Updated Text: In the car jack example in Figure 6C, the man applies an input force to the car jack, and the car jack applies an output force to the car.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 89

Location: Lesson Blueprint table, under header Velocity and Acceleration

Original Text: Discussion: Acceleration

Updated Text: [lab icon]Quick Lab: Investigate Acceleration

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 89

Location: Lesson Blueprint table, under header EXPLAIN (continued)

Original Text: Struggling Learners 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 89

Location: Lesson Blueprint table, under header ELABORATE

Original Text: History Connection: Aircraft Carriers 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 89

Location: Lesson Blueprint table, under header ELABORATE

Original Text: N/A

Updated Text: [green checkmark][video icon] Example Problem Video: Calculate Acceleration 10 min [empty checkmark box]Activity 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 890

Location: Under header ENGAGE

Original Text: Video: Physical Properties of 5 min Solutions

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 890

Location: Under header How Much Can Dissolve?

Original Text: How Much Can Dissolve? Activity 15 min Activity 15 min Science Journal 15 min

Updated Text: How much can dissolve? Activity 15 min Activity 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 890

Location: Under header Solubility of Gases

Original Text: Solubility of Gases Quick Demo 10 min Interactive Visual Literacy: 5 min Solubility of Gases ELABORATE Use Analogies 15 min Apply Your Knowledge 15 min Lab: Saturated Solutions 15 min Driving Question Connection 10 min

Updated Text: Solubility of Gases Quick Demo 10 min Interactive Visual Literacy: 5 min Solubility of Gases Driving Question Connection 10 min ELABORATE Use Analogies 15 min Apply Your Knowledge 15 min Lab: Saturated Solutions 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 891

Location: Above header EXPLORE

Original Text: Video: Physical Properties of Solutions | Videos & Interactives | 5 minutes This video shows the process of osmosis taking place.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 893

Location: Quick Lab red box

Original Text: Quick Lab

Updated Text: Lab: Comparative

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 899

Location: Unpack the TEKS diagram

Original Text: the rate of

Updated Text: the rate of reaction

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 9

Location: First 2 sentences in second paragraph

Original Text: Clean drinking water, as shown in Figure 9, is necessary for life whether traveling to Mars or to your school right here on Earth. Technology developed for recycling water on the space station is also used to improve water purification systems on Earth.

Updated Text: Clean drinking water, as shown in Figure 9, is necessary for life whether you are traveling to Mars or to your school right here on Earth. Technology developed for recycling water on the International Space Station (ISS) is also used to improve water purification systems on Earth.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 9

Location: First line under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Scientific Method.

Updated Text: ✓ Review with Interactive Visual Literacy: What are the physical sciences?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 900

Location: Under header ENGAGE

Original Text: Reading Strategy 10 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 900

Location: Under Lab: Conductivity of Solutions

Original Text: N/A

Updated Text: [lab icon] Lab: Boiling Points of Solutions 50 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 902

Location: Above English Language Proficiency Standards

Original Text: N/A

Updated Text: ELPS Support | 10 minutes [EB/EL pill]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 903

Location: Theme: Patterns under header Topic: Effects of Solute Particles

Original Text: The freezing point and the boiling point of a solvent are both affected by the concentration of the solute particles in a solution. Have students create a graphic organizer that shows the effects of solute concentration on freezing point and boiling point. Before students create their graphic organizers, they should ask questions such as: How is freezing point affected by solute concentration? How is boiling point affected by solute concentration? How are the patterns of change different? How can I illustrate the patterns of change? Have students explain in writing why each shows a different pattern of change.

Updated Text: The freezing and boiling points of a solution are both affected by the concentration of the solute particles. Share the following data with students. Data for salt concentration in water (g/L) and boiling point of water (°C): 0, 100.0; 10, 100.2; 20, 100.4; 30, 100.5; 40, 100.6; 50, 100.8. Data for sucrose concentration in water (mol/L) and freezing point (°C): 0, 0.0; 1, -2.0; 2, -4.0; 3, -5.9; 4, -7.8; 5, -9.5. Have students organize the data in a graphic organizer such as a fish diagram, t-chart, or ladder to show the pattern that as solute concentration increases, boiling point increases and freezing point decreases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 903

Location: Driving Question Connection under header Topic: Effects of Solute Particles

Original Text: Salt compounds are held together by ionic bonds because they have an electrical charge. Salt dissolves when mixed with water due to water's covalent bonds. Covalent bonds are stronger than ionic bonds and therefore salt dissolves when mixed with water. Ask: Why doesn't sand dissolve in water? Water cannot break the bonds between sand molecules.

Updated Text: Salt compounds are held together by ionic bonds. Salt dissolves when mixed with water due to water's covalent bonds. Ask: Why doesn't sand dissolve in water? Water cannot break the bonds between the molecules in sand.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 904

Location: Below red lab box above header EVALUATE

Original Text: N/A

Updated Text: [red box][lab icon] Lab : Descriptive Boiling Points of Solutions | Labs | 50 minutes Students will conduct this lab to determine how adding salt affects the boiling point of water.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 906

Location: Answer Key, Page 527

Original Text: Ask Yourself What are the differences and similarities between dissociation and ionization?

Updated Text: Ask Yourself Compare and contrast the differences and similarities between dissociation and ionization.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 906

Location: Answer Key, Page 527

Original Text: Look Closer Figure 17 Why will sodium chloride in solution conduct electricity?

Updated Text: Look Closer Figure 16 Explain why sodium chloride in solution conducts electricity.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 906

Location: Answer Key, Page 528

Original Text: Look Closer Figure 18

Updated Text: Look Closer Figure 17

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 906

Location: Answer Key, Page 529

Original Text: Look Closer Figure 19

Updated Text: Look Closer Figure 18

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 906

Location: Answer Key, Page 529

Original Text: Ask Yourself How does antifreeze affect the vapor pressure of a pure solvent?

Updated Text: Ask Yourself Describe how antifreeze affects the vapor pressure of a pure solvent.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 907

Location: Lesson 4 title line

Original Text: Lesson 4 TEKS 7.C, 7.F Dissolving without Water

Updated Text: Lesson 4 TEKS 7.C Dissolving Without Water

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 909

Location: Lesson 4 Blueprint Title line

Original Text: Lesson 4 Blueprint TEKS 7.C TEKS 7.F

Updated Text: Lesson 4 Blueprint TEKS 7.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 909

Location: Under header ENGAGE

Original Text: ENGAGE CER: Dissolving Without Water 10 min Activate Prior Knowledge 5 min Reading Strategy 10 min Mixing Polar and Nonpolar 5 min Solvents Activity 15 min

Updated Text: ENGAGE CER: Dissolving Without Water 10 min Activate Prior Knowledge 5 min Reading Strategy 10 min [video icon] Video: Mixing Polar and Nonpolar 5 min Solvents Activity 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 912

Location: Below Reading Strategy and above header Topic: Polarity and Vitamins

Original Text: N/A

Updated Text: [green checkmark][interactive icon]Interactive Visual Literacy: Versatile Molecules | Labs | 5 minutes Students will complete this interactive visual literacy to observe how some substance are versatile because the have an end that is polar and an end that is nonpolar.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 912

Location: Bottom of the page

Original Text: [green checkmark][interactive icon]Interactive Visual Literacy: Versatile Molecules | Labs | 5 minutes
Students will complete this interactive visual literacy to observe how some substance are versatile because the have an end that is polar and an end that is nonpolar.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 915

Location: Answer Key, Page 532

Original Text: Ask Yourself Why is soap required to clean oily dirt?

Updated Text: Ask Yourself Summarize why soap is required to clean oily dirt.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 915

Location: Answer Key, Page 533

Original Text: Look Closer Figure 25 Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 24). What effect does oxygen have in these two molecules?

Updated Text: Look Closer Figure 24 Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 23). What effect does oxygen have in these two molecules?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 915

Location: Answer Key, Page 534

Original Text: Ask Yourself Why is it necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins?

Updated Text: Ask Yourself Restate why it is necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 918

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Chapter 22, Videos and Interactives

Original Text: Video: Water Purification

Updated Text: Video: Acids, Bases, and Salts

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 918

Location: Chapter 22, Labs

Original Text: Launch Lab: The Effects of Acid Rain Lab: Be a Soda Scientist

Updated Text: Launch Lab: The Effects of Acid Rain

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 918

Location: Chapter 22, Assignments

Original Text: STEM Project: Compare the Reactions of Pollutant Substances of the Environment

Updated Text: STEM Project: Compare Reactions of Pollutant Substances of the Environment IPC & Society: Higher Temperatures, Lower pH

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 919

Location: Chapter Launch column

Original Text: Video: Water Purification

Updated Text: Video: Water Purification

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 919

Location: Chapter Launch column

Original Text: Lab: Be a Soda Scientist | Labs | 10 minutes Students will conduct this activity to the relative concentrations of common acidic substances.

Updated Text: Lab: Be a Soda Scientist | Labs | 50 minutes Students will conduct this activity to compare the acidity levels in three soft drinks.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 92

Location: Between Discussion: Acceleration and the Interactive Visual Literacy:

Original Text: N/A

Updated Text: [insert red box with goggles icon]Quick Lab: Descriptive Investigate Acceleration | Labs | 20 minutes
Students will conduct this lab to mathematical relationships to determine acceleration.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 921

Location: Advanced/Advanced High box

Original Text: ELPS 1A.i, 3E

Updated Text: ELPS 1A, 3E

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 924

Location: Under header ELABORATE

Original Text: CER: Solutions of Acids and 10 min Bases

Updated Text: CER: Acids and Bases 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 926

Location: Header Topic: Common Acids

Original Text: Topic: Common Acids

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 936

Location: Under header ELABORATE

Original Text: ELABORATE [green checkmark]CER: Strengths of Acids and 10 min Bases [green checkmark]Quick Check 5 min [green checkmark]Lab: Acid Rain 10 min Apply Your Knowledge: Strong and 5 min Weak Acids and Bases Apply Your Knowledge: pH of a 5 min Solution

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: ELABORATE [green checkmark] CER: Strengths of Acids and 10 min Bases [green checkmark] Quick Check 5 min Lab: Acid Rain 50 min [lab icon] Lab: Acids, Bases, and Indicators 50 min Apply Your Knowledge: pH of a 5 min Solution

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 941

Location: Between red lab box and header EVALUATE

Original Text: Apply Your Knowledge: pH of a Solution | 5 minutes Have students write chemical equations that show HCO_3^- acting to neutralize OH^- ions and H^+ ions. $\text{HCO}_3^- + \text{OH}^- \rightarrow \text{H}_2\text{O} + \text{CO}_3^{2-}$; $\text{HCO}_3^- + \text{H}^+ \rightarrow \text{H}_2\text{CO}_3$ Explain that this equation demonstrates how one of the blood buffers works.

Updated Text: [red box][Lab icon] Lab: Descriptive Acids, Bases, and Indicators | Labs | 50 minutes Students will conduct this lab activity to investigate how a universal indicator is affected by acidic and basic solutions and determine the pH of several common liquids.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 948

Location: Quick Lab red box

Original Text: Quick Lab Observe Acid Relief | Labs | 10 minutes Students conduct an activity to determine what changes take place when acid then an antacid tablet are placed in a solution.

Updated Text: Quick Lab: Descriptive Observe Acid Relief | Labs | 10 minutes Students conduct an activity to observe how an antacid changes an acidic solution.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 953

Location: Lab red box

Original Text: Lab Be a Soda Scientist | Labs | 10 minutes Students will conduct this activity to the relative concentrations of common acidic substances. The lab requires the preparation of a 0.1M solution of sodium hydroxide (NaOH).

Updated Text: Lab: Comparative Be a Soda Scientist | Labs | 50 minutes Students will conduct this activity to compare the acidity levels in three soft drinks. The lab requires the preparation of a 0.1M solution of sodium hydroxide (NaOH).

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 955

Location: Answer Key, Page 553

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Ask Yourself If the unknown solution is an acid, what type of standard solution would you use to perform a titration?

Updated Text: Ask Yourself Identify the type of standard solution you would use to perform a titration if the unknown solution is an acid.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 955

Location: Answer Key, Page 553

Original Text: Figure 16 Look Closer Explain why you must add the base to the acid drop by drop near the end of the titration.

Updated Text: Figure 16 Look Closer Explain why you add the base drop by drop near the end of the titration.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 955

Location: Answer Key, Page 556

Original Text: Ask Yourself Explain What is soap scum?

Updated Text: Ask Yourself Explain what soap scum is.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 957

Location: Lesson 1 Essential Question

Original Text: Essential Question: What are the basic structures that carbon compounds have?

Updated Text: Essential Question: What are the basic structures that carbon compounds can have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 958

Location: Chapter 23, Labs

Original Text: Launch Lab: Carbon, the Organic Element Lab: Alcohols and Organic Acids

Updated Text: Launch Lab: Carbon, the Organic Element

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 958

Location: Chapter 23, Videos and Interactives

Original Text: Video: Yanartas Fires

Updated Text: Video: Organic Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 958

Location: Chapter 23, Assignments

Original Text: STEM Project: Compare Flame Retardant Materials

Updated Text: STEM Project: Compare Flame Retardant Materials Focus on Texas: Brewing Texas Tea

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 958

Location: Lesson 3, Assignments

Original Text: CER: Petroleum- A Source of Carbon Compounds

Updated Text: CER: Petroleum—A Source of Organic Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 958

Location: Lesson 4, Labs

Original Text: Quick Lab: Test for Starches Lab: The Starch Breakdown Lab: Testing for a Vitamin

Updated Text: Quick Lab: Test for Starch Lab: The Breakdown of Starch Lab: Testing for a Vitamin

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 959

Location: Chapter Launch column

Original Text: Launch Lab: Carbon, the Organic Element | Labs | 5 minutes Students will conduct this activity to determine what is left over in a test tube after burning bread.

Updated Text: Launch Lab: Carbon, the Organic Element | Labs | 20 minutes Students will conduct this activity to observe what happens when organic substances are exposed to heat.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 959

Location: Chapter Launch column

Original Text: Video: Yanartas Fires

Updated Text: Video: Organic Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 96

Location: At the top of the page just under the header ELABORATE continued

Original Text: N/A

Updated Text: [green checkmark in box][Video icon]Example Problem Video: Calculate Acceleration | Videos | 10 minutes Students will learn how to calculate acceleration using the acceleration equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 962

Location: Lesson 1 Essential Question

Original Text: Essential Question: What are the basic structures that carbon compounds have?

Updated Text: Essential Question: What are the basic structures that carbon compounds can have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 964

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 964

Location: Under header Organic Compounds

Original Text: Organic Compounds SEP: Developing and Using 10 min Models

Updated Text: Organic Compounds SEP: Developing and Using 10 min Models [green check mark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 964

Location: Under header Carbon Rings

Original Text: Post Reading: Partner Discussion

Updated Text: Post Reading: Partner Discussion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 968

Location: Lab red box

Original Text: Lab Model Hexane Isomers | Labs | 10 minutes Students will conduct this lab activity to model the unbranched chain structure of hexane, and draw its structural formula and make as many different branched formations of hexane as you can, and draw the structural formula of each.

Updated Text: Quick Lab: Descriptive Model Hexane Isomers | Labs | 20 minutes Students will conduct this lab activity to make models of hexane isomers.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 971

Location: Lesson Wrap up box, above Word Lab, LearnSmart, and Science Literacy Essentials icons.

Original Text: Return to the Essential Question What are the basic structures that carbon compounds have?

Updated Text: Revisit the Essential Question What are the basic structures that carbon compounds can have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 972

Location: Answer Key, Page 567

Original Text: Ask Yourself What does the circle inside the hexagon of a skeletal formula of benzene represent?

Updated Text: Ask Yourself Explain what the circle inside the hexagon of a skeletal formula of benzene represents.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 975

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 975

Location: Under header Replacing Hydrogen

Original Text: Replacing Hydrogen Interactive Visual 10 min Literacy: Replacing Hydrogen Substituting Oxygen Activity: Fermentation 5 min Visual Literacy 5 min Discussion: Hydrolysis 5 min Lab: Esters 10 min English Language Proficiency 10 min Standards

Updated Text: Replacing Hydrogen [green check mark]Driving Question Connection 10 min Interactive Visual 10 min Literacy: Replacing Hydrogen Substituting Oxygen Groups Theme: Structure and Function 30 min Activity: Fermentation 5 min Visual Literacy 5 min Discussion: Hydrolysis 5 min Lab: Esters 10 min English Language Proficiency 10 min Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 975

Location: Header Aromatic Compounds and items below

Original Text: [at the bottom of left column] Aromatic Compounds Active Reading: Write-Draw-Discuss 15 min SEP: Developing and Using 10 min Models Post-Reading: Graphic Organizer 10 min

Updated Text: [at the top of right column] Aromatic Compounds Active Reading: Write-Draw-Discuss 15 min SEP: Developing and Using 10 min Models Post-Reading: Graphic Organizer 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 975

Location: Under header ELABORATE

Original Text: ELABORATE CER: Substituting Hydrocarbons 10 min Lab: Alcohols and Organic 25 min Acids

Updated Text: ELABORATE CER: Substituted Hydrocarbons 10 min Apply Your Knowledge 10 min Lab: Alcohols and Organic 25 min Acids

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 978

Location: Top of page under header Topic: Substituting Oxygen Groups

Original Text: Theme: Structure and Function

Updated Text: [Theme pill] Structure and Function | 30 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 979

Location: ELPS Support Title line

Original Text: ELPS Support | 10 min EB/EL

Updated Text: [green checkmark]ELPS Support | 10 minutes EB/EL

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 979

Location: Answer of Discussion: Helpful Odors

Original Text: Possible answers: Ripe fruit produces good odors, aromatherapy, the smell of smoke can alert people to a fire, and the odor of spoiled food makes it unappetizing.

Updated Text: Possible answers: Ripe fruit produces odors that appeal to most people, many people prefer the smells used in aromatherapy, the smell of smoke can alert people to a fire, and the odor of spoiled food makes it unappetizing.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 985

Location: Content Vocabulary

Original Text: • monomer • polymer • polymerization

Updated Text: • monomer • polymer • depolymerization

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 987

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition
ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 987

Location: Under header EXPLAIN Student Pages 573–578

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: EXPLAIN Student Pages 573–578 Vocabulary Word Lab 20 min Uses for Petroleum Compounds Visual Literacy 5 min Polymers English Language Proficiency 10 min Standards SEP: Developing and Using Models 10 min Activity: Polymers Among Us 5 min Interactive Visual Literacy: 5 min Polymers

Updated Text: EXPLAIN Student Pages 573–578 Vocabulary Word Lab 20 min [header]What is petroleum? Social Studies Connection: Resource Map 5 min [header]Processing Crude Oil [green checkmark]Discussion: Distilled Water 5 min Uses for Petroleum Compounds Visual Literacy 5 min Polymers [green checkmark]Driving Question Connection 5 min English Language Proficiency 10 min Standards SEP: Developing and Using Models 10 min Activity: Polymers Among Us 5 min Interactive Visual Literacy: 5 min Polymers

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 988

Location: Under header EXPLORE

Original Text: Quick Demo: Separating Components

Updated Text: Quick Demo: Separating Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 99

Location: Answer Key Page 49

Original Text: Ask Yourself Identify the informaion given by the slope of a speed-time graph.

Updated Text: Ask Yourself Identify the information given by the slope of the line of a speed-time graph.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 99

Location: Answer Key Page 52

Original Text: Ask Yourself Which will hit the ground faster, a dropped ball or one thrown from the same height?

Updated Text: Ask Yourself Compare which will hit the ground faster: a dropped ball or one thrown from the same height?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 99

Location: Look Closer under Figure 16

Original Text: Predict How large will the mechanical energy of the ball-Earth system be after the ball has reached the ground and rolled to a stop? Use the ground as the reference level.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Predict how large the mechanical energy of the ball-Earth system will be after the ball has reached the ground and rolled to a stop. Use the ground as the reference level.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 995

Location: Answer Key, Page 573

Original Text: Ask Yourself What does crude oil consist of?

Updated Text: Ask Yourself Describe what crude oil consists of.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 995

Location: Answer Key, Page 574

Original Text: Figure 20 Look Closer How might these fractions be further separated?

Updated Text: Figure 20 Look Closer Infer how these fractions might be further separated.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 998

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): 998

Location: Under header Carbohydrates

Original Text: Carbohydrates Visual Literacy 5 min Activity: Starch to Glucose 5 min Quick Lab: Test for Starch 10 min Lab: Breakdown of Starch 30 min Nucleic Acids SEP: Developing and Using 10 min Models Discussion 5 min

Updated Text: Carbohydrates Visual Literacy 5 min Activity: Starch to Glucose 5 min [green checkmark]Quick Lab: Test for Starch 20 min Lab: Breakdown of Starch 50 min Nucleic Acids SEP: Developing and Using 20 min Models Discussion: DNA Screening 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 998

Location: Under header ELABORATE

Original Text: Apply Your Knowledge 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): li

Location: Knowledge and Skills TEKS 1.B Teacher Materials

Original Text: Teacher Edition: Sci-14, Sci-15, Sci-35, Sci-44, 134, 138, 236, 299, 341, 521, 56, 563, 587, 893, 930

Updated Text: Teacher Edition: Sci-14, Sci-15, Sci-35, Sci-44, 134, 138, 236, 299, 341, 521, 561, 563, 587, 893, 930

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): Sci-10

Location: Bottom of page below last paragraph

Original Text: N/A

Updated Text: [blue pill]TEKS 4.A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Figure 8

Original Text: Image needs x- and y-axis titles

Updated Text: x-axis title will be "News Sources" and y-axis title will be "Percent"

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: [text deleted]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or “banked” for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or “banked” for long periods of time.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Ask Yourself[en space]Describe the contribution of one scientist.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself[en space]Identify[en space]What are science-related challenges faced by marginalized populations?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-17

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-28

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: [N/A; adding an answer]

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-37

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: [N/A; adding an answer]

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-48

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon] A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes This digital assignment introduces students to the first scientist, Thales of Miletus [assignment icon] STEM Biographies: The National Society of Black Engineers | Assignments | 15 minutes This digital assignment introduces students to the National Society of Black Engineers and the history of their founding.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes This digital review provides end of chapter practice prior to testing. Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: [text deleted]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): xiii

Location: Front Matter TOC: Chapter 8, Lesson 1

Original Text: Lesson 1 7.C, 8.D

Updated Text: Lesson 1 TEKS 7.C, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): xliii

Location: Lesson 1 TEKS line

Original Text: LESSON 1 TEKS 7.A, 7.B, 7.C

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: LESSON 1 TEKS 7.A, 7.B

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*

ISBN: 9781265771430

Type: Editorial Change

Current Page Number(s): xlili

Location: Lesson 2 TEKS line

Original Text: LESSON 2 TEKS 7.A, 7.B, 7.C

Updated Text: LESSON 2 TEKS 7.A, 7.B

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): xxii

Location: Front Matter TOC: Chapter 17, Lesson 1

Original Text: Lesson 1 TEKS 7.A, 7.B, 7.C

Updated Text: Lesson 1 TEKS 7.A, 7.B

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): xxii

Location: Front Matter TOC: Chapter 17, Lesson 2

Original Text: Lesson 2 TEKS 7.A, 7.B, 7.C

Updated Text: Lesson 2 TEKS 7.A, 7.B

Feedback and Publisher Responses

Component: *McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition*

ISBN: 9781265771430

Page Number(s): 127

URL:

[View Content](#)

Feedback Text: In the middle of the sentence, there's a period after the word data which should actually be placed after the words in pink (after acceleration).

Publisher Response: Thank you for your feedback. We will correct this in the implementation course.

Program: McGraw Hill Texas Integrated Physics and Chemistry: ELPS

Editorial Changes

Component: *McGraw Hill Texas Integrated Physics and Chemistry Student Edition*

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 193

Location: p.193 last paragraph, last sentence

Original Text: Figure 8 shows how atmospheric CO₂ concentration increased from 1960 to 2021, which was a chief contributor to global climate change.

Updated Text: Figure 8 shows how atmospheric CO₂ concentration increased from 1960 to 2021.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 199

Location: p.199 last paragraph, first sentence

Original Text: The World Health Organization estimates that approximately 600,000 people were exposed to levels of radiation that continue to pose a risk to their health.

Updated Text: The World Health Organization estimates that the Chernobyl incident exposed approximately 600,000 people to levels of radiation that continue to pose a risk to their health.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 204

Location: p.204 last paragraph

Original Text: A disadvantage of hydroelectric power plants is that they can disturb ecosystem balance. Some species of fish migrate back to the rivers in which they hatched to breed. Dams can block migration, causing a decline in fish population. Fish ladders, shown in Figure 21, enable fish to migrate upstream, past some dams. Also, hydroelectric plants can alter habitats by changing the water temperature and causing river sediment buildup.

Updated Text: A disadvantage of hydroelectric power plants is that they can disturb ecosystem balance. Some species of fish migrate back to the rivers in which they hatched to breed. Fish ladders, shown in Figure 21, enable fish to migrate upstream, past some dams. Also, hydroelectric plants can alter habitats by changing the water temperature and causing river sediment buildup. Hydroelectric is also not available in areas where water is scarce.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 213

Location: p.213 last paragraph, 3rd sentence

Original Text: The particles are also carried by the blood to other organs of the body.

Updated Text: The particles are also carried by the blood to other organs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Type: Editorial Change

Current Page Number(s): 213

Location: p.213 last paragraph, first sentence

Original Text: Health effects of air pollution Smog and other forms of air pollution have a devastating effect on human health.

Updated Text: Health effects of air pollution Both environmental and indoor air pollutants have a devastating effect on human health.

Publisher: McGraw Hill

Physics

Program: McGraw Hill Texas Physics: TEKS

Editorial Changes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 10

Location: Bottom of left column

Original Text: [light blue bar] What do physicists study? [green checkmark]Driving Question Connection 5 min [light blue bar] What approaches do physicists use? [empty checkbox]Activity: Using Observations 10 min [light blue bar] Why study physics? [empty box] Reinforcement: Why take physics? 10 min [green checkmark][video icon] Video: Why study physics? 5 min

Updated Text: [light blue bar] What do physicists study? [green checkmark]Driving Question Connection 5 min [green checkmark][video icon] Video: Introduction to Physics 5 min [light blue bar] What approaches do physicists use? [empty checkbox]Activity: Using Observations 10 min [light blue bar] Why study physics? [empty box] Reinforcement: Why take physics? 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 100

Location: 2nd item on page, "Visual Literacy" and accompanying Figure

Original Text: Figure 23

Updated Text: Figure 25

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 100-101

Location: order of all items on pages

Original Text: [p. 100] Reinforcement: Representing Motion Visual Literacy: Figure 23 Driving Question Connection ELPS Support [p. 101] IN-CLASS Example 5 Apply Your Knowledge: Calculate Speed and Velocity IN-CLASS Example 6

Updated Text: [p. 100] Reinforcement: Representing Motion Visual Literacy: Figure 23 IN-CLASS Example 5 Apply Your Knowledge: Calculate Speed and Velocity [p. 101] [light blue header bar] Topic: Equation of Motion at Constant Velocity IN-CLASS Example 6 Driving Question Connection ELPS Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1000

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Current through a Resistor | Videos & Interactives | 10 minutes Students will work through problems involving Ohm's law.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1001

Location: 2nd item on page, "Use an Analogy," 1st sentence

Original Text: Use the analogy of current to flowing water to help explain series and parallel connections.

Updated Text: Use the analogy of current to flowing water to help students understand what ammeters and voltmeters measure.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1002

Location: last item on page

Original Text: [assignment icon] Applying Practices: Touching the Future | Assignments | 45 minutes Students research and evaluate the engineering design of capacitive touchscreens and propose their own design solutions.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1008

Location: flowchart on right

Original Text: N/A

Updated Text: [arrows added to the diagram]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1010

Location: 3rd item on page, "Quick Demo: Heat from a Resistor"

Original Text: Materials 47- Ω , 10-W resistor; power supply; small polystyrene cup; water; thermometer Procedure Connect the resistor to a variable power supply. Then submerge the resistor in a small polystyrene cup half-filled with water. Use a thermometer to measure the water temperature as current passes through the resistor. If time permits, run two trials, one with 10 V applied and one with 20 V applied, replacing the water between trials. Note the rate of temperature increase. Ask students to announce and record the temperature readings and draw a graph on the board.

Updated Text: Materials electric kettle; electrical outlet; water; thermometer Procedure Have student examine the kettle's heating coil/element with the kettle unplugged from the power supply. Explain to students that a heating element acts as a resistor. Have them infer why a resistor might heat up the water. Then, fill the kettle with water, plug it into an electrical outlet, and turn it on. Be sure to follow any directions and specifications given by the manufacturer. Use a thermometer to measure the water temperature as current passes through kettle's coil/element. CAUTION: Do not let the thermometer touch the coil/element. Note the rate of temperature increase. Ask students to announce and record the temperature readings and draw a graph on the board.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1019

Location: flowchart on right

Original Text: N/A

Updated Text: [arrows added to the diagram]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 102

Location: Under "Elaborate," 4th item

Original Text: STEM Connection: It's All Relative: Einstein and Education | 15 minutes Read about Einstein's work on relativity.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 102

Location: Paragraph 3, sentence 4

Original Text: In other words, you increase the magnitude of the applied force. The direction in which you exert the force also matters—if you push the resting book to the right, the book will start moving to the right.

Updated Text: In other words, you increase the magnitude of the applied force. The direction in which you exert the force also matters. For example, if you push the resting book to the right, the book will start moving to the right.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 102

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Position | Videos & Interactives | 5 min Students will work though finding the position for an object moving at constant speed.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 102-103

Location: items titled "Critical Thinking: Position-Time Graph" and "SEP Planning and Carrying Out Investigations"

Original Text: [last two items on p. 102]

Updated Text: [first two items on p. 103]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1020

Location: left column, under "Series Circuits," between items 7 and 8

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1020

Location: left column, last two items under "Series Circuits"

Original Text: [empty checkbox] IN-CLASS Example 5 5 min [green checkmark] Quick Demo: Voltage Dividers 5 min

Updated Text: [green checkmark] IN-CLASS Example 5 5 min [empty checkbox] Quick Demo: Voltage Dividers 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1020

Location: right column, after item 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1020

Location: right column, first light blue header bar

Original Text: Series and Parallel Connections

Updated Text: Kirchoff's Rules

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1024

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Potential Difference in a Series Circuit | Videos & Interactives | 10 minutes Students will work through problems involving series circuit calculations.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1024-1025

Location: Quick Lab box "Series Circuit"

Original Text: [1st item on page 1025]

Updated Text: [last item on page 1024]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1025

Location: after 3rd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Equivalent Resistance and Current in a Parallel Circuit | Videos & Interactives | 10 minutes Students will work through problems involving parallel circuit calculations.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1026

Location: 2nd item on page

Original Text: [goggles icon][pointing finger icon][lightning bolt icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1035

Location: flowchart on right

Original Text: [list of materials in separate ovals]

Updated Text: [all in one oval] materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1036

Location: left column, item 2

Original Text: [empty checkbox][video icon] Video: Circuit Safety 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1037

Location: 2nd item on page, "Video: Circuit Safety"

Original Text: [video icon] Video: Circuit Safety | Videos & Interactives | 5 minutes This video illustrates some of the methods used to make circuits safer.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1037

Location: 3rd item on page, "Activate Prior Knowledge," last sentence

Original Text: Students might suggest inserting some type of device that would draw very little current but would melt to stop the current in the event of an overload.

Updated Text: Students might suggest inserting some type of device that would melt or break to stop the current in the event of an overload.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1048

Location: right column, "About the Photo," sentence 2

Original Text: Whereas constant electromagnets were once used to remove magnetic metals, such as iron and nickel, now devices exist that can use small permanent magnets with strong magnetic fields to remove these metals, as shown in the opening photograph.

Updated Text: Whereas constant electromagnets were once used to remove magnetic metals, such as iron and nickel, now devices exist that can use small permanent magnets with strong magnetic fields to remove these metals.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1050

Location: Assignments, Chapter 23

Original Text: STEM Project: Specify How Magnetic Fields are Used in Designing Solutions

Updated Text: STEM Project: Specify How Magnetic Fields are Used in Designing Solutions Physics & Technology: Accelerating a Solution

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1050

Location: Labs, Lesson 1

Original Text: Quick Labs: Magnetic Domains; Direction of Magnetic Fields

Updated Text: Quick Labs: Magnetic Domains; 3-D Magnetic Fields

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1051

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "What characteristics of magnets and electric currents cause magnetic fields?"

Updated Text: This formative assessment worksheet explores the question: How do magnets behave?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1053

Location: 2nd table, right column, "False Cognates"

Original Text: English: iron (sp. hierro) English: yellow (sp. amarillo)

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1056

Location: Right column, item 6 under "Elaborate"

Original Text: Quick Lab: Direction of Magnetic Fields 15 min

Updated Text: Quick Lab: 3-D Magnetic Fields 20 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 106

Location: left column, after 2nd TEKS listed (TEKS 5.B)

Original Text: (Primary TEKS)

Updated Text: (Supported TEKS)

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1061

Location: last item on page, "Driving Question Connection," sentence 1

Original Text: Point out the Chapter Opener image.

Updated Text: [PHENOMENTON icon] Point out the Chapter Opener image.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1065

Location: first item on page, title

Original Text: Direction of Magnetic Fields | Labs | 15 minutes

Updated Text: 3-D Magnetic Fields | Labs | 20 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1070

Location: left column, after last items

Original Text: N/A

Updated Text: [empty checkbox] [video icon] Example Problem Video 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1071

Location: page header

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 1 with 5E Options

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1075

Location: last item on page, "Driving Question Connection," sentence 1

Original Text: After students have read about electromagnets, have them discuss as a class the following two specific ideas:

Updated Text: [PHENOMENON icon] After students have read about electromagnets, have them discuss as a class the following two specific ideas:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1076

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Calculate the Strength of a Magnetic Field | Videos & Interactives | 10 minutes Students will work through problems about magnetic fields around current-carrying wires.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 108

Location: Assignments, Chapter 3

Original Text: STEM Project: Evaluate Accelerated Motion

Updated Text: STEM Project: Evaluate Accelerated Motion STEM at Work: Designing Fun

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 108

Location: Videos & Interactives, Lesson 1

Original Text: Video: Take-off Acceleration Example Problem Videos: Velocity and Acceleration; Average Acceleration
Interactive Visual Literacy: Nonuniform Motion Diagrams; Finding an Acceleration Vector

Updated Text: Videos: Take-off Acceleration; Nonuniform Motion Diagrams Example Problem Videos: Velocity and
Acceleration; Average Acceleration Interactive Visual Literacy: Nonuniform Motion Diagrams; Finding an Acceleration
Vector

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 108

Location: Videos & Interactives, Lesson 2

Original Text: Example Problem Videos: Finding Displacement from a Velocity-Time Graph; Two-Part Motion Interactive
Visual Literacy: Area Under a Curve

Updated Text: Example Problem Videos: Displacement Interactive Visual Literacy: Area Under a Velocity-Time Graph

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 108

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Mars 2020: Launch.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1086

Location: page header

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 2 with 5E Options

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1098

Location: Assignments, Chapter 24

Original Text: STEM Project: Describe How Electromagnets Improve Your Daily Life

Updated Text: STEM Project: Describe How Electromagnets Improve Your Daily Life Physics & Society: An Interruption from the Sun

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1103

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifted to match how this flowchart is formatted in other chapters; no changes to wording]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1106

Location: Figure 2

Original Text: [above top image] Direction of Current [above bottom image] Right-Hand Rule

Updated Text: [figure formatted as other multi-part figures in the book] [below top image] 2A[n space]Direction of Current [below bottom image] 2B[n space]Right-hand rule

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 111

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1110

Location: Figure 9

Original Text: N/A

Updated Text: [figure formatted like other multi-part figures in the book; subcaptions added] [below left image]9A[n space]An AC generator [below top right image]9B[n space]Current v. Time graph [below bottom right image]9C[n space]Power v. Time graph

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1115

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifted to match how this flowchart is formatted in other chapters; no changes to wording]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1116

Location: Right column, between items 4 and 5

Original Text: N/A

Updated Text: [empty box] [video icon] Example Problem Video: Step-Up Transformers 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1123

Location: Before last item on page ("Apply Your Knowledge: Transformers")

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Step-Up Transformers | Videos & Interactives | 10 minutes Students will work through problems related to transformers.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1124

Location: First item on page, "Driving Question Connection," first sentence

Original Text: After reading about transformers, discuss as a class the following two specific ideas.

Updated Text: [PHENOMENON icon] After reading about transformers, discuss as a class the following two specific ideas.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1124

Location: 5th item on page, "Critical Thinking: Motors," prompt text

Original Text: A motor depends on the electromagnetic force on a current-carrying wire in a magnetic field. While in principle, Ampère's law can be used to calculate that magnetic field, in practice the law is seldom used. Have students describe how Faraday's law is useful in describing why, when a motor is rotating slowly, it draws more current than it does when it rotates rapidly.

Updated Text: A motor depends on the electromagnetic force on a current-carrying wire in a magnetic field. Faraday's law states that induced EMF is equal to the rate of change of the magnetic flux. Have students use to explain why, when a motor is rotating slowly, it draws more current than it does when it rotates rapidly.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1128

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifted to match how this flowchart is formatted in other chapters; no changes to wording]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 113

Location: flowchart in the right column

Original Text: analyze [arrow] different types of [arrow] motion [arrow] generating interpreting [arrow] position vs time velocity vs time acceleration vs time [arrow] graphs

Updated Text: analyze [arrow] different types of motion by [arrow] generating interpreting [arrow] position versus time velocity versus time acceleration versus time [arrow] using [arrow] hand graphing real-time technology

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1135

Location: Last item on page, "Driving Question Connection," Sentence 1

Original Text: After students have read about mass spectrometry, discuss the following two specific ideas.

Updated Text: [PHENOMENON icon] After reading about transformers, discuss as a class the following two specific ideas.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 114

Location: left column, under "Describing Nonuniform Motion," items 1 and 2

Original Text: [empty checkbox] Activate Prior Knowledge 5 min [empty checkbox] Visual Literacy: Figure 2 5 min

Updated Text: [empty checkbox] Visual Literacy: Figure 3 5 min [empty checkbox][video icon] Video: Nonuniform Motion Diagrams 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 114

Location: right column, under "Calculating Acceleration," all items

Original Text: [green checkmark] IN-CLASS Example 2 5 min [green checkmark] Critical Thinking: Average Acceleration 5 min

Updated Text: [empty checkbox][video icon] Example Problem Video: Average Acceleration 10 min [green checkmark] IN-CLASS Example 2 5 min [empty checkbox][video icon] Example Problem Video: Velocity and Acceleration 10 min [green checkmark] Critical Thinking 5 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 114

Location: Figure 14

Original Text: N/A

Updated Text: [added sub-captions] [under left image] 14A[n space]A car approaching a box [under right image] 14B[n space]The effect of the red block's inertia

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1142

Location: Assignments, Chapter 25

Original Text: STEM Project: Compare the Use of Electromagnetic Waves

Updated Text: STEM Project: Compare the Use of Electromagnetic Waves Physics & Society: Answering the Call STEM Biographies: Ending the Scourge of Tuberculosis

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1142

Location: Assignments, Lesson 2

Original Text: CER: Wireless Communications

Updated Text: CER: Wireless Communications Applying Practices: Digital Transmission and Storage of Information; Catching Waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1142

Location: Labs, Lesson 3

Original Text: Quick Lab: Using Electromagnetic Waves

Updated Text: Quick Lab: Fluorescent Fingerprints

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1143

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “How do we use electromagnetic waves in technology?”

Updated Text: This formative assessment worksheet explores the question: What properties do electromagnetic waves have?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1147

Location: Last paragraph in left column, after the last sentence

Original Text: N/A

Updated Text: This lesson also supports TEKS 8.E by discussing applications of X-rays.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 115

Location: 2nd item on page, after existing text

Original Text: N/A

Updated Text: Phrases such as speed up and slow down describe motion with specific changes in the velocity vector. If an object speeds up, consecutive velocity vectors in its motion diagram increase in length. If an object slows down, consecutive velocity vectors decrease in length.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 116

Location: paragraph 1, sentence 4

Original Text: From the time it left Earth’s orbit until its arrival at Mars, the Mars 2020 Perseverance spacecraft experienced a gravitational pull mainly from the Sun as well as forces from the spacecraft’s rockets that gently adjusted its course.

Updated Text: From the time it left Earth’s orbit until its arrival at Mars, the Mars 2020 Perseverance spacecraft, shown in Figure 16, experienced a gravitational pull mainly from the Sun as well as forces from the spacecraft’s rockets that gently adjusted its course.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1161

Location: right column, under "Elaborate," after last item

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Digital Transmission and Storage of Information 45 min
[empty box][assignment icon] Applying Practices: Catching Waves 100 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1168

Location: after last item on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Digital Transmission and Storage of Information | Assignments | 45 min Students will compile and evaluate a list of questions regarding the advantages of digital transmission of information. [assignment icon] Applying Practices: Catching Waves | Assignments | 100 Students will create a detailed timeline that communicates technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," between items 2 and 3

Original Text: N/A

Updated Text: [video icon] Video: Nonuniform Motion Diagrams | Videos & Interactives | 5 minutes This video shows Figure 2 in motion.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," item 1

Original Text: Activate Prior Knowledge | 5 minutes REINFORCE Phrases such as speed up and slow down describe motion with specific changes in the velocity vector. If an object speeds up, consecutive velocity vectors in its motion diagram increase in length. If an object slows down, consecutive velocity vectors decrease in length.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," items 2 and 3 and Figure label

Original Text: Figure 2

Updated Text: Figure 3

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1174

Location: right column, under "Elaborate," item 2

Original Text: Quick Lab: Using Electromagnetic Waves 15 min

Updated Text: Quick Lab: Fluorescent Fingerprints 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1175

Location: last item on page, "Reinforcement: Doppler Effect"

Original Text: Ask students to summarize what they learned in Chapter 17 about the Doppler effect. The Doppler effect is the change in frequency of a wave caused by the movement of the wave source, the detector, or both. Have students give their ideas about how the Doppler effect applies to electromagnetic waves. Because electromagnetic waves are waves, the Doppler effect applies to them. Explain that they will learn in this lesson how meteorologists use the Doppler effect to measure the velocities of storm systems.

Updated Text: Ask students to summarize what they learned in Chapters 16 and 17 about the Doppler effect. The Doppler effect is the change in frequency of a wave caused by the movement of the wave source, the detector, or both. Review with students how the Doppler effect applies to light. Ask them what this means for how the Doppler effect applies to other electromagnetic waves. Because electromagnetic waves are waves, the Doppler effect applies to them. Explain that they will learn in this lesson how meteorologists use the Doppler effect to measure the velocities of storm systems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1180

Location: last item on page, "Quick Lab" in red lab box

Original Text: Using Electromagnetic Waves | Labs | 15 minutes Have students investigate how electromagnetic waves are used.

Updated Text: Fluorescent Fingerprints | Labs | 15 minutes Have students investigate how ultraviolet light can be used to examine fingerprints

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1183

Location: "Page 752 Figure 15 Look Closer"

Original Text: Describe how water molecules are affected as a microwave passes through the water in food.

Updated Text: Describe how water molecules a in food re affected as a microwave passes through the water.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1186

Location: Assignments, Chapter 26

Original Text: STEM Project: Determine How Engineers Protect People from Skin Cancer

Updated Text: STEM Project: Determine How Engineers Protect People from Skin Cancer Physics & Society: Using Lasers to Detect Tooth Decay STEM Biographies: The Seventh Generation

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1186

Location: Assignments, Lesson 1

Original Text: CER: A Particle Model for Light Practice Problems: Electron Kinetic Energy; Work Function and Energy

Updated Text: CER: A Particle Model for Light Practice Problems: Electron Kinetic Energy; Work Function and Energy Applying Practices: Is light a wave or a particle?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1186

Location: Assignments, Lesson 4

Original Text: CER: Applications of Atomic Theory Applying Practices: Quantum Computing

Updated Text: CER: Applications of Atomic Theory Applying Practices: Investigate Quantum Computing

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1187

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "What evidence was used to develop the quantum model of the atom?"

Updated Text: This formative assessment worksheet explores the question: Why does hydrogen produce a spectrum with four visible lines?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1189

Location: 1st table, "Intermediate" column, sentence 2

Original Text: Students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1189

Location: 1st table, "Advanced/Advanced High" column, sentence 2

Original Text: Students look through the chapter and write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1192

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Is light a wave or a particle? 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1192

Location: Right column, under "Elaborate," item 4

Original Text: Quick Research: Cosmic Background Radiation 15 min

Updated Text: Quick Research 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 120

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: under "Topic: Changing Acceleration," 1st sentence of "Driving Question Connection"

Original Text: If students struggle to connect the content in this lesson and the Driving Question, have them review the question:

Updated Text: [PHENOMENON icon] If students struggle to connect the content in this lesson and the Driving Question, have them review the question:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1201

Location: After first item on page ("CER: A Particle Model of Light")

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Is light a wave or a particle? | Assignments | 45 minutes Students will research, analyze, evaluate, and critique claims that suggest light behaves both as a wave and as a particle.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1204

Location: "Page 765 Ask Yourself," question text

Original Text: Explain the changes observed in the spectrum of the glowing lightbulb at the beginning of this lesson as it gets brighter.

Updated Text: Explain the changes observed in the spectrum of a glowing incandescent lightbulb.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 121

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Velocity and Acceleration | Videos & Interactives | 10 minutes Students will work through calculating acceleration from the slope of a velocity-time graph.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 121

Location: Between items 1 and 2 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Average Acceleration | Videos & Interactives | 10 minutes Students will work through calculating acceleration mathematically.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 121-122

Location: light blue header bar "Topic: Acceleration with Constant Speed" and "Content Background: Change in Direction"

Original Text: [last item on p. 121 under new "Explain continued" head]

Updated Text: [first item on p. 122]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 122-123

Location: item titled "Apply Your Knowledge: Acceleration Vectors" and "Apply Your Knowledge: Motion Diagrams"

Original Text: [last two items on p. 122]

Updated Text: [first two items on p. 123]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1228

Location: before "Differentiaion Resources"

Original Text: N/A

Updated Text: Summative Assessment Development of the Atomic Model Lesson Quiz | Assessments | 30 minutes This digital summative assessment evaluates student understanding of the atomic model.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 123-124

Location: "Evaluate" head and 3 "Exit Tickets" below it

Original Text: [last 3 items on p. 123]

Updated Text: [first 3 items on p. 124]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1233

Location: Digital Resources Key box

Original Text: Digital Resource Key Go online to access and assign digital resources. Utilize the key below for digital resource type and location online. Videos Interactives Labs Assignments Assessments

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1233

Location: righth column , under "Elaborate," after 1st item

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Communicate Information About Multiple Technologies
45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1239

Location: before 1st item on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Communicate Information About Multiple Technologies |
Assignments | 45 minutes Students will create a poster of examples of technologies that transmit information.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1239

Location: 3rd item on page "Careers: Laser Technician"

Original Text: Have interested students research laser technician careers. Students should investigate what laser technicians do as well as where they work. Students should report their findings to the class. A laser technician may produce, test, operate, and/or repair lasers. A technician might be employed by a hospital, a fiber-optics company, a research lab, a manufacturing plant, the military, the space program, or at construction sites. Some laser technicians are responsible for identification of flaws in machine parts, diagnosis of medical problems, or creation of holograms for applications such as on debit cards. A two- to four-year degree in laser technology is required to become certified as a laser technician.

Updated Text: Have interested students research laser technician careers. Students should report their findings to the class. A laser technician may produce, test, operate, and/or repair lasers. A technician might be employed by a hospital, a fiber-optics company, a research lab, a manufacturing plant, the military, the space program, or at construction sites. A two- to four-year degree in laser technology is required to become certified as a laser technician.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1244

Location: Assignments, Chapter 27

Original Text: STEM Project: Describe the Use of Solid-State Electronics in Your Daily Life

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: STEM Project: Describe the Use of Solid-State Electronics in Your Daily Life Physics & Technology: The Tiniest Transistors

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1244

Location: Assignments, Lesson 2

Original Text: CER: Electronic Components Practice Problems: A Diode in a Simple Circuit Physics Challenge: Diode Characteristics

Updated Text: CER: Electronic Components Practice Problems: A Diode in a Simple Circuit Physics Challenge: Diode Characteristics Applying Practices: Touching the Future

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1245

Location: Science Probe, sentence 1

Original Text: This digital formative assessment worksheet explores the question: How do electrons behave in solids?

Updated Text: This digital formative assessment worksheet explores the question: How do metals, nonmetals, and metalloids differ in terms of conduction?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1259

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 126

Location: "Page 78"

Original Text: Figure 8 Look Closer Interpret Why is the line on the acceleration-time graph below the horizontal axis from 10.0 s to 16.0 s? Acceleration is negative then

Updated Text: Ask Yourself Explain how the relationship of velocity to position is similar to the relationship of acceleration to velocity. Velocity measures change in position. Acceleration measures change in velocity.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1263

Location: Under Elaborate blue header bar, after last item

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Touching the Future 90 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1263

Location: Under Explain continued blue header bar, item 2

Original Text: Clarify a Preconception: Emitter and Collector Current 5 min

Updated Text: Clarify a Preconception 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1269

Location: Last item, "THEME: Structure and Function," sentence 1

Original Text: Construct a circuit similar to the one shown in Figure 10, with a battery, a resistor, and a small LED lightbulb.

Updated Text: Construct a simple series circuit with a battery, a resistor, and a small LED lightbulb.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1270

Location: 1st table, "Intermediate" column, sentence 2

Original Text: Students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1270

Location: 1st table, "Advanced/Advanced High" column, sentence 2

Original Text: Students look through the chapter and write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1271

Location: Above "Evaluate" header

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Touching the Future | Assignments | 45 minutes Students research and evaluate the engineering design of capacitive touchscreens and propose their own design solutions.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1272

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1276

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1276

Location: Videos & Interactives, Chapter 28

Original Text: Video: Fusion

Updated Text: Video: Fusion IF/THEN She Can: Ciara Sivals

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1276

Location: Assignments, Chapter 28

Original Text: STEM Project: Compare Environmental and Energy Impact of Using Nuclear Power Plants

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: STEM Project: Compare Environmental and Energy Impact of Using Nuclear Power Plants Physics & Technology: Fusion—A Future Energy Source? STEM Biographies: Reaching into the Unreachable; The Path from Math and Science Camp to Nuclear Physics

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1276

Location: Videos & Interactives, Lesson 3

Original Text: Video: The Discovery of Nuclear Fission; Lasers and Fusion; Fission of Uranium; Fusion of Hydrogen
Interactive Visual Literacy: Nuclear Reactor

Updated Text: Video: The Discovery of Nuclear Fission; Fission of Uranium; Fusion of Hydrogen Interactive Visual Literacy: Nuclear Reactor

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1276

Location: Labs, Lesson 3

Original Text: Quick Lab: Model a Chain Reaction

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1276

Location: Assignments, Lesson 4

Original Text: CER: Nucleosynthesis Applying Practices: Element Production in Stars

Updated Text: CER: Nucleosynthesis Applying Practices: The Sun's Energy Formation and Radiation; Element Production in Stars

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1276

Location: Last sentence on page, below table

Original Text: *Teacher lab support and student lab documents are available online.

Updated Text: Teacher lab support is available online. Student lab documents and assignments are available online in flexible formats (including editable Microsoft Word, Google Docs, and online submission).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1277

Location: Science Probe (left column), Sentence 1

Original Text: This formative assessment worksheet explores the question: What's in an atomic nucleus?

Updated Text: This formative assessment worksheet explores the question: What are nuclear reactions?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1282

Location: right column, under "Elaborate," items 4 and 5

Original Text: [empty box] Apply Your Knowledge: Binding Energy 5 min [green checkmark][lab goggles icon] Quick Lab: A Nuclear Model 15 min

Updated Text: [green checkmark][lab goggles icon] Quick Lab: A Nuclear Model 15 min [empty box] Apply Your Knowledge: Binding Energy 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1287

Location: Last item, "Driving Question Connection," sentence 1

Original Text: Point out the equation for the energy equivalent of mass.

Updated Text: [PHENOMENON icon] Point out the equation for the energy equivalent of mass.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1288-1289

Location: Lab box for the Quick Lab "A Nuclear Model"

Original Text: [2nd item on page 1289]

Updated Text: [last item on 1288]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 129

Location: "Digital Resource Key" box

Original Text: Digital Resource Key Go online to access and assign digital resources. Utilize the key below for digital resource type and location online. Videos Interactives Labs Assignments Assessments

Updated Text: Digital Resource Key Go online to access and assign digital resources.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 129

Location: Left column, under "Velocity with Constant Acceleration," between items 5 and 6

Original Text: N/A

Updated Text: [insert new item] [empty box][video icon] Example Problem Video: Displacement 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1291

Location: "Page 836 Figure 7 Look Closer," pink answer text

Original Text: The magnitude of the binding energy per nucleon of $^{52}_{131}\text{I}$ is larger.

Updated Text: The magnitude of the binding energy per nucleon of $^{52}_{131}\text{I}$ is larger (approximately 8.5 MeV versus about 7.5 MeV).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1299

Location: Last item, "Driving Question Connection," sentence 1

Original Text: Point students to Table 2, and point out that alpha, beta, and gamma decay all release energy.

Updated Text: [PHENOMENON icon]Point students to Table 2, and point out that alpha, beta, and gamma decay all release energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 13

Location: After light blue header bar "Topic: What do physicists study?"

Original Text: N/A

Updated Text: [green checkmark][video icon] Video: Introduction to Physics | Videos & Interactives | 5 minutes This video explores the wide range of topics that physicists study. [blue play button icon]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 131

Location: Figure 29

Original Text: N/A

Updated Text: [format figure like other multi-part figures in the book and add subcaptions] [under left image]29A[n space]Normal Force Equals Weight [under center image]29B[n space]Normal Force Less Than Weight [under right image]29C[n space]Normal Force Greater Than Weight

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1310

Location: left column, 2nd to last item

Original Text: [empty box][video icon]Video: Lasers and Fusion 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1310

Location: right column, last item under "Elaborate"

Original Text: [green checkmark][lab goggles icon]Quick Lab: Model a Chain Reaction

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1313

Location: 1st item on page, "Driving Question Connection," sentence 1

Original Text: Direct students' attention to Figure 13 and the equation for the fission of ^{235}U .

Updated Text: [PHENOMENON icon]Direct students' attention to Figure 13 and the equation for the fission of ^{235}U .

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1315

Location: 1st item on page

Original Text: [video icon]Video: Lasers and Fusion | Videos & Interactives | 5 minutes This video explores how the National Ignition Facility uses lasers to catalyze fusion reactions. [blue play button icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1316

Location: 1st head and item on page

Original Text: [head] ELABORATE continued [red lab box] Quick Lab [green checkmark] Model a Chain Reaction | Labs | 20 minutes Students model a chain reaction using dominos.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 132

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Mars 2020: Ingenuity's First Flight.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1321

Location: right column, between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: The Sun's Energy Formation and Radiation 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1325

Location: between last 2 items on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: The Sun's Energy Formation and Radiation | Assignments | 45 minutes Students will model energy production in the Sun and the radiation of that energy into space.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1327

Location: Under "Topic: Stellar Evolution," 2nd to last answer text

Original Text: the supergiants, at the upper right of the diagram

Updated Text: the supergiants, at the top center of the diagram

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1328

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1332

Location: Assignments, Chapter 29

Original Text: STEM Project: Engineering Applications of Antimatter

Updated Text: STEM Project: Engineering Applications of Antimatter Focus on Texas: Searching in the Dark STEM Biographies: A Guiding Light

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1332

Location: Videos & Interactives, Chapter 29

Original Text: Video: Exploring the Universe with Swift

Updated Text: Video: Exploring the Universe with Swift IF/THEN She Can: Erika Hamden

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1333

Location: Science Probe (left column), Sentences 1-2

Original Text: This formative assessment worksheet explores the question: “What do experiments in particle physics reveal about the universe?” Uncover student preconceptions about particle physics and the large-scale structure of the universe.

Updated Text: This formative assessment worksheet explores the question: What do you know about the four fundamental forces? Uncover student preconceptions about particle physics, fundamental forces, and the large-scale structure of the universe.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1335

Location: Page header

Original Text: Emergent Bilingual/English Learner Supports

Updated Text: Emergent Bilingual/English Learner Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 134

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Displacement | Videos & Interactives | 10 minutes Students will work through finding the displacement of an accelerating object.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 134-135

Location: Red lab box for "Acceleration"

Original Text: [last item on p. 134]

Updated Text: [first item on p. 135]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1344

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1345

Location: "Page 866 Ask Yourself "

Original Text: Explain how physicists were able to infer the existence of electron anti-neutrinos by studying how neutrons decay.

Updated Text: Explain how physicists were able to infer the existence of electron antineutrinos by studying how neutrons decay.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1353

Location: Discussion: Modes of β Decay (item 3), pink answer text

Original Text: electron emission: electron anti-neutrino; electron capture: electron neutrino; positron emission: electron neutrino; In each case, the electron neutrino or anti-neutrino keeps the electron-lepton number conserved.

Updated Text: electron emission: electron antineutrino; electron capture: electron neutrino; positron emission: electron neutrino; In each case, the electron neutrino or antineutrino keeps the electron-lepton number conserved.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1353

Location: Discussion: Muon Decay (item 4), pink answer text

Original Text: The two other particles are an electron anti-neutrino and a muon neutrino. The electron anti-neutrino conserves electron-lepton number, and the muon neutrino conserves muon lepton number.

Updated Text: The two other particles are an electron antineutrino and a muon neutrino. The electron antineutrino conserves electron-lepton number, and the muon neutrino conserves muon-lepton number.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1356

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1365

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1376

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 14

Location: 2nd item on page, "Video"

Original Text: [green checkmark][video icon] Video: Why study physics? | Videos & Interactives | 5 minutes This video illustrates several ways in which physics is helpful in careers and in everyday life. [blue play button icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 140

Location: Before "Essential Question"

Original Text: N/A

Updated Text: LESSON OVERVIEW

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 1407

Location: Resistance force, definition

Original Text: The force exerted by a machine.

Updated Text: The force that a machine exerts on an output.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 141

Location: flowchart in the right column

Original Text: analyze [arrow] different types of [arrow] motion [arrow] generating interpreting [arrow] position vs time velocity vs time acceleration vs time [arrow] graphs

Updated Text: analyze [arrow] different types of motion by [arrow] generating interpreting [arrow] position versus time velocity versus time acceleration versus time [arrow] using [arrow] hand graphing real-time technology

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 145

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Vector Addition.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 147

Location: Paragraph 3, last sentence

Original Text: You can verify this finding with your own investigations.

Updated Text: You can verify these findings with your own investigations.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 152

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 152

Location: Videos & Interactives, Chapter 4

Original Text: Video: Rocket Launch

Updated Text: Video: Rocket Launch IF/THEN She Can: Dana Bolles

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 152

Location: Assignments, Chapter 4

Original Text: STEM Project: Design and Build a Rocket

Updated Text: STEM Project: Design and Build a Rocket Scientific Breakthroughs: Finding the Source of the Force STEM Biographies: To Mars and Beyond

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 152

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Videos & Interactives, Lesson 1

Original Text: Interactive Visual Literacy: Making a Free-Body Diagram

Updated Text: Video: Marse 2020: Launch Interactive Visual Literacy: Making a Free-Body Diagram

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 2

Original Text: Video: Inertia Example Problem Video: Fighting Over a Pillow Interactive Visual Literacy: Force and Motion

Updated Text: Videos: Inertia; Mars 2020: Scientist Spotlight Example Problem Video: Fighting Over a Pillow Interactive Visual Literacy: Force and Motion

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 3

Original Text: Video: da Vinci's Parachute Example Problem Video: Real and Apparent Weight Interactive Visual Literacy: Terminal Velocity

Updated Text: Videos: da Vinci's Parachute; Mars 2020: Landing Example Problem Video: Real and Apparent Weight Interactive Visual Literacy: Terminal Velocity

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 154

Location: Last paragraph, sentence 2

Original Text: As defined by Newton's first law, as long as there is no net force acting on an object, the object does not experience a change in speed or direction and is in equilibrium.

Updated Text: As defined by Newton's first law, as long as the net force acting on an object is zero, the object does not experience a change in speed or direction and is in equilibrium.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 155

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 157

Location: Example Problem 6, art

Original Text: N/A

Updated Text: [added a curved arrow, beginning at the +x axis and going counter-clockwise to the arrow labeled F_g ; added label θ]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 158

Location: Figure 18

Original Text: N/A

Updated Text: [added sub-captions] [under top image] 18A[n space]Balanced construction in a house's frame [under right image] 14B[n space]Balanced construction in an arch bridge

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 158

Location: Paragraph 2, sentence 2

Original Text: This can be done through an external buttress or an internal truss, as shown in the figure.

Updated Text: This can be done through an external buttress or an internal truss, as shown in Figure 18A.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 159

Location: STEM Project (bottom left)

Original Text: Complete the STEM Project to apply your understanding of chapter concepts.

Updated Text: Complete the Navigate the Skies STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 159

Location: Simulations (bottom center)

Original Text: Explore the Vector Addition simulation to further understand chapter concepts.

Updated Text: Explore the Vector Addition and Friction PhET simulations to further understand chapter concepts.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 159

Location: LearnSmart (bottom right)

Original Text: See how much you know and attempt to answer the question first before checking the resources for: ✓
TEKS Assignment 5.B ✓ TEKS Assignment 5.E ✓ TEKS Assignment 5.F

Updated Text: See how much you know and attempt to answer the questions first before checking the resources for: ✓
TEKS 5.B Assignment ✓ TEKS 5.E Assignment ✓ TEKS 5.F Assignment

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 170

Location: Left column, under "Newton's Second Law," last item

Original Text: [green checkmark] PhysicsLAB: Force, Mass, and Acceleration 45 min

Updated Text: [blank box][video icon] Example Problem Video: Fighting Over a Pillow 5 min [green checkmark][lab goggles icon] PhysicsLAB: Force, Mass, and Acceleration 45 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 171

Location: Your Study Tools, first 2 items

Original Text: ✓ Review with Interactive Visual Literacy: Motion in Two Dimensions. ✓ Watch additional video for lesson concepts: Projectile Motion.

Updated Text: ✓ Review with Interactive Visual Literacy: Motion in Two Dimensions and Separate Motion Diagrams. ✓ Watch additional video for lesson concepts: Soccer Kick.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 174

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Fighting Over a Pillow | Videos & Interactives | 5 minutes Students will work through problems using Newton's second law.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 175

Location: 2nd item on page, "Extension: Newton's Second Law"

Original Text: If a net force of 3.3 N is exerted on a 900-kg spacecraft cruising toward Mars, what is the magnitude of the acceleration? Solution $a = F_{\text{net}}/m = 3.3 \text{ N}/900 \text{ kg} = 3.7 \times 10^{-3} \text{ m/s}^2$

Updated Text: If a net force of 3.3 N is exerted on a 910-kg spacecraft cruising toward Mars, what is the magnitude of the acceleration? Solution $a = F_{\text{net}}/m = 3.3 \text{ N}/910 \text{ kg} = 3.6 \times 10^{-3} \text{ m/s}^2$

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 176

Location: Ask Yourself (center of page)

Original Text: State the two factors that affect the force needed to keep you moving on a merry-go-round.

Updated Text: State two factors that affect the force needed to keep you moving on a merry-go-round.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 177

Location: "Page 115 Figure 15 Look Closer"

Original Text: What are the forces on the skydiver that cause them to be in equilibrium? The upward force of air resistance balances the downward force of gravity, so that the skydiver is in equilibrium and their downward velocity is constant.

Updated Text: Describe the forces on the skydiver that cause them to be in equilibrium. The upward force of air resistance balances the downward force of gravity, so that the skydiver is in equilibrium and their downward velocity is constant.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 177

Location: "Page 114 Figure 14 Look Closer"

Original Text: What are the forces that will eventually cause the block to stop moving? Air resistance and friction will eventually cause the block to come to rest.

Updated Text: Identify the forces that will eventually cause the block to stop moving. Air resistance and friction will eventually cause the block to come to rest.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 18

Location: Figure 18 caption

Original Text: Use the steps outlined here to plot line graphs from data tables.

Updated Text: Use the steps outlined below to plot line graphs from data tables.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 180

Location: Left column, under "Weight," between last two items

Original Text: N/A

Updated Text: [blank box][video icon] Example Problem Video: Real and Apparent Weight 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 183

Location: After 3rd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Real and Apparent Weight | Videos & Interactives | 5 minutes
Students will work through problems involving real and apparent weight.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 19

Location: Right column, between items 2 and 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Scientific Notation 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 190

Location: Left column, under "Interaction Pairs," after item 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Earth's Acceleration 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 190

Location: Left column, under "Tension," after item 3

Original Text: N/A

Updated Text: [Insert item] [empty box][video icon] Example Problem Video: Lifting a Bucket 5 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 193

Location: Example Problem 1, problem statement, sentence 3

Original Text: Callisto, the farther moon from Jupiter that Galileo observed, has a period of 16.7 days.

Updated Text: Callisto, the farthest moon from Jupiter that Galileo observed, has a period of 16.7 days.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 194

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Earth's Acceleration | Videos & Interactives | 5 minutes Students will work through problems involving interaction pairs.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 194

Location: last item on page, "Real-World Physics: Karate"

Original Text: Karate, meaning "empty hand," was developed in Okinawa, Japan, during the early 17th century as a means of self-defense because weapons were outlawed by rulers. It can take years of practice to learn the skills of karate, but with careful training even "empty hands" can break concrete blocks. A trained expert can break a concrete block 3.8-cm thick by moving his or her hand at 11 m/s to create 3069 N of force. Of course, the block exerts the same amount of force on the hand. The bones in the human hand can withstand up to 40 times more force than concrete. Have students research the forces that the bones in the hand can endure, and how the angle at which the hand strikes the concrete block in karate determines the ability of the expert to break the block, whereas an error in the angle of attack could cause serious injury to the martial artist.

Updated Text: Karate, meaning "empty hand," was developed in Okinawa, Japan, during the early 17th century as a means of self-defense because weapons were outlawed by rulers. A trained expert can break a concrete block 3.8-cm thick by moving their hand at 11 m/s to create 3069 N of force. The block exerts the same amount of force on the hand. The bones in the human hand can withstand up to 40 times more force than concrete. Have students research the forces that the bones in the hand can endure, and how the angle at which the hand strikes the concrete block in karate determines the ability of the expert to break the block, whereas an error in the angle of attack could cause serious injury to the martial artist.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 196

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Lifting a Bucket | Videos & Interactives | 5 minutes Students will work through problems involving tension.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 199

Location: last paragraph, last 2 sentences

Original Text: For a free-falling object of mass m at a distance r from a planet of mass m_p 's center $F = G(m_p m / r^2) = ma$, so $a = G(m_p / r^2)$ You can use this equation to analyze the acceleration due to gravity near any planet, not just Earth.

Updated Text: For a free-falling object of mass m at a distance r from a planet of mass m_p 's center, you can use the following equation to analyze the acceleration due to gravity near any planet, not just Earth. $F = G(m_p m / r^2) = ma$, so $a = G(m_p / r^2)$

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 199

Location: "Page 131"

Original Text: Figure 28 Look Closer What force must be applied in the middle panel such that the normal force equals 0?

Updated Text: Figure 29 Look Closer What force must the hand apply to the box in the middle panel such that the normal force on the box equals 0?

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 2

Location: Digital Spotlight

Original Text: Check out a video about building construction.

Updated Text: Check out a video about physics in the world around you.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 202

Location: Assignments, Chapter 5

Original Text: STEM Project: Navigate the Skies

Updated Text: STEM Project: Navigate the Skies Physics & Technology: More or Less STEM Biographies: The National Society of Black Engineers

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 203

Location: left column, Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "How can you add vectors in two dimensions?"

Updated Text: This formative assessment worksheet explores the question: What forces act on an object on an inclined plane?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 205

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 206

Location: Last paragraph, equation on third line from bottom

Original Text: $r = \sqrt[3]{Gm(T/2\pi)^2} = \sqrt[3]{(6.67 \times 10^{-11} \text{ N}\cdot\text{m}^2/\text{kg}^2)(5.97 \times 10^{24} \text{ kg})(86,164 \text{ s}/2\pi)^2}$

Updated Text: $r = \sqrt[3]{GM(T/2\pi)^2} = \sqrt[3]{(6.67 \times 10^{-11} \text{ N}\cdot\text{m}^2/\text{kg}^2)(5.972 \times 10^{24} \text{ kg})(86,164 \text{ s}/2\pi)^2}$

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 207

Location: flowchart on right

Original Text: [flowchart layed out as a single column]

Updated Text: [flowchart layed out as two columns, left column for the "define" part of the TEKS and the right column for "combine" part of the TEKS]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 208

Location: right column, under "Algebraic Addition of Vectors," item 3

Original Text: PhysicsLab: Perpendicular Forces 45 min

Updated Text: PhysicsLAB: Perpendicular Forces 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 208

Location: right column, under "Algebraic Addition of Vectors," after light item

Original Text: N/A

Updated Text: Example Problem Video: Finding Your Way Home 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 214

Location: after last item on the page

Original Text: N/A

Updated Text: Example Problem Video: Finding Your Way Home | Videos & Interactives | 10 minutes
Students will work through vector addition problems.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 216

Location: Your Study Tools, items 1-3

Original Text: ✓ Review Interactive Visual Literacy: Lunar Motion. ✓ Watch additional videos for lesson concepts: Solar Eclipse. ✓ Answer additional Practice Problems online.

Updated Text: ✓ Review with Interactive Visual Literacy: Lunar Motion, Seasons, and Tides. ✓ Watch additional videos for lesson concepts: The Moon's Role in a Solar Eclipse. [item 3 deleted]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 222

Location: right column, between items 2 and 3

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: Unbalanced Friction Forces 10 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 222

Location: Your Study Tools, items 1-3

Original Text: ✓ Review Interactive Visual Literacy: Gravity Bends Life. ✓ Watch additional videos for lesson concepts: Inertial Balance. ✓ Answer additional Practice Problems online.

Updated Text: ✓ Review with Interactive Visual Literacy: Einstein's Theory of Gravity. ✓ Watch additional videos for lesson concepts: Inertial Balance. ✓ Answer additional Practice Problems online.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 227

Location: after last item on the page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: Unbalanced Friction Forces | Videos & Interactive | 10 minutes
Students will work through problems involving friction.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 229

Location: Figure 3, art

Original Text: N/A

Updated Text: [arc and "x" label adjusted for visibility; blue counter-clockwise arrow changed to red]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 24

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Scientific Notation | Videos & Interactives | 10 minutes
Students will work through scientific notation problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 246

Location: Assignments, Chapter 6

Original Text: STEM Project: Design a Highway Interchange

Updated Text: STEM Project: Design a Highway Interchange Focus on Texas: Fighting Fire with Forces

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 246

Location: Your Study Tools, first item

Original Text: ✓ Review with Interactive Visual Literacy: Rotating Frames of Reference.

Updated Text: ✓ Review with Interactive Visual Literacy: Rotational Inertia.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 246

Location: Videos & Interactives, Lesson 3

Original Text: Video: What is relativity all about? Example Problem Video: Relative Velocity of a Marble Interactive Visual Literacy: Finding Relative Velocity

Updated Text: Example Problem Video: Relative Velocity of a Marble Interactive Visual Literacy: Finding Relative Velocity

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 247

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “Can an object be accelerating if it travels at a constant speed?”

Updated Text: This formative assessment worksheet explores the question: How can you describe an object in circular motion?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 249

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 251

Location: flow chart on right, last oval

Original Text: [oval] using equations

Updated Text: using [down arrow] [oval] equations

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 252

Location: left column, after last item under light blue header bar "Independence of Motion in Two Dimensions"

Original Text: N/A

Updated Text: [empty box][lab goggles icon] Quick Lab: Projectile Path 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 252

Location: left column, under light blue header bar "Horizontally Launched Projectiles," between last two items

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: A Sliding Plate 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 252

Location: right column, after item 3

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: The Flight of a Ball 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 255

Location: after last item on page

Original Text: N/A

Updated Text: [insert lab box] [in red bar] Quick Lab: Comparative [in box] Projectile Path | Labs | 15 minutes Students will investigate how a ball falls while standing still and while walking.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 256

Location: before last item on page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: A Sliding Plate | Videos & Interactives | 10 minutes Students will work through problems involving horizontally launched projectiles.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 257

Location: ELPS Support box, Beginning

Original Text: Write the question on the board. Then point to the key words in the question and explain them. Use gestures and other visuals to support comprehension as you say: A projectile is the object that is in the air. The trajectory is the path that it takes. Vertical means up and down. And velocity is speed. So we want to know when does the object stop moving upward. Point to different spots in Figure 6 and ask: Does it stop moving upward here?ct spot.

Updated Text: Write the question on the board. Then point to the key words in the question and explain them. Use gestures and other visuals to support comprehension as you say: A projectile is the object that is in the air. The trajectory is the path that it takes. Vertical means up and down. Velocity is speed with direction. We want to know when the object stops moving upward. Point to different spots in Figure 6 and ask: Does it stop moving upward here?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 257

Location: ELPS Support box, Intermediate

Original Text: Write the question on the board. Then point to the key words in the question and ask or questions about them. Use gestures and other visuals as needed to support comprehension as you ask: Is a projectile the object that is in the air or the path that an object takes? Is the trajectory the object's speed or the path that it takes. Does vertical mean up and down or side to side? Is velocity speed or height? Say: So we want to know when does the object stop moving upward. Point to different spots in Figure 6 and ask: Where on the trajectory does the projectile stop moving? Provide the following stem: A projectile's vertical velocity is zero when it reaches _____. (maximum height)

Updated Text: Write the question on the board. Then point to the key words in the question and ask or questions about them. Use gestures and other visuals as needed to support comprehension as you ask: Is a projectile the object that is in the air or the path that an object takes? Is the trajectory the object's speed or the path that it takes. Does vertical mean up and down or side to side? Is velocity speed or height? Say: We want to know when the object stops moving upward. Point to different spots in Figure 6 and ask: Where on the trajectory does the projectile stop moving? Provide the following stem: A projectile's vertical velocity is zero when it reaches _____. maximum height

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 257

Location: ELPS Support box, Advanced/Advanced High

Original Text: Write the question on the board. Then point to the key words in the question (projectile, trajectory, vertical, velocity) and ask questions about them. For example, ask: What is a projectile? If students have trouble, ask or questions to guide them. For example, ask: Is a projectile the object that is in the air or the path that an object takes? When students have defined the key words in the question, ask: So do we want to know when the object stop moving upward or when it starts moving? Point to Figure 6 and ask: Where on the trajectory does the projectile stop moving? Have a volunteer point the correct spot.

Updated Text: Write the question on the board. Then point to the key words in the question (projectile, trajectory, vertical, velocity) and ask questions about them. For example, ask: What is a projectile? If students have trouble, ask or questions to guide them. For example, ask: Is a projectile the object that is in the air or the path that an object takes? When students have defined the key words in the question, ask: Do we want to know when the object stops moving upward or when it starts moving? Point to Figure 6 and ask: Where on the trajectory does the projectile stop moving? Have a volunteer point the correct spot.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 258

Location: after last item on page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: The Flight of a Ball | Videos & Interactives | 10 minutes Students will work through problems involving projectiles launched at an angle.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 265

Location: Figure 5

Original Text: N/A

Updated Text: [added sub-captions] [under top image] 5A[n space]Before push [under right image] 5B[n space]After push

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 266

Location: right column, between "Explain" header bar and "Centrifugal 'Force'" header bar

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text:  Example Problem Video: Uniform Circular Motion 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 269-270

Location: red PhysicsLAB box

Original Text: [item at top of p. 270]

Updated Text: [item at bottom of p. 269]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 270

Location: after last item on page

Original Text: N/A

Updated Text:  Example Problem Video: Uniform Circular Motion | Videos & Interactives | 10 minutes

Students will work through problems involving circular motion.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 273

Location: Figure 11

Original Text: N/A

Updated Text: [added sub-captions] [under top image] 11A[n space]Arms extended [under right image] 11B[n space]Arms tucked

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 276

Location: left column, item 2

Original Text: Activate Prior Knowledge: Velocity and Vector Addition 5 min

Updated Text: Activate Prior Knowledge 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 276

Location: left column, after last item under light blue header bar "Relative Motion in Two Dimensions"

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Uniform Circular Motion 10 min [subsequent item in table will shift]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 279

Location: first item on page and Figure 14

Original Text: ["Use an Analogy: Net Motion and Net Wage" is above Figure 14]

Updated Text: ["Use an Analogy: Net Motion and Net Wage" is to the left of Figure 14]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 279-280

Location: "Clarify a Preconception: Relative Velocity Path Activity"

Original Text: [item at top of p. 280]

Updated Text: [item at bottom of p. 279]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 280

Location: before light blue header bar "Special Relativity"

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Relative Velocity of a Marble | Videos & Interactives | 5 minutes
Students will work through problems involving relative motion.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 284

Location: Example Problem 1, step 2, 2nd line in gray box

Original Text: $= (4.50 \text{ N})(0.150 \text{ m})(\cos \theta)$

Updated Text: $= (4.50 \text{ N})(0.150 \text{ m})(1)$

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 286

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Videos & Interactives, Lesson 1

Original Text: Video: Kepler’s 2nd Law Interactive Visual Literacy: The History of Astronomy; Modeling Orbits

Updated Text: Video: Kepler’s Second Law Interactive Visual Literacy: The History of Astronomy

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 2

Original Text: Videos: Spacewalk; Cavendish’s Experiment Example Problem Video: Gravitational Force and Centripetal Acceleration Interactive Visual Literacy: Gravity, Mass, and Distance

Updated Text: Videos: Spacewalk; Cavendish Balance Example Problem Video: Gravitational Force and Centripetal Acceleration Interactive Visual Literacy: Mass, Distance, and Gravity

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 3

Original Text: Video: Solar Eclipse Interactive Visual Literacy: Seasons; Lunar Motion; Tides

Updated Text: Video: The Moon’s Role in a Solar Eclipse Interactive Visual Literacy: Seasons; Lunar Motion; Tides

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 286

Location: Labs, Lesson 3

Original Text: Quick Lab: Predict the Sun’s Summer Solstice Position Take-Home Lab: Observe the Moon

Updated Text: Quick Lab: Predict the Sun’s Summer Solstice Position PhysicsLAB: Observe the Moon

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 4

Original Text: Video: Inertial Balance Interactive Visual Literacy: Gravity Bends Light

Updated Text: Video: Inertial Balance; Einstein’s Theory of Gravity Interactive Visual Literacy: Einstein’s Theory of Gravity

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 286

Location: Assignments, Chapter 7

Original Text: STEM Project: Model a Planetary System

Updated Text: STEM Project: Model a Planetary System

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 287

Location: Left column, Science Probe, 1st sentence

Original Text: This formative assessment worksheet explores the question: Do astronauts experience gravity in space?

Updated Text: This formative assessment worksheet explores the question: Is there gravity in space?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 287

Location: Right column, Driving Question Close, after title

Original Text: N/A

Updated Text: | Assignments | 5 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 289

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 292

Location: Bottom of left column

Original Text: Interactive Visual Literacy: Modeling Orbits 10 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 295

Location: Figure 15

Original Text: [above left image]Reference Level at Juggler's Hand [above right image]Reference Level at Highest Point

Updated Text: [figure formatted as other multi-part figures in the book] [below left image]15A[n space]Reference Level at Juggler's Hand [above right image]15B[n space]Reference Level at Highest Point

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 296

Location: 3rd item on page

Original Text: Interactive Visual Literacy: Modeling Orbits | Videos & Interactives | 10 minutes Students will explore the shape of orbits.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 297

Location: Figure 17

Original Text: [main caption]Figure 16[n space]The archer-bow-arrow system has maximum elastic potential energy before the string is released, as shown on the left. When the arrow and string disengage, the elastic potential energy is completely transformed into kinetic energy, as shown on the right.

Updated Text: [main caption]Figure 16[n space]Firing an arrow from a bow involves energy transformations. [subcaptions added] [under left image]16A[n sapce]The archer-bow-arrow system has maximum elastic potential energy before the string is released. [under right image]16B[n sapce]When the arrow and string disengage, the elastic potential energy is completely transformed into kinetic energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 302

Location: right column, under "Universal Gravitation and Orbits," before last item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Gravitational Force and Centripetal Acceleration 5 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 307

Location: First paragraph under "Inelastic collisions," after the last sentence

Original Text: N/A

Updated Text: Case 3 shows a partially inelastic collision.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 308

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Gravitational Force and Centripetal Acceleration | Videos & Interactives | 5 minutes Students will work through

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 313

Location: "Page 198"

Original Text: Page 198 Ask Yourself Explain why the small spheres move toward the large spheres in a Cavendish balance. The spheres are attracted to each other by gravitational force, but it takes less force to move the small spheres than the large spheres.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 316

Location: Right column, under "Explain continued," 5th item

Original Text: Video: Solar Eclipse 10 min

Updated Text: Video: The Moon's Role in a Solar Eclipse 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 316

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Planetary Orbits 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 32

Location: Above light blue header bar "Rounding Numbers"

Original Text: N/A

Updated Text: [empty box] [video icon] Example Problem Video: Significant Figures 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 322

Location: 3rd item on page

Original Text: [video icon] Video: Solar Eclipse | Videos & Interactives | 10 minutes The video shows how student scientists helped gather data during the 2019 solar eclipse.

Updated Text: [video icon] Video: The Moon's Role in a Solar Eclipse | Videos & Interactives | 10 minutes The video explores solar eclipses.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 323

Location: Between items 1 and 2

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Planetary Orbits | Assignments | 45 min Students will apply their knowledge of Kepler's Laws and Newton's Law of Universal Gravitation to predict planetary orbits.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 327

Location: "Page 209 Ask Yourself"

Original Text: Describe the position and orientation of Earth's axis on the longest day of the year in the northern hemisphere.

Updated Text: Describe the position and orientation of Earth in its orbit on the longest day of the year in the northern hemisphere.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 33

Location: LearnSmart (bottom right)

Original Text: TEKS 1.C, 1.E, 1.F, 2.B, 2.C assignments

Updated Text: TEKS 1.E, 1.F, 2.B, 2.C, 4.B assignments

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 330

Location: Left column, under "Einstein's Theory of Gravity," all items

Original Text: Content Background: Curved Space 10 min Interactive Visual Literacy: Gravity Bends Light 5 min

Updated Text: Video: Einstein's Theory of Gravity 5 min Content Background: Curved Space 10 min Interactive Visual Literacy: Einstein's Theory of Gravity 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 333

Location: before first item under "Topic: Einstein's Theory of Gravity"

Original Text: N/A

Updated Text: Video: Einstein's Theory of Gravity | Videos & Interactives | 5 minutes This video explores Einstein's Theory of Gravitation.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 333

Location: last item on page

Original Text: Interactive Visual Literacy: Gravity Bends Light | Videos & Interactives | 5 minutes Students toggle the Sun on or off to see the effect of the Sun's mass on the light from a distant star.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 333

Location: before first item on page

Original Text: N/A

Updated Text: Interactive Visual Literacy: Einstein's Theory of Gravity | Videos & Interactives | 5 minutes Students explore visualizations of gravity curving space.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 336

Location: Ask Yourself (center of page)

Original Text: Ask Yourself Explain why an internal combustion engine is a heat engine.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 340

Location: Assignments, Chapter 8

Original Text: STEM Project: Model Motion Experienced on a Roller Coaster

Updated Text: STEM Project: Model Motion Experienced on a Roller Coaster Physics & Society: Quantum Jump

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 35

Location: After last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Scientific Notation | Videos & Interactives | 10 minutes Students will work through scientific notation problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 354

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 357

Location: Figure 12

Original Text: N/A

Updated Text: [Figure formatted as other multi-part figure in the book]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 357

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS] calculate the effect of forces on objects usingthe relationship between force and acceleration as represented by Newton’s second law of motion

Updated Text: [flow chart updated to include full TEKS] calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton’s second law of motion

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 361

Location: Your Study Tools, item 3

Original Text: ✓ Answer additional Practice Problems online.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 370

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS] calculate the effect of forces on objects usingthe relationship between force and acceleration as represented by Newton’s second law of motion

Updated Text: [flow chart updated to include full TEKS] calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton’s second law of motion

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 373

Location: Example Problem 4 art

Original Text: N/A

Updated Text: [Add a black arrow, pointing upward, labeled "+y"]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 376

Location: 1st item on page, "Driving Question Connection," 1st sentence

Original Text: After reading about how torque and rotational inertia affect angular acceleration, discuss as a class the role of torque, rotational inertia, and angular acceleration as they relate to bicycles:

Updated Text: [PHENOMENON icon] After reading about how torque and rotational inertia affect angular acceleration, discuss as a class the role of torque, rotational inertia, and angular acceleration as they relate to bicycles:

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 376

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Bernoulli’s Principle.

Updated Text: ✓ Watch additional videos for lesson concepts: Streamlines.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 383

Location: Figure 2 caption

Original Text: Look Closer Describe the different pathways solar radiation can take once it reaches Earth.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 385

Location: Flow chart in right column

Original Text: [flow chart currently reflects this partial text of the TEKS] explain and apply the concepts of equilibrium and inertia as represented by Newton’s first law of motion using relevant real-world examples

Updated Text: [flow chart updated to include full TEKS] explain and apply the concepts of equilibrium and inertia as represented by Newton’s first law of motion using relevant real-world examples such as rockets, satellites, and automobile safety devices.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 388

Location: First paragraph, last sentence

Original Text: This water continues along the global conveyer belt until it reaches the poles, where it cools, sinks, and begins its journey again.

Updated Text: This water continues along the global conveyor belt until it reaches the poles, where it cools, sinks, and begins its journey again. Climate change is putting this conveyor belt at risk. If too much ice melts, the cold water near the poles will become significantly less salty and not be dense enough to sink. If the polar water does not sink, the global conveyor belt will collapse.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 388

Location: Figure 9

Original Text: N/A

Updated Text: [figure resized and moved to the right of the text; caption and Look Closer question moved below the figure]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 395

Location: "Page 249 Figure 21 Look Closer," question text

Original Text: Suggest how taller vehicles might be made more stable and so avoid rolling over.

Updated Text: Suggest how taller vehicles might be made more stable and so avoid rolling over.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 398

Location: Assignments, Chapter 9

Original Text: STEM Project: Predict Effect of a Car Crash

Updated Text: STEM Project: Predict Effect of a Car Crash Physics & Technology: Pushing Beyond Our Solar System

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 4

Location: Videos & Interactives, Lesson 1

Original Text: Video: Why study physics? Interactive Visual Literacy: Developments in Physics; Careers for Physicists

Updated Text: Video: Introduction to Physics Interactive Visual Literacy: Developments in Physics; Careers that use Physics

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 4

Location: Labs, Lesson 4

Original Text: Quick Lab: Measuring Change PhET Simulation: Graphing Lines

Updated Text: Quick Lab: Measuring Change Lab: Organizing Quantitative and Qualitative Data PhET Simulation: Graphing Lines

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 4

Location: Assignments, Chapter 1

Original Text: STEM Project: Compare Flight of a Paper Airplane

Updated Text: STEM Project: Compare Flight of a Paper Airplane Physics & Technology: A Step in the Right Direction
STEM Biographies: The First Scientist; Taking Science to the People

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 4

Location: Figure 1 caption

Original Text: N/A

Updated Text: [added sub-captions] [under left image] 1A[n space]Astrophysics [under right image]1B[n space]Particle Physics

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 40

Location: Paragraph 2 (1st paragraph under "Consecutive images")

Original Text: You can do this by taking photographs of the runner in motion every 5 s from a stationary camera. You could also take a video from a single location and extract a still frame every 5 s. In either case, the result is a sequence of pictures showing the scene. In each picture, most objects in the picture are in the same place from one image to the next. The runner, though, will be at a point in each picture that is farther along the straight path than in the previous picture.

Updated Text: You can do this by taking photographs of the runner in motion every 5 s with a stationary camera. You could also take a video from a single location and extract a still frame every 5 s. In either case, the result is a sequence of pictures showing the scene. Most objects in each picture are in the same place from one image to the next. The runner, though, will be at a point in each picture that is farther along the straight path than in the previous picture.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 401

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 404

Location: left column, 2nd item

Original Text: [empty checkbox]Video: Airbags 5 min

Updated Text: [empty checkbox][video icon]Video: Airbags 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 404

Location: left column, between last two items

Original Text: N/A

Updated Text: empty box][video icon] Example Problem Video: Average Force 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 408

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Average Force | Videos & Interactives | 10 min Students will work through problems involving the impulse-momentum theorem.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 412

Location: Last paragraph, last sentence

Original Text: This latent heat is later released when the air rises and water vapor condenses.

Updated Text: This latent heat is later released when the air rises and water vapor condenses. As our oceans heat up due to climate change, hurricanes will become more frequent and more powerful.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 414

Location: last paragraph, sentence 2

Original Text: Using data from ice cores and other sources, scientists have found that the concentrations of these gases have fluctuated over thousands or even millions of years.

Updated Text: Using data from ice cores, sediment cores, and other sources, scientists have found that the concentrations of these gases have fluctuated over thousands or even millions of years.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 414

Location: left column, under "Momentum in a Closed, Isolated System," between items 7 and 8

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Videos: Speed 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 414

Location: right column, under "Recoil," after last item

Original Text: N/A

Updated Text: [new item] [empty box][video icon] Example Problem Videos: Recoil 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 414

Location: right column, under "Elaborate," Item 2

Original Text: [empty box]Applying Practices: Mathematical Representations of Momentum 100 min

Updated Text: [empty box][assignments icon] Applying Practices: Use Mathematical Representations of Momentum; Conservation of Momentum 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 414

Location: right column, under "Elaborate," last item

Original Text: Applying Practices: Conservation of Momentum 45 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 419

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Speed | Videos & Interactives | 10 minutes Students will work through conservation of momentum problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 419

Location: Figure 5

Original Text: [label] Figure 5

Updated Text: [move images into right column with text to left; stack images on top of each other and add subcaptions] [main label] Figure 5 [under upper image] 5A Before Push [under after images] 5B After Push

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 42

Location: Figure 5

Original Text: [above top image]A [above bottom image]B

Updated Text: [move main caption and Look Closer question into the right-hand column] [above top image]5A [above bottom image]5B

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 42

Location: Paragraph 1, last sentence

Original Text: A coordinate system gives the location of the zero point of the variable you are studying and the direction in which the values of the variable increase, as shown in the diagram A in Figure 5. [note: "coordinate system" is highlighted yellow]

Updated Text: A coordinate system gives the location of the zero point of the variable you are studying and the direction in which the values of the variable increase, as shown in Figure 5A. [note: "coordinate system" is highlighted yellow]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 42

Location: Paragraph 2, sentence 2

Original Text: In the runner example shown in Figure 5, the origin, which is the zero point of the measuring tape, could be 6 m to the left of the cactus.

Updated Text: In the runner example shown in Figure 5A, the origin, which is the zero point of the measuring tape, could be 6 m to the left of the cactus.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 42

Location: Paragraph 3, sentence 1

Original Text: You can indicate how far the runner in Figure 5 is from the origin at a certain time on the motion diagram by drawing an arrow from the origin to the point that represents the runner, as shown in diagram B of Figure 5.

Updated Text: You can indicate how far the runner in Figure 5A is from the origin at a certain time on the motion diagram by drawing an arrow from the origin to the point that represents the runner, as shown in Figure 5B.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 420

Location: Before last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Recoil | Videos & Interactives | 10 minutes Students will work through problems involving recoil.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 420-421

Location: light blue header bar "Topic: Two-Dimensional Collisions" and item "Video: Two-Dimensional Collisions"

Original Text: [last item on p. 420]

Updated Text: [first item on p. 421]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 422-423

Location: Item titled "Applying Practices: Conservation of Momentum"

Original Text: [last item on p. 423]

Updated Text: [last item on p. 422]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 429

Location: Figure 8 caption, sentence 2

Original Text: Water is pumped down to hot rock, where it changes to steam. The steam is used to spin a turbine, generating electricity.

Updated Text: In the type of system shown here, water is pumped down to hot rock, where it changes to steam. The steam is used to spin a turbine, generating electricity.

Component: McGraw Hill Texas Physics Teacher Edition


ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 43

Location: Under light blue header bar "Identifying Variables"

Original Text: N/A

Updated Text:  Lab: Organizing Quantitative and Qualitative Data 50 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 439

Location: Figure 20, graph title

Original Text: Increase in Renewable Energy Generation

Updated Text: Global Increase in Renewable Energy Generation

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 440

Location: Videos & Interactives, Chapter 10

Original Text: Video: Roller Coasters

Updated Text: Video: Roller Coasters IF/THEN She Can: Erika Anderson

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 440

Location: Assignments, Chapter 10

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: STEM Project: Evaluate Household Energy Conservation and Efficiency

Updated Text: STEM Project: Evaluate Household Energy Conservation and Efficiency STEM at Work: Reducing the Risk

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 440

Location: Labs, Lesson 2

Original Text: Quick Lab: Types of Energy

Updated Text: Quick Lab: Energy Exchange

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 440

Location: Videos & Interactives, Lesson 3

Original Text: Video: Collisions Interactive Visual Literacy: Examples of Conservation of Energy; Solving Conservation of Energy Problems

Updated Text: Video: Collisions Example Problem Video: Inelastic Collision Interactive Visual Literacy: Conservation of Energy; Solving Conservation of Energy Problems

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 440

Location: Labs, Lesson 3

Original Text: Quick Lab: Inelastic Collisions PhysicsLABs: Conservation of Energy; Is energy conserved? PhET Simulation: Energy Skate Park

Updated Text: Quick Labs: Interrupted Pendulum; Inelastic Collisions PhysicsLABs: Conservation of Energy; Is energy conserved? PhET Simulation: Energy Skate Park

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 441

Location: page header

Original Text: Chapter Support

Updated Text: Chapter Planning and Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 441

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: What forms does energy take, and what changes can it undergo?

Updated Text: This formative assessment worksheet explores the question: What is energy?

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 444

Location: Your Study Tools, item 1

Original Text: ✓ Review with the Interactive Visual Literacy: Energy Conservation.

Updated Text: ✓ Review with the Interactive Visual Literacy: Energy-Efficient House.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 446

Location: right column, between items 3 and 4

Original Text: N/A

Updated Text: [video] Example Problem Video: Power 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 446

Location: left column, under "Work," between items 4 and 5

Original Text: N/A

Updated Text: [video] Example Problem Video: Work 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 45

Location: ELPS support box, under "Intermediate," sentence before sample sentence stem

Original Text: That plant is small and green.

Updated Text: That is a plant.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 450

Location: Paragraph 1, last sentence

Original Text: The amplitude of the motion is the maximum distance the object, such as the pendulum bob, moves from the equilibrium position. [note: bold "amplitude" is highlighted]

Updated Text: The amplitude of the motion is the maximum distance the object, such as the mass at the end of a pendulum, moves from the equilibrium position. [note: bold "amplitude" is highlighted]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 450

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Work | Videos & Interactives | 10 minutes Students will work through one-dimensional work problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 452

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Power | Videos & Interactives | 10 minutes Students will work through power problems.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 455

Location: Paragraph 1, sentence 2

Original Text: Another option is to have a friend give you repeated pushes at just the right times, as in Figure 5.

Updated Text: Another option is to have someone give you repeated pushes at just the right times, as in Figure 5.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 456

Location: Paragraph 1, sentence 5

Original Text: Mechanical waves must pass through a physical medium, such as water, air, or a rope.

Updated Text: Mechanical waves must pass through a physical medium, such as water, air, or a rope. [note: "mechanical waves" is also highlighted]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 457

Location: flow chart in right column, first two ovals

Original Text: [oval] investigate [down arrow] [oval] calculate

Updated Text: [left oval] investigate [right oval] calculate

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 458

Location: Paragraph 4, last 2 sentences

Original Text: A crest and a trough, for example, are 180° out of phase with each other. Two particles in a wave medium can be anywhere from 0° to 360° out of phase with each other.

Updated Text: A crest and a trough, for example, are 180° out of phase. Two particles in a wave medium can be anywhere between 0° and 360° out of phase with each other.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 458

Location: left column, under "Potential Energy," between items 6 and 7

Original Text: N/A

Updated Text: empty box]video icon] Example Problem Video: Gravitational Potential Energy 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 458

Location: right column, 1st item under "Mechanical Energy"

Original Text: Quick Lab: Types of Energy 15 min

Updated Text: Quick Lab: Energy Exchange 25 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 459

Location: Figure 10, subcaptions

Original Text: [under top image]10A [under bottom image]10B

Updated Text: [under top image]10A[n space]Wavelength can be visualized when distance is on the x-axis. [under bottom image]10B[n space]Period can be visualized by placing time on the x-axis.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 46

Location: Under first light blue header bar on page

Original Text: N/A

Updated Text: [insert red lab box] [in red bar] Lab: Descriptive [in box] Organizing Quantitative and Qualitative Data | Labs | 50 minutes Students will organize data using graphs, charts, and graphic organizers.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 460

Location: last item on page, "Theme: Systems and System Models"

Original Text: Mathematical models can be used to predict the behavior of a system, but models can be limited. Choose an example of a mathematical model used to make an energy calculation based on a realistic situation, such as ice-skating or pushing different materials across different surfaces. What evidence do you have that the model is limited? Explain your model as well as its limitations to a peer. Review the situations and energy calculations in this book and generate questions. Sample questions: Which realistic situation are you planning to model? What limitations does your model have? How are you going to mathematically model this situation?

Updated Text: Remind students that mathematical models can be used to predict the behavior of a system, but models can be limited. Tell them to choose an example of a mathematical model used to make an energy calculation based on a realistic situation, such as ice-skating or pushing different materials across different surfaces. Ask: What evidence do you have that the model is limited? Exact answers will vary depending on model chosen, but students might note things like ignoring friction or assuming an object is a point particle. Have students explain their models as well as their limitations to a peer.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 462

Location: Paragraph 1, sentences 3 through last

Original Text: Examine what happens when a wave travels from one medium to another. Figure 12 shows a wave pulse traveling from a larger spring into a smaller one. The pulse that strikes the boundary is called the incident wave. One pulse from the larger spring continues in the smaller spring, but the speed is different in the smaller spring. Note that this transmitted wave pulse remains upward. Some of the energy of the incident wave's pulse is reflected backward into the

larger spring. This returning wave is called the reflected wave. Whether the reflected wave is upright or inverted depends on the characteristics of the two springs. For example, if the waves in the smaller spring have a greater speed because the spring is stiffer, then the reflected wave will be inverted. [note "incident wave" and "reflected wave" are highlighted yellow]

Updated Text: Examine what happens when a wave travels from one medium to another. Figure 12 shows a wave pulse traveling from one spring to another. The pulse that strikes the boundary is called the incident wave. One pulse from the left spring continues in the right spring. If the springs are identical, the pulse speed will be the same in both springs. If the springs have different properties, the speeds will be different. Note that this transmitted wave pulse remains upward. Some of the energy of the incident wave's pulse is reflected backward into the left spring. This returning wave is called the reflected wave. Whether the reflected wave is upright or inverted depends on the characteristics of the two springs. For example, if the right spring is stiffer than the left, then the reflected wave will be inverted. [note "incident wave" and "reflected wave" are highlighted yellow]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 463

Location: before last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Gravitational Potential Energy | Videos & Interactives | 10 minutes
Students will work through problems involving gravitational potential energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 463-464

Location: "Reinforcement: Roller Coaster"

Original Text: [last item on page 463]

Updated Text: [first item on page 464]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 464

Location: 1st item under "Topic: Mechanical Energy," Quick Lab title

Original Text: Types of Energy

Updated Text: Energy Exchange

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 47

Location: Your Study Tools, item 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: ✓ Review Interactive Visual Literacy: Coordinate Systems.

Updated Text: ✓ Reviewwith Interactive Visual Literacy: Finding Time Interval and Displacement.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 471

Location: right column, before first item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Inelastic Collision 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 476

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Inelastic Collision | Videos & Interactives | 10 minutes Students will solve problems involving collisions.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 477

Location: Lesson 2 , vocabulary list, beginning of first column

Original Text: • wave • wave pulse

Updated Text: • wave • mechanical wave • wave pulse

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 484

Location: Assignments, Chapter 11

Original Text: STEM Project: Design Temperature Protection for Medicine

Updated Text: STEM Project: Design Temperature Protection for Medicine Physics & Technology: Under Pressure

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 487

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 496

Location: Last item on page, "Extension: Calibrate a Thermometer"

Original Text: [icon showing an apron]

Updated Text: [icon showing an apron][icon showing goggles]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 5

Location: Science Probe, Sentences 1-2

Original Text: This formative assessment worksheet explores the question: “How do we take measurements and work with data in physics?” Uncover student preconceptions about measurements and data as students consider the answer to the question.

Updated Text: This formative assessment worksheet explores the question: How do we take measurements? Uncover student preconceptions about measurements and precision as students consider the answer to the question.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 50

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 504

Location: First item on page

Original Text: [icon showing an apron][icon showing pointing finger]

Updated Text: [icon showing an apron][icon showing goggles][icon showing hand washing]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 524

Location: Essential Question (top of page)

Original Text: How do scientists use the Doppler effect to measure how stars and galaxies are moving?

Updated Text: How do scientists use the Doppler effect to determine how stars and galaxies are moving?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 525

Location: "Page 366 Ask Yourself"

Original Text: Page 336 Ask Yourself Explain why an internal combustion engine is a heat engine. An internal combustion engine is a heat engine because it converts the thermal energy released by combustion into mechanical energy.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 528

Location: Assignments, Chapter 12

Original Text: STEM Project: Explain Energy Transformation

Updated Text: STEM Project: Explain Energy Transformation Scientific Breakthroughs: A Solid That Flows

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 528

Location: Videos & Interactives, Lesson 4

Original Text: Videos: Bernoulli's Principle; Streamlines Interactive Visual Literacy: Buoyant Force; Sinking and Floating

Updated Text: Video: Streamlines Interactive Visual Literacy: Buoyant Force; Sinking and Floating

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 529

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: How do the states of matter differ?

Updated Text: This formative assessment worksheet explores the question: How does the properties of a substance change when the substance changes state?

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 54

Location: Your Study Tools, items 1–3

Original Text: ✓ Review Interactive Visual Literacy: Using Coordinates ✓ Watch additional videos for lesson concepts: GPS ✓ Answer additional Practice Problems online

Updated Text: ✓ Review with Interactive Visual Literacy: Using Coordinates. ✓ Watch additional videos for lesson concepts: Tracking Hurricanes: Scientist Spotlight. [item 3 deleted]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 541

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Using Plane Mirrors.

Updated Text: ✓ Watch additional videos for lesson concepts: Reflection of Light.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 543

Location: Revisit the Essential Question

Original Text: What physical properties of matter are typical of solids?

Updated Text: What physical properties are typical of solids?

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 548

Location: Figure 16

Original Text: [above left image] Spherical Mirror [above right image] Parabolic Mirror

Updated Text: [format figure like other multi-part figures in the book] [under left image]16A[n space]Spherical Mirror [under right image]16B[n space]Parabolic Mirror

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 552

Location: Figure 21

Original Text: [main caption]Figure 21[n space]These images of galaxy NGC 3521 simulate how resolving power varies with aperture. The image on the left is how the galaxy would appear for a telescope with a small aperture. The image on the right shows its appearance using a larger aperture.

Updated Text: [main caption]Figure 21[n space]These images of galaxy NGC 3521 simulate how resolving power varies with the telescope's aperture. [add subcaption] [under left image]21A[n space]Smaller aperture [under right image]21B[n space]Larger aperture

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 556

Location: Last paragraph, last sentence

Original Text: This instrument promises to add to the previously mentioned discoveries, including new exoplanets (planets outside our solar system) and a better understanding of the nature of dark matter, which makes up most of the matter in galaxies.

Updated Text: On Earth, the ideal resolving power of a large telescope is limited by Earth's atmosphere. To avoid this problem, space telescopes with large mirrors are placed in orbit, where they can resolve distant objects at the theoretical limit.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 56

Location: Assignments, Chapter 2

Original Text: STEM Project: Model Motion in Sports

Updated Text: STEM Project: Model Motion in Sports Scientific Breakthroughs: In the Nick of Time

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 1

Original Text: Videos: Moving Pictures; Runner's Motion Example Problem Video: Vector Addition and Subtraction Interactive Visual Literacy: Coordinate Systems

Updated Text: Videos: Moving Pictures; Runner's Motion Example Problem Video: Vector Addition and Subtraction Interactive Visual Literacy: Finding Time Interval and Displacement

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Videos: GPS; Scientist Spotlight Interactive Visual Literacy: Locating a Hurricane

Updated Text: Video: Tracking Hurricanes: Scientist Spotlight Interactive Visual Literacy: Using Coordinates

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Analyze a Position-Time Graph Interactive Visual Literacy: Building a x-t Graph

Updated Text: Example Problem Video: Analyze a Position-Time Graph Interactive Visual Literacy: Making a Position-Time Graph

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 56

Location: Labs, Lesson 2

Original Text: PhysicsLAB: Track a Tropical Cyclone Quick Lab: Locate Places on Earth

Updated Text: PhysicsLAB: Track a Hurricane Quick Lab: Locate Places on Earth

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 56

Location: Labs, Lesson 3

Original Text: Quick Lab: Graphing Position

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 569

Location: left column, last item under "Engage" head

Original Text: [video icon] Video: Bernoulli's Principle 10 min

Updated Text: [video icon] Video: Streamlines 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 569

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: right column, 3rd item under "Bernoulli's Principle"

Original Text: [green checkmark][video icon] Video: Streamlines 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 57

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: How are hurricanes tracked?

Updated Text: This formative assessment worksheet explores the question: How is motion represented?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 570

Location: 3rd item under "Engage" header

Original Text: [video icon] Video: Bernoulli's Principle | Videos & Interactives | 10 minutes This video shows a demonstration of Bernoulli's principle.

Updated Text: [green checkmark][video icon] Video: Streamlines | Videos & Interactives | 5 minutes This video shows streamlines around different objects.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 575

Location: 2nd item on page

Original Text: [video icon] Video: Streamlines | Videos & Interactives | 5 minutes This video shows streamlines around different objects. [blue play button icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 576

Location: Figure 17

Original Text: [above left image]5A [above center image]5B[n space]Simple Lens [above right image]5C[n space]Achromatic Lens

Updated Text: [format figure as other multi-part images in the book] [under left image]5A[n space]Chromatic Aberration [under center image]5B[n space]Simple Lens [under right image]5C[n space]Achromatic Lens

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 580

Location: Figure 21 caption

Original Text: N/A

Updated Text: [added sub-captions] 21A[n space]Using a Telescope 21B[n space]Keplerian Telescope

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 582

Location: Videos & Interactives, Chapter 13

Original Text: Video: Seafloor Formations

Updated Text: Video: Seafloor Formations IF/THEN She Can: Adele Luta

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 582

Location: Assignments, Chapter 13

Original Text: STEM Project: Assess Greenhouse Effect

Updated Text: STEM Project: Assess Greenhouse Effect Focus on Texas: Barrier Islands

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 582

Location: Labs, Lesson 2

Original Text: Quick Labs: Model Volcanoes; Model Mountain Formation

Updated Text: Quick Lab: Model Magma Movement

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 582

Location: Labs, Lesson 3

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition

Updated Text: PhysicsLAB: Observing Weathering and Erosion

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 582

Location: Assignments, Lesson 3

Original Text: CER: Shaping the Landscape Applying Practices: Investigate Stream Erosion

Updated Text: CER: Shaping the Landscape Applying Practices: Investigate Stream Erosion; Modeling Earth's Internal and Surface Processes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 582

Location: Labs, Lesson 4

Original Text: PhysicsLAB: Model Weather and Climate Take-Home Lab: Observing the Weather

Updated Text: PhysicsLAB: Model Weather and Climate

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 582

Location: Assignments, Lesson 4

Original Text: CER: Weather and Climate Applying Practices: Forecasting Climate Change

Updated Text: CER: Weather and Climate Applying Practices: Forecasting Climate Change; Variation in Albedo

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 583

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "What features and events are associated with plate tectonics?"

Updated Text: This formative assessment worksheet explores the question: What are some examples of conduction, convection, and radiation in Earth systems?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 583

Location: right column, PhysicsLAB

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition | Labs | 45 minutes Students will use models to investigate how weathering, erosion, and deposition can create landforms.

Updated Text: PhysicsLAB: Observing Weathering and Erosion | Labs | 45 minutes Students will conduct a field investigation to observe weathering and erosion. This lab should be done after Lesson 3.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 584

Location: Page header

Original Text: Study Guide

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 585

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 596

Location: Figure 9 caption

Original Text: N/A

Updated Text: [added sub-captions] 9A[n space]Tiger beetle 9B[n space]Interference

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 596

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 600

Location: right column, item 2

Original Text: Quick Lab: Model Volcanoes 15 min

Updated Text: Quick Lab: Model Magma Movement 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 600

Location: right column, last item under "Mountain Building"

Original Text: Quick Lab: Model Mountain Formation 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 605

Location: last item on page, "Quick Lab"

Original Text: Model Volcanoes | Labs | 15 minutes Students will use models to investigate the forces and energy that drive a volcano.

Updated Text: Model Magma Movement | Labs | 20 minutes Students will use models to investigate magma movement.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 606

Location: 2nd to last item on page, "Quick Lab"

Original Text: Quick Lab Model Mountain Formation | Labs | 15 minutes Students will use models to investigate how mountains form.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 609

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 61

Location: Flow chart in right column, 3rd oval on left

Original Text: related to

Updated Text: [remove oval and make text blue] related to

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 61

Location: Flow chart in right column, after 2nd oval on right

Original Text: N/A

Updated Text: [add a down arrow]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 613

Location: right column, last 2 items under "Elaborate"

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition 45 min Applying Practices: Investigate Stream Erosion 45 min

Updated Text: PhysicsLAB: Observing Weathering and Erosion 50 min Applying Practices: Investigate Stream Erosion; Modeling Earth's Internal and Surface Processes 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 62

Location: Right column, between last two items under "Vectors and Scalars"

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Vector Addition and Subtractions 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 62

Location: Left column, first item under "Coordinate Systems"

Original Text: [empty checkbox][interactives icon] Interactive Visual Literacy: Coordinate Systems 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 620

Location: 3rd item on page, "PhysicsLAB"

Original Text: Model Weathering, Erosion, and Deposition | Labs | 45 min Students will use models to investigate the mechanisms behind weathering, erosion, and deposition.

Updated Text: Field Investigation: Observing Weathering and Erosion | Labs | 50 minutes Students will use conduct a field investigation to observe weathering and erosion.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 620

Location: above "EVALUATE" head

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Modeling Earth's Internal and Surface Processes | Assignments | 30 minutes Students will develop and use models of Earth's processes.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 621

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 625

Location: left column, 2nd item under "EXPLORE"

Original Text: [green checkmark][lab goggles icon]Take-Home Lab: Observing the Weather 60 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 625

Location: right column, last item under "ELABORATE"

Original Text: Applying Practices: Forecasting Climate Change 45 min

Updated Text: Applying Practices: Forecasting Climate Change; Variation in Albedo 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 626

Location: last item on page, "Take-Home Lab"

Original Text: Observing the Weather | Labs | 10 minutes/day Students will record their observations of the weather and compare them to local forecasts.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 629

Location: Figure 16

Original Text: N/A

Updated Text: [format figure as other multi-part images in the book; add subcaptions] [under left image]16A[n space]Lifting a ball [under right image]16B[n space]Separating unlike charges

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 630

Location: Figure 17

Original Text: N/A

Updated Text: [format figure as other multi-part images in the book] [under left image]17A[n space]Unlike charges moved apart [under right image]17B[n space] Unlike charged moved closer

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 632-633

Location: "Quick Research: Ice Cores"

Original Text: [1st item on page 633]

Updated Text: [last item on page 632]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 633

Location: above "EVALUATE" head

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Variations in Albedo | Assignments | 45 minutes Students will examine the effects of changes in Earth's albedo.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 634

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 638

Location: Assignments, Chapter 14

Original Text: STEM Project: Evaluate Efficiencies of Energy Transfer

Updated Text: STEM Project: Evaluate Efficiencies of Energy Transfer Focus on Texas: Powering Texas

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 638

Location: Assignments, Lesson 1

Original Text: CER: Energy Resources

Updated Text: CER: Energy Resources Applying Practices: Engage in Scientific Argumentation: Nuclear Energy

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 638

Location: Videos & Interactives, Lesson 2

Original Text: Interactive Visual Literacy: Simple and Compound Machines

Updated Text: Interactive Visual Literacy: Everyday Simple Machines

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 638

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Labs, Lesson 3

Original Text: PhysicsLABs: Design an Energy-Efficient Building Take-Home Lab: Monitor Daily Energy Usage

Updated Text: PhysicsLABs: Design an Energy-Efficient Building; Monitor Daily Energy Usage

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 638

Location: Assignments, Lesson 4

Original Text: CER: Energy and Sustainability

Updated Text: CER: Energy and Sustainability Applying Practices: Modeling Relationships: Resource Management, Human Sustainability, and Biodiversity; Environmental Consulting: Finding Solutions

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 641

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 644

Location: right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignments icon] Applying Practices: Engage in Scientific Argumentation: Nuclear Energy 100 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 646

Location: Figure 1

Original Text: [main caption]Figure 1[n space]Positive charges flow from the higher potential at B through the conductive wire C to A, which has a lower potential than B. When the potential difference between B and A is zero, the flow stops. The flow continues in the diagram on the right because a charge pump maintains the potential difference between A and B.

Updated Text: [format figure like other multipart figures in the book] [under left image]1A[n space]When the potential difference between B and A is zero, the flow stops. [under right image]1B[n space]The flow continues because a charge

pump maintains the potential difference between A and B. [main caption]Figure 1[n space]Positive charges flow from the higher potential at B through the conductive wire C to A, which has a lower potential than B.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 648

Location: Paragraph 1

Original Text: What started as potential energy of the water is converted to kinetic energy, which in turn is converted to electrical energy by the generator. Not all the water's kinetic energy, however, is transformed to electrical energy. If the generator attached to the waterwheel is connected to a motor, the charges in the wire flow into the motor. The flow of charges continues through the circuit back to the generator. The motor transforms electrical energy back into kinetic energy. At every step, some of the energy is transformed to thermal energy as well.

Updated Text: What started as potential energy of the water is converted to kinetic energy, which in turn is converted to electrical energy by the generator. If the generator attached to the waterwheel is connected to a motor, the charges in the wire flow into the motor. The flow of charges continues through the circuit back to the generator. The motor transforms electrical energy back into kinetic energy. Not all the water's kinetic energy, however, is transformed to electrical energy. At every step, some of the energy is transformed to thermal energy as well.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 648

Location: Paragraph 2, last sentence

Original Text: Thus, charge is a conserved quantity.

Updated Text: (Recall that $1\text{ C} = 1\text{ coulomb}$, which is the unit of electric charge.) Thus, charge is a conserved quantity.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 648

Location: Paragraph 4, sentence 1

Original Text: Recall that the unit for electric charge (q) is the coulomb.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 648

Location: Last paragraph, sentence 2

Original Text: Power is the rate at which energy is transferred or transformed.

Updated Text: Recall that power is the rate at which energy is transferred or transformed.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 650

Location: Figure 4

Original Text: N/A

Updated Text: [format figure like other multi-part figures in the book; add subcaptions] [under left image]4A[n space]Pictorial representation [under right image]4B[n space]Schematic representation

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 652

Location: after last item on page

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Engage in Scientific Argumentation: Nuclear Energy | Assignments | 100 min Students will debate the costs and benefits of using nuclear energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 655

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 657

Location: paragraph 1, last sentence

Original Text: Some of the electrical energy is transformed into thermal energy.

Updated Text: Up to 90 percent of the electrical energy is transformed into thermal energy by an incandescent lightbulb.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 659

Location: left column, last item

Original Text: Interactive Visual Literacy: Simple and Compound Machines 5 min

Updated Text: Interactive Visual Literacy: Everyday Simple Machines 5 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 66

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Running Animals.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 660

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Using Electricity.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 667

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 67

Location: 4th item on page, "Assessability Tip," last two sentences

Original Text: Set this up as a challenge by mixing together sets of straws that add in one dimension and others that add at right angles (lengths in a ratio 3:4:5 or 5:12:13). This activity will help all students get a feel for vector addition and can easily be adapted to vector subtraction.

Updated Text: Set this up as a challenge by mixing together sets of straws that add in one dimension. This activity will help all students get a feel for vector addition and can easily be adapted to vector subtraction.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 670

Location: Figure 22

Original Text: [above images] The Loop Rule

Updated Text: [format figure like other multi-part figures in the book] [below left image]24A[n space]Elevation on a Hill
[below right image]24B[n space]Potential Difference in a Circuit

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 671

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: Take-Home Lab: Monitor Daily Energy Usage 30 min

Updated Text: PhysicsLAB: Monitor Daily Energy Usage 30 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 671

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Modeling Relationships 45 min [new item] [empty
box][assignment icon] Applying Practices: Environmental Consulting 100 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 674

Location: Header in middle of page

Original Text: Combined Series-Parallel Circuits

Updated Text: Combination Series-Parallel Circuits

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 676

Location: Between items 1 and 2 on the page

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Modeling Relationships: Resource Management, Human
Sustainability, and Biodiversity | Assignments | 45 minutes Students will develop and use a simple computational model
that shows the relationships between the management of a selected natural resource to human sustainability or Earth's
biodiversity. [assignments icon] Applying Practices: Environmental Consulting: Finding Solutions | Assignments | 100

minutes Students will act as an environmental consultant and provide a hypothetical client with the best possible solution for their stated problem.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 676-677

Location: Red lab boxes for "Monitor Daily Energy Usage" and "Design an Energy-Efficient Building"

Original Text: [last two items on p. 676]

Updated Text: [last two items on p. 677 under new "Explain continued" head]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 677

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Circuit Safety.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 68

Location: After 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Vector Addition and Subtraction | Videos & Interactives | 10 minutes
Students will work through vector addition and subtraction problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 682

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 682

Location: Assignments, Chapter 15

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: STEM Project: Develop an Informational Article on Regional Seismic Activity

Updated Text: STEM Project: Develop an Informational Article on Regional Seismic Activity Physics & Technology:
Harnessing the Motion of the Ocean

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 682

Location: Labs, Lesson 1

Original Text: Quick Lab: Hooke’s Law PhysicsLAB: Pendulum Vibrations PhET Simulations: Hooke's Law; Masses and Springs; Pendulum Lab

Updated Text: PhysicsLAB: Pendulum Vibrations PhET Simulations: Hooke's Law; Masses and Springs; Pendulum Lab

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 682

Location: Labs, Lesson 2

Original Text: Quick Labs: Making Waves; Wave Properties PhET Simulation: Waves Intro; Wave on a String

Updated Text: Quick Lab: Making Waves PhET Simulation: Waves Intro; Wave on a String

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 682

Location: Videos & Interactives, Lesson 4

Original Text: Videos: Earthquake Detection; Earthquake Dampers Interactive Visual Literacy: Seismic Waves

Updated Text: Video: Tectonic Collisions and Tsunamis Interactive Visual Literacy: Seismic Waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 683

Location: Chapter Review (1st red check mark in right column), sentence 2

Original Text: If students need support prior to testing assign LearnSmart for differentiated learning.

Updated Text: Differentiation[n space]If students need support prior to testing, assign LearnSmart for differentiated learning.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 685

Location: 1st sentence of text

Original Text: Help students activate their prior knowledge about the vocabulary in this chapter and introduce them to new terms using the following activity.

Updated Text: Help Emergent Bilingual (EB)/English Learner (EL) students activate their prior knowledge about thermal energy and introduce them to new words using the following activity.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 688

Location: right column, between items 2 and 3

Original Text: N/A

Updated Text:  Example Problem Video: Finding g Using a Pendulum 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 688

Location: left column, 1st item under "Explore" head

Original Text: Quick Demo: Identifying Periodic Motion 5 min

Updated Text: Quick Demo: Identifying Periodic Motion 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 688

Location: Left column, last item under "Explore" head

Original Text:  Quick Lab: Hooke's Law 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition


ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 688

Location: left column, under light blue header bar "Springs and Periodic Motion," between items 2 and 3

Original Text: N/A

Updated Text:  Example Problem Video: The Spring Constant and the Energy of a Spring 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 689

Location: 3rd item on page, last 2 sentences

Original Text: Ask students to describe the motion and give their ideas about why the ball moves up and back down again. Students will learn more about the motion and how to describe it throughout the lesson.

Updated Text: Ask students to describe the motion and give their ideas about why the ball moves back and forth in an arc. Students will learn more about the motion and how to describe it throughout the lesson.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 689

Location: 1st item under "Explore" header, title

Original Text: Quick Demo: Identifying Periodic Motion | 5 minutes

Updated Text: [green checkmark] Quick Demo: Identifying Periodic Motion | 5 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 689

Location: 3rd item under "Explore" header

Original Text: [in red box with lab goggles icon titled "Quick Lab"] [green checkmark] Hooke's Law | Labs | 15 minutes In this lab, students will measure force on and displacement of a spring and calculate its spring constant.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 691

Location: After last item on page

Original Text: N/A

Updated Text: [new item] [video icon] Example Problem Video: The Spring Constant and the Energy of a Spring | Videos & Interactives | 10 minutes Students will work through problems involving springs, Hooke's law, and elastic potential energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 691

Location: After last item on page

Original Text: N/A

Updated Text: [new item] [video icon] Example Problem Video: Finding g Using a Pendulum | Videos & Interactives | 10 minutes Students will work through problems involving simple pendulums and their periods.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 697

Location: Revisit the Essential Question

Original Text: What are some types of repetitive motion? The back-and-forth motion of a pendulum, the motion of a spring that has been stretched, and the motion of a child on a playground swing are all examples of repetitive motion.

Relevance: Why should students care? Describe some examples of repetitive motion that are common in everyday situations. In each case, is the motion an example of simple harmonic motion? Why or why not?

Updated Text: What are some types of repetitive motion? The back-and-forth motion of a pendulum, the motion of a spring that has been stretched or compressed, and the motion of a child on a playground swing are all examples of repetitive motion. Relevance: Why should students care? Describe some examples of repetitive motion that are common in everyday situations. Ask students: Is the motion an example of simple harmonic motion? Why or why not?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 699

Location: Lesson Vocabulary Support, content vocabulary list, between first two terms

Original Text: N/A

Updated Text: • mechanical wave

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 700

Location: flow chart on right

Original Text: [top oval]compare the characteristics of [down arrow] [next oval]transverse waves [next oval]longitudinal waves [down arrow] including [down arrow] [next oval]electromagnetic waves [bottom oval]sound waves

Updated Text: [top oval]compare [down arrow] the characteristics of [down arrow] [left oval]transverse waves [right oval]longitudinal waves [down arrow] including [down arrow] [left oval]electromagnetic waves [right oval]sound waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 701

Location: left column, 3rd item from end

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: [green checkmark][lab goggles icon] Quick Lab: Wave Properties 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 701

Location: right column, before 1st item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Characteristics of a Wave 10 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 705

Location: 1st item on page

Original Text: [in red box with lab goggles icon titled "Quick Lab"] [green checkmark]Wave Properties | Labs | 15 min
Students will explore and measure wave properties such as frequency, wavelength, and amplitude.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 705

Location: last item on page

Original Text: [interactives icon] Interactive Visual Literacy: Graphing Waves | Videos & Interactives | 5 minutes This interactive explores how the motion of waves can be graphed.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 706

Location: before blue header bar "Topic: Tsunamis"

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Characteristics of Waves | Videos & Interactives | 10 minutes
Students will work through problems involving the velocity, wavelength, period, and frequency of a wave. [interactives icon] Interactive Visual Literacy: Graphing Waves | Videos & Interactives | 5 minutes This interactive explores how the motion of waves can be graphed.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 707

Location: 3rd item under "Evaluate" header,

Original Text: Topic: Wave Properties Ask students to draw a y-displacement v. location graph and a y-displacement v. time graph of a transverse wave. Label the parts of the wave that each graph shows. Have students show how the wave's period or its wavelength can be determined from the graphs.

Updated Text: Topic: Wave Properties Ask students to draw a y-displacement v. distance from source graph and a y-displacement v. time graph of a transverse wave. Instruct them to label the parts of the wave that each graph shows. Have students show how the wave's period or its wavelength can be determined from the graphs.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 708

Location: Answer Key (bottom of page), answer to first question

Original Text: The period is 0.4 s.

Updated Text: The period is 0.04 s.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 710

Location: flow chart on right, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate behaviors of waves

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 710

Location: Figure 1

Original Text: [above left image] Wire Moves Up [above right image] Wire Moves Down

Updated Text: [figure formatted as other multi-part figures in the book] [below left image] 1A[n space]The wire moving upward [below right image] 1B[n space]The wire moving downward

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 711

Location: Figure 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: [above top image] Direction of Current [above bottom image] Right-Hand Rule

Updated Text: [figure formatted as other multi-part figures in the book] [below top image] 2A[n space]Direction of Current [below bottom image] 2B[n space]Right-hand rule

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 712

Location: Figure 3

Original Text: N/A

Updated Text: [figure formatted as other multi-part figures in the book and subcaptions added] [below left image] 3A[n space]Diagram of a microphone [below right image] 3B[n space]A singer using a microphone

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 714

Location: Figure 6

Original Text: [centered under left image]6A[n space]Maximum Current [centered under center image]6B[n space]Zero Current [centered under right image]6C[n space]Current Graph

Updated Text: [figure formatted as other multi-part figures in the book] [left-aligned under left image]6A[n space]Maximum Current [left-aligned under center image]6B[n space]Zero Current [left-aligned under right image]6C[n space]Current Graph

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 716

Location: last item on page, "Driving Question Connection," 1st sentence

Original Text: To help students connect the lesson content with the driving question, discuss as a class the following ideas:

Updated Text: [PHENOMENON icon] To help students connect the lesson content with the driving question, discuss as a class the following ideas:

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 716

Location: Figure 9

Original Text: [main caption] This AC generator is similar in construction to an electric motor, except it connects to a circuit using a brush-slip-ring device instead of a commutator. An outside source rotates the armature. As the armature

rotates, the direction of the current alternates in time (top right). The power delivered by the generator is always positive (bottom right).

Updated Text: [figure formatted like other multi-part figures in the book; subcaptions added] [main caption] This AC generator is similar in construction to an electric motor, except it connects to a circuit using a brush-slip-ring device instead of a commutator. An outside source rotates the armature. As the armature rotates, the direction of the current alternates in time (9B). The power delivered by the generator is always positive (9C). [below left image]9A[n space]An AC generator [below top right image]9B[n space]Current v. Time graph [below bottom right image]9C[n space]Power v. Time graph

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 721

Location: last sentence in left column

Original Text: The lesson also supports coverage of TEKS 8.A .

Updated Text: The lesson also supports coverage of TEKS 8.A as students continue to study how waves propagate energy through various media.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 721

Location: Header in center of page

Original Text: Self-inductance

Updated Text: Self-Inductance

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 722

Location: left column, 2nd item

Original Text: Video: Earthquake Detection 10 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 722

Location: right column, last item under "Elaborate"

Original Text: Video: Earthquake Dampers 10 min

Updated Text: Video: Tectonic Collisions and Tsunamis 10 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 722

Location: Figure 16

Original Text: [main caption, last sentence]Secondary potential difference can be greater than the primary (left) or less than the primary (right). [above left image] Step-Up Transformer [above right image] Step-Down Transformer

Updated Text: [format figure as other multi-part figures in the book] [main caption, last sentence]Secondary potential difference can be greater than the primary (16A) or less than the primary (16B). [below left image]16A[n space]Step-up transformer [below right image]16B[n space]Step-down transformer

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 723

Location: 2nd item on page, "Video"

Original Text: Video: Earthquake Detection | Videos & Interactives | 10 minutes This video describes how earthquakes can be detected.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 726

Location: 1st item on page, "Driving Question Connection," 1st sentence

Original Text: If students struggle to connect the content in this lesson and the Driving Question, have them first review the question:

Updated Text: [PHENOMENON icon] If students struggle to connect the content in this lesson and the driving question, have them first review the question:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 726

Location: 1st item under "Topic: Types of Seismic Waves," "Quick Demo: Wave Movement"

Original Text: [goggles icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 729

Location: 2nd item on page, "Video"

Original Text: Video: Earthquake Dampers | Videos & Interactives | 10 minutes This video describes how tall buildings in earthquake-prone areas are built with dampers to prevent the building from oscillating too much during an earthquake.

Updated Text: Video: Tectonic Collisions and Tsunamis | Videos & Interactives | 10 minutes This video explores the relationship between the collision of tectonic plates and tsunamis.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 73

Location: Figure 2

Original Text: N/A

Updated Text: [format figure like other multi-part figures and add subcaptions] [under top left image] 2A[n space]At rest [under top right image] 2B[n space]Constant speed [under bottom left image] 2C[n space]Speeding up [under bottom right image] 2D[n space]Slowing down

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 734

Location: Assignments, Chapter 16

Original Text: STEM Project: Measure Distance Using Sound

Updated Text: STEM Project: Measure Distance Using Sound Physics & Society: Out of Sight

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 734

Location: Videos & Interactives, Chapter 16

Original Text: Video: Sound

Updated Text: Video: Sound IF/THEN She Can: Olivia Castellini

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 735

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "What are the properties of sound, and how do we use sound in our daily lives?"

Updated Text: This formative assessment worksheet explores the question: What are the properties of sound, and how is sound produced?

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 736

Location: Header (top of page)

Original Text: Study Guide

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 739

Location: Flow chart in right column, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate the behaviors of waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 74

Location: Left column, first item under "Latitude and Longitude"

Original Text: Interactive Visual Literacy: Locating a Hurricane 5 min

Updated Text: Interactive Visual Literacy: Using Coordinates 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 74

Location: Right column, first item under "Global Positioning System"

Original Text: [green checkmark][video icon] Video: GPS 10 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 74

Location: Right column, 2nd item under "Elaborate"

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Interactive Visual Literacy: Degrees, Minutes, Seconds 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 74

Location: Right column, last item under "Elaborate"

Original Text: Video: Scientist Spotlight 10 min

Updated Text: Video: Tracking Hurricanes: Scientist Spotlight 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 740

Location: Right column, under "The Doppler Effect" light blue header bar, between items 3 and 4

Original Text: N/A

Updated Text: Example Problem Video: The Doppler Effect 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 740

Location: Right column, 2nd item under blue "Elaborate" header bar

Original Text: Critical Thinking: Negative Sound Levels 5 min

Updated Text: Critical Thinking 5 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 741

Location: Figure 2

Original Text: [original location: middle of page]

Updated Text: [updated location: top of page]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 743

Location: Header between paragraphs 1 and 2

Original Text: Ionizing versus non-ionizing radiation

Updated Text: Non-ionizing versus ionizing radiation

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 744

Location: Your Study Tools, item 3

Original Text: ✓ Answer additional Practice Problems online.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 746

Location: Ask Yourself question (middle of page)

Original Text: Explain how a pendulum is like a coil-and-capacitor oscillator.

Updated Text: Explain how a coil-and-capacitor oscillator is like a pendulum.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 746

Location: Figure 7

Original Text: [above left image]Maximum Current [above right image]Minimum Current

Updated Text: [format figure like other multi-part figures in the book] [below left image]7A[n space]Maximum Current [below right image]7B[n space]Minimum Current

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 747

Location: After 2nd item on page ("IN-CLASS Example 1")

Original Text: N/A

Updated Text: [video icon] Example Problem Video: The Doppler Effect | Videos & Interactives | 10 minutes Students will work through problems involving the Doppler effect.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 750

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Paragraph 2, 2nd to last sentence

Original Text: Figure 11 on the previous page shows a simple tuner next to the receiving antenna.

Updated Text: The capacitor and coil connected to the receiving antenna in Figure 11 acts as a simple tuner.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 750

Location: Revisit the Essential Question, sentences 2-3

Original Text: An antenna then converts the signals to electromagnetic waves that propagate in all directions. A different antenna then converts the waves back to electronic signals.

Updated Text: A transmitting antenna then converts the signals to electromagnetic waves that propagate in all directions. A receiving antenna then converts the waves back to electronic signals.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 752

Location: Figure 15, Look Closer question

Original Text: Describe how water molecules are affected as a microwave passes through the water in food.

Updated Text: Describe how water molecules in food are affected as a microwave passes through the food.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 755

Location: Paragraph 1

Original Text: If you have ever broken a bone or visited a dentist, you have likely experienced the use of X-rays for imaging. Although X-rays can be harmful to people at high doses, the use of low doses of X-rays has many safe applications in addition to medical uses.

Updated Text: Recall that X-rays are used for medical imaging of teeth and bones. They are also used to study the atomic-level structure of crystals.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 76

Location: 1st item under "Topic: Latitude and Longitude," title

Original Text: Interactive Visual Literacy: Locating a Hurricane

Updated Text: Interactive Visual Literacy: Using Coordinates

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 765

Location: Ask Yourself question (bottom of page)

Original Text: Explain the changes observed in the spectrum of the glowing lightbulb at the beginning of this lesson as it gets brighter.

Updated Text: Explain the changes observed in the spectrum of a glowing incandescent lightbulb as it gets brighter.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 767

Location: Flow chart in right column, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate the behaviors of waves

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 774

Location: Paragraph 1

Original Text: Why is the slope of every line in the graph equal to Planck's constant (h)? The maximum kinetic energy of an ejected electron is equal to the difference between the photon energy and the work function: $K_{\text{Emax}} = hf - hf_0$. The slope-intercept equation for a line is $y = mx + b$, where m is the slope of the line, x is the independent variable, y is the dependent variable, and b is the y -intercept. Substituting $K_{\text{Emax}} = y$, $f = x$, and $hf_0 = b$, you can observe that the slope of the line is Planck's constant h .

Updated Text: [paragraph deleted due to redundancy; Example Problem 1 moved up to top of page]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 778

Location: Assignments, Chapter 17

Original Text: STEM Project: Assess Importance of Absorbency Related to Lasers

Updated Text: STEM Project: Assess Importance of Absorbency Related to Lasers Scientific Breakthroughs: Super-Efficient Solar Cells

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 778

Location: Videos & Interactives, Lesson 2

Original Text: Videos: Why are so many deep-sea animals red in color?; Diffraction; Polarization Example Problem Video: Malus's Law Interactive Visual Literacy: 3-D Movie Glasses

Updated Text: Videos: Why are so many deep-sea animals red in color?; Diffraction; Dual-Pol Doppler Radar Example Problem Video: Malus's Law Interactive Visual Literacy: 3-D Movie Glasses

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 778

Location: Videos & Interactives, Lesson 3

Original Text: Videos: Measuring the Speed of Light; Roemer's Speed of Light Measurement Interactive Visual Literacy: Doppler Shift

Updated Text: Video: Roemer's Speed of Light Measurement Interactive Visual Literacy: Doppler Shift

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 78

Location: Figure 8, Look Closer

Original Text: Interpret Why is the line on the acceleration-time graph below the horizontal axis from 10.0 to 18.0 s?

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 78

Location: 1st item on page, "Quick Lab"

Original Text: Locate Places on Earth | Labs | 15 minutes Students will use latitude and longitude to locate places.

Updated Text: [green checkmark] Locate Places on Earth | Labs | 15 minutes Students will use latitude and longitude to locate places.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 78

Location: 1st item under "Topic: Global Positioning System"

Original Text: [green checkmark][video icon] Video: GPS | Videos & Interactives | 10 minutes This video explores how a GPS receiver uses signals from three or more satellites to triangulate the receiver's position.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 79

Location: 1st item on page

Original Text: [green checkmark][interactive icon] Interactive Visual Literacy: Degrees, Minutes, Seconds | Videos & Interactives | 5 minutes Students will investigate how degrees of latitude or longitude are divided into minutes and seconds.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 796

Location: Right column, between items 1 and 2

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Malus's Law 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 80

Location: 2nd item on page, title

Original Text: [video icon] Video: Scientist Spotlight | 10 minutes

Updated Text: [video icon] Video: Tracking Hurricanes: Scientist Spotlight | 10 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 801

Location: last item on page

Original Text: Video: Polarization | Videos & Interactives | 5 minutes Have students watch a video about the polarization of light.

Updated Text: [video icon] Example Problem Video: Malus's Law | Videos & Interactives | 10 min Students will work through problems using Malus's Law.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 802

Location: before "ELABORATE" head

Original Text: N/A

Updated Text: [header] EXPLAIN continued Video: Dual-Pol Doppler Radar | Videos & Interactives | 5 minutes Have students watch a video about how polarization plays a role in monitoring the weather.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 804

Location: Your Study Tools, item 1

Original Text: ✓ Review with Interactive Visual Literacy: Lasers.

Updated Text: ✓ Review with Interactive Visual Literacy: Lasers and Quantum Computing.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 808

Location: left column, 2nd item

Original Text: [empty checkbox][video icon] Video: Measuring the Speed of light 10 min

Updated Text: [green checkmark][lab goggles icon] Quick Lab: The Speed of Light 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 808

Location: right column 3rd item

Original Text: [green checkmark][lab goggles icon] Quick Lab: The Speed of Light 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 809

Location: 2nd item under "Engage" header

Original Text: Video: Measuring the Speed of Light | Videos & Interactives | 10 minutes Have students watch this video on measuring the speed of light.

Updated Text: [in red lab box] Quick Lab The Speed of Light | Labs | 15 minutes Have students investigate the speed of light. Students can optionally complete this lab away from school.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 81

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 812

Location: 2nd item under "Elaborate"

Original Text: Quick Lab The Speed of Light | Labs | 15 minutes Have students investigate the speed of light. Students can optionally complete this lab away from school.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 818

Location: Assignments, Chapter 18

Original Text: STEM Project: Explain Fundamentals of Space Telescopes

Updated Text: STEM Project: Explain Fundamentals of Space Telescopes Focus on Texas: Mega Mirror for Magellan

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 818

Location: Videos & Interactives, Lesson 1

Original Text: Video: Using Plane Mirrors Example Problem Video: Changing the Angle of Incidence Interactive Visual Literacy: Law of Reflection; Ray Diagrams for Plane Mirrors

Updated Text: Video: Reflection of Light Example Problem Video: Changing the Angle of Incidence Interactive Visual Literacy: Law of Reflection; Ray Diagrams for Plane Mirrors

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 818

Location: Videos & Interactives, Lesson 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Video: Drawing a Ray Diagram Interactive Visual Literacy: Ray Diagrams for Curved Mirrors

Updated Text: Video: Ray Diagrams for Curved Mirrors Interactive Visual Literacy: Ray Diagrams for Curved Mirrors

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 824

Location: bottom of left column

Original Text: [light blue header bar] Objects and Plane Mirror Images Video: Using Plane Mirrors 5 min IN-CLASS

Example 1 5 min Discussion: Mirrors and Windows 10 min Forensics Lab: A Little Time to Reflect 45 min

Updated Text: Video: Reflection of Light 5 min [light blue header bar] Objects and Plane Mirror Images IN-CLASS

Example 1 5 min Example Problem Video: Changing the Angle of Incidence 10 min Discussion: Mirrors and Windows 10 min Forensics Lab: A Little Time to Reflect 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 827-828

Location: "Video"

Original Text: [first item on page 828] Video: Using Plane Mirrors | Videos & Interactives | 5 minutes This video explores various uses of plane mirrors.

Updated Text: [last item on page 827] Video: Reflection of Light | Videos & Interactives | 5 minutes This video explains the law of reflection and plane mirror images.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 828

Location: After 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Changing the Angle of Incidence | Videos & Interactives | 10 minutes Students will work through problems involving plane mirrors.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 828

Location: last item on the page, "Discussion: Mirrors and Windows," after current text

Original Text: N/A

Updated Text: If the inside lights are off, there is more light from outside transmitted through the glass and very little light inside reflected off the glass surface.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 83

Location: Your Study Tools, items 1–2

Original Text: ✓ Review with the Interactive Visual Literacy: Finding Acceleration Vectors ✓ Watch additional videos for lesson concepts: Nonuniform Motion Diagrams

Updated Text: ✓ Review with Interactive Visual Literacy: Nonuniform Motion Diagrams and Finding an Acceleration Vector. ✓ Watch additional videos for lesson concepts: Nonuniform Motion Diagrams and Finding an Acceleration Vector.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 835

Location: Figure 6 caption

Original Text: The tremendous amount of energy causes a small implosion.

Updated Text: The laser's tremendous energy initiates fusion.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 844

Location: run-in-head for 2nd paragraph

Original Text: Connection to Earth Science [plain text]

Updated Text: Earth Science Connection [formatted like "Life Science Connection" run-in-head for paragraph 3]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 845

Location: "Page 547 Ask Yourself," answer

Original Text: A virtual image will appear to be located behind the mirror surface.

Updated Text: A virtual image will appear to be located behind the mirror surface. The image is upright, larger than the object, and cannot be projected. The object must be placed between the focal point and the mirror's surface.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 85

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Left column, under "Plotting Data," last item

Original Text: [green checkmark][lab goggles icon]Quick Lab: Graphing Position 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 85

Location: Left column, under "Using Position-Time Graphs," item 2

Original Text: IN-CLASS Example 3 5 min

Updated Text: [video icon] Example Problem Video: Analyze a Position-Time Graph 5 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 850

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: The Discovery of Nuclear Fission.

Updated Text: ✓ Watch additional videos for lesson concepts: Fission of Uranium and Fusion of Hydrogen.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 852

Location: Figure 20 caption

Original Text: When the pressure from radiation and fusion is balanced by gravity, a star is stable.

Updated Text: When the pressure of radiation from fusion is balanced by gravity, a star is stable.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 860

Location: Assignments, Chapter 19

Original Text: STEM Project: Model the Path of a Light Ray

Updated Text: STEM Project: Model the Path of a Light Ray STEM at Work: Staying in Focus

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 863

Location: Page header

Original Text: Emergent Bilingual/English Learner Supports

Updated Text: Emergent Bilingual/English Learner Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 866

Location: Under light blue header bar "Snell's Law of Refraction", between items 5 and 6

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Angle of Refraction 10 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 866

Location: Paragraph 1, sentence 1

Original Text: Subatomic particles in certain states can spontaneously decay into other particles. In β decay, a neutron decays into a proton, an electron, and a particle known as an electron anti-neutrino.

Updated Text: Subatomic particles in certain states can spontaneously decay into other particles. In β decay, a neutron decays into a proton, an electron, and a particle known as an electron antineutrino.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 866

Location: Paragraph 2

Original Text: For example, physicists first discovered electron anti-neutrinos by applying the conservation laws to β decay. They observed that the combined energy of the electron and the proton from that decay was not equal to the energy of the neutron. There had to be another particle with the missing energy! From conservation of momentum and electric charge, physicists deduced this particle must have extremely low or zero mass and zero electric charge. This particle, the electron anti-neutrino, was first observed in 1956. You will learn more about neutrinos and anti-neutrinos in the next lesson.

Updated Text: For example, physicists first discovered electron antineutrinos by applying the conservation laws to β decay. They observed that the combined energy of the electron and the proton from that decay was not equal to the energy of the neutron. There had to be another particle with the missing energy! From conservation of momentum and electric charge, physicists deduced this particle must have extremely low or zero mass and zero electric charge. This particle, the electron antineutrino, was first observed in 1956. You will learn more about neutrinos and antineutrinos in the next lesson.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 866

Location: Ask Yourself question (middle of page)

Original Text: Explain how physicists were able to infer the existence of electron anti-neutrinos by studying how neutrons decay.

Updated Text: Explain how physicists were able to infer the existence of electron antineutrinos by studying how neutrons decay.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 868

Location: First item on page, "Disussion: Mirages," Sentence 2

Original Text: Point out that the effect is a result of changes in the speed of light that result in this mirage effect.

Updated Text: Point out that the changes in the speed of light cause this mirage effect.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 868

Location: Last item on page, "Driving Question Connection," Sentence 1

Original Text: Ask students to think about a time when they were in or looked into a pool or pond.

Updated Text: [PHENOMENON icon] Ask students to think about a time when they were in or looked into a pool or pond.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 870

Location: Before 2nd item on page ("Reinforcement: Optical Illusion:)

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Angle of Refraction | Videos & Interactives | 10 minutes Students will work through refraction problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 872

Location: 2nd item on page, "Driving Question Connection," Sentence 1

Original Text: Ask students to examine Figure 7.

Updated Text: [PHENOMENON icon] Ask students to examine Figure 7.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 878

Location: Between last 2 items in left column

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: An Image Formed by a Convex Lens 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 88

Location: 4th item on page, "Quick Lab" in red box

Original Text: Quick Lab Graphing Position | 15 minutes Students will collect and graph time and position data.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 882

Location: Above red box titled "PhysicsLAB"

Original Text: N/A

Updated Text: [video icon] Example Problem Video: An Image Formed by a Convex Lens | Videos & Interactives | 10 minutes Students will work through problems involving images and convex lenses.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 888

Location: Page header

Original Text: Lesson 3 Applications of Lenses

Updated Text: Lesson 3 Applications of Lenses [icon for TEKS 8.D] [icon for TEKS 8.G]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 89

Location: 1st item on page, "IN-CLASS Example 3"

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: IN-CLASS Example 3 | 5 minutes Use with Example Problem 3. Question What is the average velocity of the object whose motion is represented in this graph? What is its average speed? Answer $v = (50.0 \text{ m} - 0.0 \text{ m}) / (0.0 \text{ s} - 25.0 \text{ s}) = -2.00 \text{ m/s}$ The average velocity is -2.00 m/s . The average speed is 2.00 m/s .

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 890

Location: Page header

Original Text: Lesson 3 Blueprint

Updated Text: Lesson 3 Blueprint [icon for TEKS 8.D] [icon for TEKS 8.G]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 890

Location: Bottom of right column, under "DIFFERENTIATION RESOURCES"

Original Text: Looking for more differentiation options? Find the [REINFORCE icon], [EXTEND icon], and [EB/EL icon] activities and strategies within the lesson support for differentiation support.

Updated Text: [empty checkbox] LearnSmart [TEKS 8.D icon] [TEKS 8.G icon] 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 90

Location: 1st item on page, "Visual Literacy: Figure 20," pink answer text

Original Text: The table gives exactly the same information as the graph, but the particle model gives much less information than the other two representations.

Updated Text: The table gives more exact information than the pictures and motion diagram, and the graph gives the position for the entire time interval.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 902

Location: Videos & Interactives, Lesson 2

Original Text: Video: Diffraction Gratings Example Problem Video: Using a DVD as a Diffraction Grating Interactive Visual Literacy: Diffraction Pattern Analysis

Updated Text: Video: Diffraction Example Problem Video: Using a DVD as a Diffraction Grating Interactive Visual Literacy: Diffraction Pattern Analysis

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 902

Location: Labs, Lesson 2

Original Text: Quick Lab: Diffraction Gratings; Retinal Projection Screen PhysicsLAB: Holograms PhET Simulation: Wave Interference

Updated Text: Quick Labs: Diffraction Gratings; Diffraction Rainbow PhysicsLAB: Holograms PhET Simulation: Wave Interference

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 902

Location: Assignments, Chapter 20

Original Text: STEM Project: Compare Uses of Holograms in Engineering

Updated Text: STEM Project: Compare Uses of Holograms in Engineering Scientific Breakthroughs: Beckoning Bees with Blue Halos

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 903

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “How are interference and diffraction of light related?”

Updated Text: This formative assessment worksheet explores the question: How do two waves interfere?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 908

Location: Left column, item 2

Original Text: Activate Prior Knowledge: Waves, Geometry, and Trigonometry 5 min

Updated Text: Activate Prior Knowledge 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 908

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: left column, under light blue header bar "Double-Slit Interference," between 4 and 5

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Wavelength of Light 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 909

Location: title of item 2 under "Engage" header

Original Text: Activate Prior Knowledge: Waves, Geometry, and Trigonometry

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 913

Location: After item 2 on page ("IN-CLASS Example 1")

Original Text: N/A

Updated Text: [new item] [video icon] Example Problem Video: Wavelength of Light | Videos & Interactives | 10 minutes
Students will work through double-slit interference problems.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 917

Location: Resistance force, definition

Original Text: The force exerted by a machine.

Updated Text: The force that a machine exerts on an output.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 917

Location: Last item on page, Figure 9

Original Text: N/A

Updated Text: [added sub-captions] 9A[n space]Tiger beetle 9B[n space]Interference

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 918

Location: Under "Summative Assessment"

Original Text: N/A

Updated Text: Interference

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 922

Location: Left column, item 2

Original Text: Activate Prior Knowledge: Diffraction of Light 15 min

Updated Text: Activate Prior Knowledge 15 min


Component: McGraw Hill Texas Physics Teacher Edition



ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 922

Location: Left column, last 2 items

Original Text: Driving Question Connection 5 min  Video: Diffraction Gratings 5 min

Updated Text:  Example Problem Video: Using a DVD as a Diffraction Grating 10 min Driving Question Connection 5 min  Video: Diffraction 5 min


Component: McGraw Hill Texas Physics Teacher Edition


ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 922

Location: Right column, item 1

Original Text:  Quick Lab: Retinal Projection Screen 15 min

Updated Text:  Quick Lab: Diffraction Rainbow 25 min

Component: McGraw Hill Texas Physics Teacher Edition


ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 926

Location: after 3rd item on page

Original Text: N/A

Updated Text:  Example Problem Video: Using a DVD as a Diffraction Grating | Videos & Interactives | 5 minutes Students will work through problems involving diffraction gratings.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 927

Location: 1st item on page, "Quick Lab," title

Original Text: Retinal Projection Screen

Updated Text: Diffraction Rainbow

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 930

Location: "Page 599 Ask Yourself"

Original Text: Explain why molecular biologists use X-rays instead of visible light to study the diffraction patterns from biological molecules. The spacings between molecules are close to the wavelength of X-rays instead of visible light.

Updated Text: Explain why molecular biologists use X-rays instead of visible light to study the diffraction patterns from biological macromolecules. The spacings between macromolecules are close to the wavelength of X-rays instead of visible light.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 96

Location: Flowchart in right column, after last arrow

Original Text: distance displacement speed velocity frames of reference acceleration

Updated Text: distance displacement speed velocity frames of reference acceleration

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 97

Location: STEM Project (bottom left)

Original Text: Complete the STEM Project to apply your understanding of chapter concepts.

Updated Text: Complete the Evaluate Accelerated Motion STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 97

Location: Left column, under "Speed and Velocity"

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Interactive Visual Literacy: Calculating Slope 5 min Clarify a Preconception: Instantaneous vs. Average Speed 5 min Probeware Lab: Measure Velocity 45 min

Updated Text: Interactive Visual Literacy: Calculating Slope 5 min Clarify a Preconception: Instantaneous vs. Average Speed 5 min SEP: Analyzing and Interpreting Data 10 min Reinforcement: Units 5 min Reinforcement: Representing Motion 10 min Visual Literacy: Figure 25 5 min IN-CLASS Example 5 5 min Apply Your Knowledge 5 min

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): 97

Location: LearnSmart (bottom center)

Original Text: ✓ TEKS 5.B assignment

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 97

Location: bottom left and top right columns, under "Equation of Motion at Constant Velocity"

Original Text: SEP Analyzing and Interpreting Data 10 min Reinforcement: Units 5 min Reinforcement: Representing Motion 10 min Visual Literacy: Figure 23 5 min Driving Question Connection 5 min ELPS Support 10 min IN-CLASS Example 6 5 min PhysicsLAB: Constant Speed 45 min

Updated Text: Driving Question Connection 5 min ELPS Support 10 min IN-CLASS Example 6 5 min Example Problem Video: Position 5 min PhysicsLAB: Constant Speed 50 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 97

Location: right column, under "Elaborate"

Original Text: CER: How Fast? 10 min Real-World Physics: World Record Runners 5 min Content Background: Speed of Light 5 min STEM Connection: It's All Relative: Einstein and Education 15 min Critical Thinking: Position-Time Graph 5 min SEP Planning and Carrying Out Investigations 15 min

Updated Text: CER: How Fast? 10 min Real-World Physics: World Record Runners 5 min Content Background: Speed of Light 5 min Critical Thinking: Position-Time Graph 5 min SEP Planning and Carrying Out Investigations 15 min Probeware Lab: Measure Velocity 50 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 986

Location: Videos & Interactives, Chapter 22

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Video: Electric Current

Updated Text: Video: Electric Current IF/THEN She Can: Aisha Lawrey

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 986

Location: Assignments, Chapter 22

Original Text: STEM Project: Enhance Your Daily Life with Electric Current and Circuits

Updated Text: STEM Project: Enhance Your Daily Life with Electric Current and Circuits Physics & Technology: Leading the Charge

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 1

Original Text: Interactive Visual Literacy: Diagramming Circuits

Updated Text: Example Problem Videos: Electric Power and Energy; Current through a Resistor Interactive Visual Literacy: Diagramming Circuits

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 986

Location: Assignments, Lesson 1

Original Text: CER: Current and Circuits Practice Problems: Electric Power and Energy; Drawing Schematic Diagrams; Current through a Resistor Applying Practices: Touching the Future; Develop and Use Models for Energy

Updated Text: CER: Current and Circuits Practice Problems: Electric Power and Energy; Drawing Schematic Diagrams; Current through a Resistor Applying Practices: Develop and Use Models for Energy

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 3

Original Text: Videos: Circuits in String Lights; Series Circuits; Parallel Circuits Interactive Visual Literacy: Equivalent Resistance

Updated Text: Videos: Circuits in String Lights; Series Circuits; Parallel Circuits Example Problem Videos: Potential Difference in a Series Circuit; Equivalent Resistance and Current in a Parallel Circuit Interactive Visual Literacy: Equivalent Resistance

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 4

Original Text: Video: Circuit Safety Interactive Visual Literacy: Analyzing Series-Parallel Circuits

Updated Text: Interactive Visual Literacy: Analyzing Series-Parallel Circuits

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 989

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 99

Location: 2nd light blue header bar

Original Text: Topic: Equation of Motion at Constant Velocity

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 991

Location: flowchart on right

Original Text: [list of materials in separate ovals]

Updated Text: [all in one oval] materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 992

Location: right column, under "Elaborate," items 6 and 6

Original Text: Applying Practices: Touching the Future 45 min Applying Practices: Modeling 20 min

Updated Text: Applying Practices: Develop and Use Models for Energy 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 992

Location: bottom of left column

Original Text: [light blue bar] Electric Circuits Clarify a Preconception: 5 min Use an Analogy: Water Tank 5 min

Reinforcement: Batteries 5 min [light blue bar] Rates of Charge Flow and Energy Transfer Use an Analogy: Traffic 5 min

Real-World Physics: Hydroelectricity 5 min IN-CLASS Example 1 5 min

Updated Text: [light blue bar] Electric Circuits Clarify a Preconception: 5 min Reinforcement: Batteries 5 min [light blue

bar] Rates of Charge Flow and Energy Transfer Real-World Physics: Hydroelectricity 5 min IN-CLASS Example 1 5 min

[empty box] [video icon] Example Problem Video: Electric Power and Energy 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 992

Location: top of right column, first 4 items under "Resistance and Ohm's Law"

Original Text: Use an Analogy: Walking 5 min Content Background: Resistors 5 min Develop Concepts: Resistivity 5 min

IN-CLASS Example 2 5 min

Updated Text: Use an Analogy: Walking 5 min IN-CLASS Example 2 5 min [empty box] [video icon] Example Problem

Video: Current through a Circuit 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): 998

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Electric Power and Energy | Videos & Interactives | 10 minutes

Students will work through problems involving electrical energy.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): ix

Location: Front Matter TOC: Chapter 3

Original Text: Chapter 3

Updated Text: Chapter 3 TEKS 5.A, 5.C

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): ix

Location: Digital Experience list, under "Labs"

Original Text: PhysicsLAB[n space]Probeware: Tossed-Ball Motion

Updated Text: PhysicsLAB[n space]Probeware: Tossed-Ball Motion Simulation[n space]Accelerated Motion

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): ix

Location: Digital Experience list, under "Videos"

Original Text: Apollo 15 Hammer and Feather Drop

Updated Text: Apollo 15 Hammer and Feather Drop Example Problem Videos

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): ix

Location: Digital Experience list, under "Interactives"

Original Text: Simulation[n space]Accelerated Motion

Updated Text: Interactive Example Problems

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Figure 8 (Image needs x- and y-axis titles)

Original Text: N/A

Updated Text: x-axis title will be "News Sources" and y-axis title will be "Percent"

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: [text deleted]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or “banked” for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or “banked” for long periods of time.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself[en space]Describe the contribution of one scientist.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Type: Editorial Change

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself[en space]Identify[en space]What are science-related challenges faced by marginalized populations?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes This digital assignment introduces students to the first scientist, Thales of Miletus

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Type: Editorial Change

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes This digital review provides end of chapter practice prior to testing. Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: [text deleted]

Feedback and Publisher Responses

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Page Number(s): 164–168

URL:

[View Content](#)

Feedback Text: Duplicate picture

Publisher Response: Thank you for your feedback. Figure 1 is repeated in error in the eBook. This will be adjusted.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Page Number(s): 2, 3

URL:

[View Content](#)

Feedback Text: For data tables I recommend adding the SI units to the titles of rows/columns. This is standard science practice.

Publisher Response: Thank you for your feedback. We will make this adjustment.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Page Number(s): 7

URL:

[View Content](#)

Feedback Text: Observations of a pendulum over a day would not be realistic as most would cease swinging after a few hours.

Publisher Response: Thank you for your feedback. We will add a note that this is an ideal pendulum that is not subject to friction.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Page Number(s): Digital Suite

URL:

[View Content](#)

Feedback Text: specifically state that in the explanation include scientific principles that lead to your conclusion.

Publisher Response: Thank you for your feedback. We will make this adjustment.

Publisher: McGraw Hill

Anatomy and Physiology

Program: Holes Essentials of Human Anatomy and Physiology TX: TEKS

Editorial Changes

Component: Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)

ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 132

Location: Last two sentences of second paragraph

Original Text: Muscle tissues produce body movements, and nervous tissues conduct impulses that help control and coordinate all bodily activities. TABLE 5.1 compares the four major tissue types.

Updated Text: Muscle tissues produce body movements, and nervous tissues conduct impulses that control and coordinate bodily activities. TABLE 5.1 compares the cell and interstitial (between cell) material characteristics of the four major tissue types.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*
ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 133

Location: Use the practice Box

Original Text: Create a graphic organizer to differentiate among the four major types of tissue: epithelial, connective, muscle, and nervous.

Updated Text: Create a graphic organizer to compare and contrast among the four major types of tissue: epithelial, connective, muscle, and nervous.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*
ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 134

Location: Second sentence of third paragraph

Original Text: Epithelial cells are tightly packed. Consequently, these cells form protective barriers in such structures as the outer layer of the skin and the lining of the mouth.

Updated Text: Epithelial cells are tightly packed, with little to no interstitial material. These cells form protective barriers in such structures as the outer layer of the skin.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*
ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 14

Location: 4th paragraph

Original Text: Most feedback mechanisms in the body are negative. However, sometimes change stimulates further change. A process that moves conditions away from the normal state is called a positive feedback mechanism.

Updated Text: Most feedback mechanisms in the body are negative. However, sometimes change stimulates further change. A process that moves conditions away from the normal state is called a positive feedback mechanism.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*
ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 142

Location: Top paragraph

Original Text: They are spread apart with an abundance of extracellular material, called the matrix, lying between them.

Updated Text: They are spread apart with an abundance of interstitial material, called the matrix, lying between them.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual*

ISBN: 9781265337476

Type: Editorial Change

Current Page Number(s): 252

Location: Writing Connections: Blood Pressure Brochure Activity, bullet points two and three

Original Text: • Diastolic pressure vs. systolic pressure • Pulse

Updated Text: • Diastolic, systolic, and pulse pressure • Taking a pulse

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual*

ISBN: 9781265337476

Type: Editorial Change

Current Page Number(s): 257

Location: Use the Practices 13.7

Original Text: Because of this, many veins bear the names of their arterial counterparts.

Updated Text: Because of this, many veins bear the names of their arterial counterparts.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 259

Location: Paragraph 2

Original Text: As a result, smooth muscle in the stomach and intestinal walls can stretch as these organs fill, yet maintain a constant pressure inside these organs.

Updated Text: The elastic nature of smooth muscle allows structures like the stomach and intestinal walls to stretch as they fill, yet maintain a constant pressure.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 261

Location: First paragraph under Muscle Movements

Original Text: A lever has four basic components: (1) a rigid bar or rod, (2) a fulcrum or pivot on which the bar turns, (3) an object moved against resistance, and (4) a force that supplies energy for the movement of the bar.

Updated Text: A lever has four basic components: (1) a rigid bar or rod, (2) a fulcrum or pivot on which the bar turns, (3) an object moved against resistance, and (4) a force, called muscular torque, which supplies energy for the movement of the bar.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 352

Location: bottom of paragraph 2

Original Text: These trigger impulses that travel on sensory pathways into our central nervous system for processing and a possible response.

Updated Text: These trigger impulses that travel on sensory pathways via spinal or cranial nerves into our central nervous system for processing and a possible response.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual*

ISBN: 9781265337476

Type: Editorial Change

Current Page Number(s): 379

Location: First and third sentence of Theme Activity: Early Human Prenatal Development Flip Book

Original Text: Students will explore the stages of early human embryonic development by creating a flip book. Provide students with a stack of small pieces of paper and a binder clip or a stack of post-it notes. Using these materials, students will create a small, illustrated animated guide to the stages of early embryonic development. Begin by having the students draw the early stages of development in their book.

Updated Text: Students will explain the stages of embryonic cellular development by creating a flip book. Provide students with a stack of small pieces of paper and a binder clip or a stack of post-it notes. Using these materials, students will create a small, illustrated animated guide to the stages of early embryonic development. Begin by having the students draw the early stages of embryonic cellular development in their book.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 398

Location: Figure 11.5 Captions

Original Text: FIGURE 11.5 Control of the endocrine system occurs in three ways: (a) The hypothalamus and anterior pituitary stimulate other endocrine glands; (b) the nervous system stimulates a gland directly; or (c) changes in the level of a substance in the blood stimulates a gland directly.

Updated Text: FIGURE 11.5 Control of the endocrine system occurs in three ways: (a) The hypothalamus and anterior pituitary stimulate other endocrine glands; (b) the nervous system stimulates a gland directly; or (c) changes in the level of a substance in the blood (humoral concentration) stimulates a gland directly.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 400

Location: Practice Question 1

Original Text: Where is the pituitary gland located?

Updated Text: Identify the location of the pituitary gland.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 424

Location: Multiple Choice Question 8

Original Text: Fight-or-flight hormones come from where?

Updated Text: Identify the glands in which fight-or-flight hormones are produced.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Type: Editorial Change

Current Page Number(s): 766

Location: Multiple Choice Question 3

Original Text: 3. What is the correct order for development?

Updated Text: 3. What is the correct order for the embryological development of cells?

Feedback and Publisher Responses

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 14

URL:

[View Content](#)

Feedback Text: The 2nd paragraph touches on the TEK but the whole page does a better job addressing the TEK at a high level.

Publisher Response: Thank you for this information. We will update the dashboard correlation to include the entire page.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 14-15

URL:

[View Content](#)

Feedback Text: Consider bolding positive feedback as a key vocabulary term.

Publisher Response: The first instance of positive feedback on page 14 has been bolded to indicate that it is a vocabulary term.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 157

URL:

[View Content](#)

Feedback Text: All short answers answer this TEK not just #7

Publisher Response: Thank you for this information. Description of location "Short Answer, 1-15".

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 261

URL:

[View Content](#)

Feedback Text: The breakout TEK asks about the effects of torque on the body. The text talks about torque-related issues but the term "torque" is never used. Either the TEK people or you guys need to determine if torque is a central concept.

Publisher Response: We have added the term torque into our discussion of muscles on pages 261 and 262.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 263

URL:

[View Content](#)

Feedback Text: Side note: The physical textbook heading for this section is Genetic Engineering and the online book heading is Disease, Diagnosis, & Treatment

Publisher Response: Corrected in eBook

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 264

URL:

[View Content](#)

Feedback Text: See narrative feedback. Nothing is explicitly said about torque

Publisher Response: We have added the term torque into our discussion of muscles

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 360-361

URL:

[View Content](#)

Feedback Text: More information on how spinal nerves are involved.

Publisher Response: Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 362-363

URL:

[View Content](#)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Feedback Text: More detail needed on how spinal nerves are involved.

Publisher Response: Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 364-370

URL:

[View Content](#)

Feedback Text: Needs to provide more detail on spinal nerves

Publisher Response: Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 373-383

URL:

[View Content](#)

Feedback Text: Would like to see more information relating to the spinal nervous as it is touch upon but not fully explored.

Publisher Response: Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 382-383

URL:

[View Content](#)

Feedback Text: The section has both the spinal and cranial nervous present however there is no clear connection drawn to clearly show the interdependence.

Publisher Response: Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 409

URL:

[View Content](#)

Feedback Text: Either in the teacher manual or in the student book as side note, provide sentence starts for how students can respectfully engage in debate. example: ' I agree with _____ however, _____'

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Publisher Response: This activity is asking students to respond to a claim, not engage in a debate. The suggested wording around respectfully engaging in debate has been added to page 135 of the teacher manual, which sets up a classroom debate.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 503

URL:

[View Content](#)

Feedback Text: currently reads: 'because of this, may veins bear the names of their arterial counterparts.' I believe the word 'may' should be 'many'.

Publisher Response: Thank you for bringing this to our attention. We will correct this typo in the print and digital products.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 727

Location: pg. 727

URL:

[View Content](#)

Feedback Text: The question violates state statute 28.004(e) as it only addresses mechanical and chemical forms of birth control not abstinence which is also a form of birth control. Additionally page 720. Section 19.8 Birth Control does not mention abstinence as a form of birth control and will need to add to the state statute mention previously in comment.

Publisher Response: We have updated the opening of Lesson 19.8: Birth Control to address abstinence and its efficacy. This content appears before the breakout of types of mechanical and chemical contraception.

Component: *Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Page Number(s): 9-Aug

URL:

[View Content](#)

Feedback Text: On the Online textbook term organ systems is split so the readability of the term is more challenging for lower level readers and english language learners. Can be found on page 26 paragraph before practice.

Publisher Response: We will correct this in the digital version of the student edition.

Publisher: Myriad Sensors, Inc.

Biology

Program: Conceptual Academy Biology (Texas Edition): TEKS

Editorial Changes

Component: *Conceptual Academy Biology (Texas Edition)*

ISBN: 9781961087002

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Location: n/a

Original Text: n/a

Updated Text: Changed title of article

Component: *Conceptual Academy Biology (Texas Edition)*

ISBN: 9781961087002

Type: Editorial Change

Location: n/a

Original Text: n/a

Updated Text: Updates including TEKS alignment added to the Lesson Activity Pacing Guide

Feedback and Publisher Responses

Component: *Conceptual Academy Biology Student Edition*

ISBN: 978196187002

Page Number(s): Card12

URL:

[View Content](#)

Feedback Text: Should mention tropisms and hormone system

Publisher Response: Thank you for this feedback. Tropism and the role of hormones will be added to this section.

Component: *Conceptual Academy Biology Student Edition*

ISBN: 978196187002

Page Number(s): Card23

URL:

[View Content](#)

Feedback Text: have a box or an area where students can provide the quantitative data for their drawing.

Publisher Response: Thank you for this feedback. We will add some space where students can provide the quantitative data used for their drawing.

Component: *Conceptual Academy Biology Student Edition*

ISBN: 978196187002

Page Number(s): Card3

URL:

[View Content](#)

Feedback Text: Question 29 doesn't not require the use of a model. Question 31 is sufficient to address the TEKS

Publisher Response: Thank you for this feedback and for looking beyond our original citation.

Component: *Conceptual Academy Biology Student Edition*

ISBN: 978196187002

Page Number(s): Card3

URL:

[View Content](#)

Feedback Text: Please be more clear on the conservation of matter and energy. Add in how it relates to cellular respiration would be the easiest way to accomplish this.

Publisher Response: Thank you for this feedback. We will offer more clarity on the conservation of matter and energy in this activity.

Program: Conceptual Academy Biology (Texas Edition): ELPS

Feedback and Publisher Responses

Component: *Conceptual Academy Biology Student Edition*

ISBN: 978196187002

Page Number(s): Card2

URL:

[View Content](#)

Feedback Text: Please require the students to actually do something with the vocabulary. sit and get vocab..or in this case sit and listen vocab is ineffective

Publisher Response: Thank you for this feedback. We have since developed "Word Windows" activities for every chapter for this very purpose.

Publisher: Myriad Sensors, Inc.

Chemistry

Program: Conceptual Academy Chemistry (Texas Edition): TEKS

Editorial Changes

Component: *Conceptual Academy Chemistry (Texas Edition)*

ISBN: 9781961087019

Type: Editorial Change

Location: n/a

Original Text: n/a

Updated Text: Changed title of article

Publisher: Myriad Sensors, Inc.

Integrated Physics and Chemistry

Program: Conceptual Academy Integrated Physics and Chemistry: TEKS

Feedback and Publisher Responses

Component: *Conceptual Academy Integrated Physics and Chemistry Student Edition*

ISBN: 9781961087033

URL:

[View Content](#)

Feedback Text: Making a presentation and highlighting would not be the best way to present a students research nor will providing a conclusion on the advanatges and disadvantages. A clear concerte activity that would allow the student to demonstrate his understanding, mastery is needed. examples would be a report, posterboard (with allowing students to do a gallery walk) a presenation to his peers on his learning, making a infographic that he could present to udnerclassman etc...

Publisher Response: Thank you for this feedback. Alternative methods of demonstrating mastery, such as those suggested, will be suggested to the teacher.

Publisher: Myriad Sensors, Inc.

Physics

Program: Conceptual Academy Physics (Texas Edition): TEKS

Editorial Changes

Component: *Conceptual Academy Physics (Texas Edition)*

ISBN: 9781961087026

Type: Editorial Change

Location: n/a

Original Text: n/a

Updated Text: Changed title of article

Component: *Conceptual Academy Physics (Texas Edition)*

ISBN: 9781961087026

Type: Editorial Change

Location: n/a

Original Text: n/a

Updated Text: Updates to the Lesson Activity Pacing Guide

Component: *Conceptual Academy Physics (Texas Edition)*

ISBN: 9781961087026

Type: Editorial Change

Location: n/a

Original Text: n/a

Updated Text: Quick Activity re-titled to Thought Activity

Feedback and Publisher Responses

Component: *Conceptual Academy Physics Student Edition*

ISBN: 978196187026

Page Number(s): Card 0.1 (a)

URL:

[View Content](#)

Feedback Text: About 2/3rds of all stars in the sky have Arabic names pointing to the astronomical prowess of Islam. Arabic numerals are actually Hindu in origin indicating their mathematical skills. While not a big deal, I think that Arab nations would be mentioned in the star section and Indian nations would be mentioned with mathematics

Publisher Response: We agree with your comment and sentiments. Thank you for this comment, which will help us highlight the diversity of cultures that have contributed to our current understandings of the natural universe.

Component: *Conceptual Academy Physics Student Edition*

ISBN: 978196187026

Page Number(s): Card2

URL:

[View Content](#)

Feedback Text: Pairing this with the limitation of models could be very interesting. Physics has many models to explain the same of similar phenomena and, within their stated regime, are backed up by experimental data.

Publisher Response: Thank you for this feedback. Limitation of a model based upon sample size is something we look forward to exploring in the development of further activities.

Component: *Conceptual Academy Physics Student Edition*

ISBN: 978196187026

Page Number(s): Card3

URL:

[View Content](#)

Feedback Text: The teacher notes here are phenomenal: a cannonball shot up will hit after, a cannonball shot down will hit ground before, there must be an angle that they hit the same time. This technique is used in science ALL the time and could be used multiple times in this conceptual course to get at answers without intense calculations. If possible, please bring this line of reasoning up more especially in some of the process TEKS!!!!

Publisher Response: This feedback has been shared with our authors and we will do our best to include this helpful suggestion. For example, this insight would make for an effective Practice Page worksheet. Thank you!

Publisher: PASCO SCIENTIFIC

Chemistry

Program: Essential Chemistry : TEKS

Editorial Changes

Component: *Essential Chemisty*

ISBN: 9781937492267TE

Type: Editorial Change

Current Page Number(s): 203

Location: Found in sidebar of Teaching Resources.

Student assignment 7.2 Types of Reactions.

Original Text: No new text was added

Updated Text: Note to publisher stated "Question #3 is not considered a combustion reaction."The reviewer needed to scroll to page #2 for that citation. Note was correct in dashboard. There is no error to correct.

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Type: Editorial Change

Current Page Number(s): 276

Location: Found on sidebar of Teacher Resources.

Chapter 9 Section 3 Assignment: Electrons and Trends Question #22

Original Text: Which element shown will have the the largest ionization energy?

Updated Text: Which element shown will have the higher ionization energy?

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Type: Editorial Change

Current Page Number(s): 881 was referenced in the feedback incorrectly. Page # is 419/442

Location: Found in eBook page, 442, Question #50

Original Text: Explain why supersaturated solutions begin crystallizing when a seed crystal is added to the solution.

Updated Text: No corrections were made.Unclear as to what this feedback pertained to outside of the breakout description itself. Standard is addressed properly.

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Type: Editorial Change

Current Page Number(s): xii

Location: Found under Laboratory Safety Procedures

Original Text: Know the locations of the safety features in the lab such as eye wash stations, deluge station, fire extinguisher, fume hood, safety blanket, broken glass cleanup items, first-aid equipment or emergency phone use.

Updated Text: 13. Know the locations of the safety features in the lab such as eye wash stations, safety shower, fire extinguisher, fume hood, safety blanket, broken glass cleanup items, first-aid equipment or emergency phone use.

Feedback and Publisher Responses

Component: *Essential Chemistry Teacher Edition Package*

ISBN: 9781937492267

Page Number(s): 276

URL:

[View Content](#)

Feedback Text: page 2,question 22,replace the term largest with higher to be consistent with the questions that follow.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Publisher Response: We have made this correction.#22 now readsWhich element will have the highest ionization energy?

Component: *Essential Chemistry Teacher Edition Package*

ISBN: 9781937492267

Page Number(s): xii

URL:

[View Content](#)

Feedback Text: Lab safety procedures 13Change deluge station to safety shower.

Publisher Response: We have made this correction.Know the locations of the safety features in the lab such as eye wash stations, safety shower.....

Publisher: PASCO SCIENTIFIC

Physics

Program: Essential Physics 3rd Edition : ELPS

Editorial Changes

Component: *Essential Physics Teacher Resource Package*

ISBN: 9.78E+12

Type: Editorial Change

Current Page Number(s): 256

Location: 9.1 Forms of Energy Lesson plan: c) under Lesson plan segments

Original Text: c) Ask students to describe or act out their own example

Updated Text: c) Ask students to describe or act out their own example while the other asks clarifying questions to identify the type of transformation. Then students will switch roles.

Component: *Essential Physics Teacher Resource Package*

ISBN: 9.78E+12

Type: Editorial Change

Current Page Number(s): 442

Location: 16.1, 16A Sound waves student assignment, page #3 question d

Original Text: d. From you data, discuss possible relationships between frequency and wavelength with your lab partners. Propose and test an equation that expresses your hypothetical relationship.

Updated Text: d. From you data, discuss and seek clarification of possible relationships between frequency and wavelength with your lab partners. Propose and test an equation that expresses your hypothetical relationship.

Component: *Essential Physics Teacher Resource Package*

ISBN: 9.78E+12

Type: Editorial Change

Current Page Number(s): 459

Location: 16D: Resonance and Sound, student assignment, page #2 question d

Original Text: d. Discuss with your group and propose a hypothesis that explains the variation in resonant frequency with the height of water in the wine glass. How is your hypothesis supported by your observations?

Updated Text: d. Discuss and seek clarification of your observations with your group. Then propose a hypothesis that explains the variation in resonant frequency with the height of water in the wine glass. How is your hypothesis supported by your observations?

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Personal Financial Literacy and Economics

Program: Foundations in Personal Finance High School 4th Edition: TEKS

Editorial Changes

Component: *Foundations in Personal Finance High School 4th Edition Print/Digital*

ISBN: 9781936948574

Type: Editorial Change

Location: Activity. Chapter 10, Lesson 2. "Understanding Income Tax."

Original Text: https://cdn.ramseysolutions.net/education/adoptions/teks_24/activities/chapter-10/act-c10-l02-tx-understanding-income-tax.pdf Content Copy and Pasted Procedure In this activity, students will read the article What Are Income Taxes? which explores the purpose of income taxes. Students will answer the following questions using the information they learned in the article. After your students have read the article and answer the questions individually, go over the questions as a whole class and ask for volunteers to share their answers. DIRECTIONS Read the article What are Income Taxes? and be sure to note anything that stands out to you. Then answer the discussion questions that follow. Taxes . . . can't live with 'em, can't live (in the U.S.) without 'em. Whether we like it or not, income taxes are as much a part of American life as baseball and apple pie. And while we groan and grumble as we fill out our tax returns every spring, our tax dollars help pay for a lot of the stuff we sometimes take for granted— like highways, schools, and national parks. Plus, if Uncle Sam doesn't get his fair share by Tax Day, you'll probably be hearing from the Tax Man. Trust us, you don't want that. It doesn't look like income taxes are going anywhere anytime soon, so what are they, how do they work, and how do you figure out how much of your hard-earned cash is going to the IRS every year? Let's take a closer look. What Is an Income Tax? An income tax is a tax the government collects from money earned by businesses and individuals throughout the year. How much you pay in taxes depends on how much money you make in a year. In 2020, the IRS collected more than \$1.8 trillion in individual income taxes and another \$263.6 billion in income taxes from businesses. Together, those income taxes make up almost two-thirds of all the tax money Uncle Sam collects every year.¹ That's a lot of dough! Those income taxes are collected by the IRS, and then your tax dollars are used to fund a whole smorgasbord of public services— everything from military spending and education to transportation and medical research. In fact, individual income taxes have been the single largest source of federal revenue since 1950.² You're welcome, Congress! Where Did the Income Tax Come From? Want someone to blame for your income tax bill this year? Look no further than Abraham Lincoln. Well, sort of. While "death and taxes" might be the only things that are certain in life, it wasn't always that way—at least not as far as income TEACHER MATERIAL 1. Internal Revenue Service Data Book, 2022. Publication 55–B, Washington, D.C. March 2023. 2. What Are the Sources of Revenue for the Federal Government? Tax Policy Center Briefing Book, 2020. taxes are concerned. Income taxes as we know them today are actually barely more than 100 years old. In a controversial move, the first version of the personal income tax in the U.S. was signed into law by Lincoln during the Civil War as a way for the Union to pay for its war effort. Although the tax was repealed once the war was over, the debate over whether an income tax was constitutional or not raged on for decades. All of that changed in 1913. That was the year the 16th Amendment to the U.S. Constitution was ratified, legalizing the government's right to collect a federal income tax. That same year, Congress passed legislation that made income tax a part of American life. The rest, as they say, is history. How Do Income Taxes Work? The U.S. tax system is progressive—that's just fancy tax talk that means the higher your taxable income, the more you'll pay in income taxes. Your tax rate (the percentages of your income that you pay in taxes) is based on which tax bracket (income range) you're in. The U.S.

tax rates are marginal, which just means that each tax rate applies to only part of your income. Some of your income is taxed at 10%, another piece at 12%, and so on depending on how high your income is. How Are Income Taxes Collected? If you're like most American employees with a salary, health benefits, and a 401(k), your employer probably sets aside some money from your paycheck for income taxes before it hits your bank account (those are called tax withholdings). Your employer uses the information you put on your W-4 tax form to figure out how much to withhold from each paycheck. When you fill out a tax return and file it with the IRS in the spring, you'll find out if you still owe the government anything in taxes or if you overpaid and Uncle Sam owes you a tax refund. Sounds simple enough, right? But what if you're self-employed (think freelancers, independent contractors, and small-business owners)? You'll probably pay your income taxes through quarterly taxes—or estimated taxes—that you file with the IRS every three months.

Regressive Taxes We've been talking a lot about federal income taxes, but there's a good chance those aren't the only type of income taxes you have to worry about. Though the U.S. mainly functions using a progressive tax system, there's a different type of tax system that exists called a regressive tax. Instead of getting taxed more if your income is higher, a regressive tax doesn't change regardless of your income. Everyone pays the same tax rate, no matter how much or how little you make. This has been called a flat tax as well. Regressive taxes have been the center of much debate because of how they impact people unequally, specifically those who have a lower income. 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. Regressive taxes have been called unfair because of the impact they make on low earners, but they're also seen as an incentive to work hard in your job and grow your income, since you wouldn't be penalized additionally based on how much you earn. Regressive taxes are typically seen on the state level and not the federal level, though excise taxes and certain taxes like Social Security and Medicare can be seen as regressive. Now that we've gone over the main types of taxes, let's take a deeper look at some of the different types of income taxes you might run into during tax season.

State Income Taxes Uncle Sam isn't the only one who wants a piece of your income. Like the federal government, most states also have their own income tax system. Yuck. Where does your state income tax money go? More than half of state tax revenues are used to fund education and health care, in addition to other services like transportation, public assistance, and prisons.³ Now, each state falls into one of three different categories—states with progressive income taxes, states with a regressive (or flat) income tax, and states with no income tax at all. Let's dive into each one.

1. STATES WITH PROGRESSIVE INCOME TAXES Just like at the federal level, most states have a progressive tax structure with marginal tax rates. Again, all that boils down to is this: The more you earn, the more you'll be taxed. Each state sets their own tax rates and tax brackets, so if you live in one of the 32 states with a progressive tax structure, pay attention to which tax bracket and tax rates you fall into for your state. If you live in Hawaii, you could fall into one of 12 different tax brackets with tax rates between 1.4% and 11%. But Louisiana has just three tax brackets with tax rates between 2% and 6%. You might want to think about that before you move to a new state!⁴

2. STATES WITH FLAT INCOME TAXES There are nine states that keep things simple. Really simple. They have a flat tax rate, which is a regressive tax, and it doesn't matter how much or how little you earn—you're taxed at the same rate as everyone else. Here are the nine states that have a flat income tax structure: • Colorado • Illinois • Indiana³.

Policy Basics: Where Do Our State Tax Dollars Go? Center on Budget and Policy Priorities, 2018.

4. Loughhead, Katherine. State Individual Income Tax Rates and Brackets for 2021. Tax Foundation, 2021.

3. STATES WITH NO INCOME TAX And then there are nine states that have no income tax at all! Here are the nine states with no income tax: • Alaska • Florida • New Hampshire • Nevada • South Dakota • Tennessee • Texas • Washington • Wyoming While not having a state income tax is nice, these states usually make up for lost revenue through other types of taxes, like sales taxes or property taxes, or reduced spending at the state level. Keep that in mind before packing up your stuff and crossing state lines!⁵

Business Income Taxes Own a small business? How you pay taxes on the profits you make depends on how your business is set up. If your business is a C corporation, your company's income tax rate is a flat 21% thanks to the Tax Cuts and Jobs Act of 2018 (it was 35% before that bill passed). But if the business is a pass-through entity, such as a sole proprietorship or a limited liability company (LLC), you won't pay corporate income taxes. The profits from your business "pass through" the business to you. So, you would fill out your personal tax return like you normally would and pay the taxes on those profits at your personal income tax rate.

Local Income Taxes Although most U.S. cities and counties don't add another layer of income tax on their residents, there are still nearly 5,000 local jurisdictions across 17 states—particularly in the Midwest and Northeast—that charge an income tax as of 2019.⁶ These local income taxes are mostly imposed by counties, municipalities, and school districts to pay for a wide range of civic services like parks, schools, and even garbage collection. But hey, depending on where you live, you might have to deal with federal, state, and local taxes . . . that's a

lot! Identifying Taxes Getting the full scope of the taxes you pay can be complex and will depend on the state and city you live in. Take a look at an example of the types of progressive and regressive taxes you'll see on the federal, state, and local levels on the following page. TAX LEVEL PROGRESSIVE REGRESSIVE Federal Level Federal Income Taxes (from wages, investments, interest, rentals, or estate) • Excise Tax • Tariffs • Flat Tax • Payroll Tax (like Social Security or Medicare) • Sin Tax (taxes on harmful items like alcohol or tobacco) State Level* State-Imposed Income Tax Rates • Sales Tax • Excise Tax • Flat Tax • Fees (to state museums or parks) • Sin Tax (state taxes on harmful items like alcohol or tobacco) • Payroll Tax Local Level* Local-Imposed Income Tax Rates • Property Tax • Flat Tax • Fees (to local museums or parks) • Sin Tax (local taxes on harmful items like alcohol or tobacco) • Payroll Taxes* These taxes will be different depending on the state or city you're living in. Some areas have even decided not to have certain progressive or regressive taxes.

1. What kinds of public services do your income tax dollars pay for? Answers should include any of the following: military spending, education, transportation, and medical research.
2. What does it mean to say that the U.S. tax rates are marginal? It means that each tax rate applies to only part of your income.
3. What's the difference between a state income tax and a local income tax? A local income tax is a tax that's imposed by a county or even a school district and is much smaller in scope than a state income tax. Often it's used to pay for community needs like parks or schools while state income taxes cover spending at the state level.
4. What's a progressive income tax? Progressive income tax just means that the more you earn, the more you'll be taxed.
5. What are the benefits of a progressive tax? A progressive tax helps people with lower income specifically since those in a lower tax bracket pay less income tax and get to keep more money in their pockets.
6. What's a regressive income tax? A regressive income tax means everyone is taxed at the same rate, no matter how much or how little you earn.
7. What are the benefits of a regressive income tax? A regressive tax wouldn't penalize someone who has worked hard to get a higher income and would allow them to keep more of their income.
8. How do most Americans pay their income taxes? Their employer withholds taxes from their paycheck, and they file a tax return to see if they're owed a refund or owe more.
9. Is paying a fee to visit your local state museum a progressive or regressive tax? Regressive.
10. Are regressive property taxes typically paid at the federal, state, or local level? Local.
11. Is Social Security considered a progressive tax or a regressive tax? Regressive.
12. How many local jurisdictions have a specific local income tax? 5,000.
13. If a state has a tax rate of 2-5% depending on your tax bracket, is it a progressive tax or a flat tax? Progressive.
14. What's a tax you pay to buy items like alcohol or tobacco called? Sin tax.
15. If your state says it has an income tax rate of 4.4%, is it a progressive tax or a regressive tax? Regressive tax.

Updated Text: <https://cdn.ramseysolutions.net/education/adoptions/activities-under-review/bonus/act-c10-l02-understanding-income-tax.pdf> Copy and Pasted Content below: Indirect vs. Direct Taxes The first thing that's important to understand is that nearly everything is taxed in one way or another, and there are two main types of taxes you'll experience. The first type is taxes you probably aren't aware you're paying—these are called indirect taxes. Whenever a company sells a good or service, they have to pay taxes on those products, but the company actually passes that tax on to you by including it in the price of the good or service. For example, a pair of shoes might cost the company \$10 to make, but they'll have to pay taxes on those shoes. Instead of paying it themselves, they'll sell the shoes for a higher price to make up for the tax. This probably sounds a little unfair, but keep in mind that this is one way that companies stay in good standing with the government while still having enough money to produce the products you want to buy. Without paying these indirect taxes, there wouldn't be as many companies for you to choose from, and there's a good chance prices would go up because of the lack of competition. The other type of taxes is called direct taxes, and they're the taxes you're directly responsible for paying. You'll see direct taxes every time you have to pay sales tax or when your paycheck has taxes taken out. This is called income tax.

3. Explain the difference between direct tax and indirect tax. Direct taxes are paid directly by an individual specifically by income tax or sales tax. Indirect taxes are paid to the government by companies but passed on to consumers through the price of the company's goods or services.
17. Is paying your federal income taxes a progressive or regressive tax? Progressive tax.

Component: *Foundations in Personal Finance High School 4th Edition Print/Digital*

ISBN: 9781936948574

Type: Editorial Change

Current Page Number(s): PDF pg. 1-7

Location: Activity. Chapter 10, Lesson 1. "Where Does Your Tax Money Go?" Pg. 1-8 in the PDF.

Original Text: https://cdn.ramseysolutions.net/education/adoptions/teks_24/activities/teacher/act-ch10-l01-t.pdf Copy and Pasted Content Below: Procedure Students will read excerpts from the article “What Do Your Taxes Pay For?” found at ramseysolutions.com/taxes/where-does-your-tax-money-go. The excerpts are provided with this activity so students can annotate the article and answer the questions to further reflect on the information for additional lesson enrichment. You may then use this formative assessment to plan as you guide students’ understanding of tax money allocations.

DIRECTIONS Read and annotate excerpts from the article “What Do Your Taxes Pay For?” Analyze the article and evaluate its points. Then, answer the questions about the article. You may also use the information in the student text to help you answer the questions. If you’re like most folks, the first two questions that pop into your head when you look at your tax return each year are “How much did I make?” and “How much did they take?” Who are “they”? The federal government, of course. And while you grumble about how much Uncle Sam takes out of your paycheck every two weeks, there’s another question you might wonder about: What are “they” doing with my tax dollars, anyway? That’s a great question . . . especially since the IRS collects around \$3.5 trillion in federal taxes each year paid by hardworking taxpayers like you. That’s trillion—with a T! It’s time to pull back the curtain and find out where your tax money goes. Basically, there are three main categories that your tax money pays for: 1. Interest on government debt (5%) 2. Mandatory spending, also known as entitlement spending, which is not subject to regular budget review (70%) 3. Discretionary spending, which is spent on programs that Congress must regularly review and set aside for a specific purpose (25%) Pretty broad, right? Let’s break it down and see where your money really ends up. Insert

GRAPHIC **INTEREST ON GOVERNMENT DEBT** The U.S. government is currently more than \$28 trillion in debt—and counting— with a small percentage of your tax dollars going toward paying the interest on that debt. The interest on the national debt, which must be paid by the federal government each year, changes based on two factors—the size of the debt itself and rising and falling interest rates. And since both the national debt and the interest rates on that debt are expected to increase over the next decade, so will the size of our nation’s interest payments—which means more of our taxpayer dollars might be used to make those payments.

MANDATORY SPENDING Let’s talk entitlements. These are Social Security, Medicare, Medicaid, and Veterans Affairs benefits and services. They’re called entitlements because the government takes money out of your paycheck to fund them, so you’re entitled to these benefits once you meet certain conditions. This category of spending has gone way up since 1962, and there are two main reasons why. First, there was the introduction of new entitlements such as Medicare and Medicaid (started in 1965), the earned income tax credit (also known as the EITC, started in 1975), and the child tax credit (1997). Second, the population receiving these benefits has exploded as Baby Boomers enter retirement age, start collecting Social Security benefits, and enroll in Medicare. All of these factors, plus a handful of benefits for our military veterans and COVID-19 relief programs, brought mandatory spending’s piece of the pie to more than two-thirds (70%) of the federal budget in 2020. Let’s take a look at some of the big pieces.

SOCIAL SECURITY Social Security was created to provide income for retired workers over the age of 65 and accounts for a large chunk of mandatory spending. It’s designed to supplement your income when you retire or become disabled. If you were to die before you become eligible, your dependents would receive benefits. The types of people who receive Social Security benefits are:

- Retired workers and their families
- Disabled workers and their families
- Survivors of deceased workers

Social Security taxes and benefits are tied to inflation, which means they go up as things get more expensive. Even so, the average Social Security monthly benefit for retirees is only \$1,555 each month. So if you’re banking on Social Security to fund your retirement dreams, you’re going to want to rethink that plan!

HEALTH CARE There’s no way around the fact that health care is expensive—especially when you’re in your retirement years or for Americans struggling to get by. That’s where Medicare and Medicaid come in. Medicare is a federal health insurance program that provides coverage for several groups of people, but mainly folks over age 65. Who pays for it? Most of it is on your dime! American taxpayers fund Medicare through a 1.45% payroll tax on all of their earnings and an additional 0.9% tax on earned income over \$200,000 (\$250,000 for married couples). Medicaid is another government-sponsored insurance program that provides health coverage for low-income adults, children, pregnant women, elderly adults and people with disabilities. The federal government splits the cost of Medicaid with state governments, and the states get the better deal—in some cases, Uncle Sam pays 78% of their Medicaid costs. Together, Medicare and Medicaid make up 20% of the government’s budget, totaling more than \$1.3 trillion to cover roughly 139 million Americans under both programs.

VETERANS BENEFITS Veterans benefits include disability compensation, burial benefits, pensions, education, job training and rehabilitation, insurance and housing programs. These are the big programs that are funded by mandatory spending. While some of the money for these programs (Social Security and Medicare) comes out of your check automatically, some (including money for veterans benefits) comes from taxes on your earned income and things like

capital gains. Plus, more of these benefits for our veterans are covered under discretionary spending. Speaking of which. DISCRETIONARY SPENDING Discretionary spending is the last piece of the puzzle when it comes to how your tax money is spent. Every year, Congress duking it out over who gets how much money when they debate spending bills. In other words, these programs are subject to Congress' discretion, meaning they can decide to increase or decrease funding for certain programs as they see fit. Let's take a look at some of the major categories covered under discretionary spending. National Defense Defense spending usually accounts for about half of all discretionary spending, which funds the Department of Defense and all of its operations. Transportation Transportation pays for roads and bridges, air traffic control and the Department of Transportation. We have to get around in our planes, trains and automobiles somehow! Education These funds mainly go through the Department of Education and cover everything from paying teachers' salaries to funding grants to pay for college. Unfortunately, this also includes funding for federal student loans. Womp, womp. Veterans Benefits While some veterans benefits are mandatory expenditures, almost half of the Veterans Administration (VA) budget comes from discretionary funds set aside by Congress. This covers things like medical care, construction of VA facilities, and IT services at those facilities. Health Some discretionary spending goes to fund agencies like the Centers for Disease Control (CDC), the Food and Drug Administration (FDA), and the National Institute of Health (NIH). These agencies research diseases and new drug therapies, oversee food safety, and fund medical research. 1. What is mandatory spending? What are entitlements? Mandatory spending includes Social Security, Medicare, Medicaid, and Veterans Affairs benefits and services. These are entitlements and are called that because "the government takes money out of your paycheck to fund them, so you're entitled to them." 2. Why is there so much mandatory spending in the tax budget? The entitlements that are set in the federal budget continue to cost more and more money because there are more and more people eligible for benefits such as Social Security. 3. At what age does someone qualify to receive Social Security payments? Who gets those Social Security payments? A person qualifies for Social Security after the age of 65. It goes to retired workers and their families, disabled workers and their families, and the survivors of deceased workers. 4. What is the average Social Security monthly payment for a retiree? In your opinion, is that enough to live on? Why or why not? \$1,555. No, it is not enough to live on if you are paying rent or have a mortgage payment and debt. However, if you don't have any debt and you live in a paid-for house, you might be able to make it work, but it would be hard. 5. Where do you find the Department of Education funding in this tax breakdown? In discretionary spending. 6. What is the major difference between mandatory spending and discretionary spending? Mandatory spending includes budget items that must be fulfilled while discretionary spending is items that are funded as far as the money will go. 7. How much of discretionary spending goes toward national defense? About half of discretionary spending is for national defense. 8. Why is deficit spending and the national debt so crucial to pay attention to? The country spends more than it brings in; the national debt is the fastest-growing expense; the 5% of the budget for national debt is just for interest on the debt. 9. If some discretionary funding for veterans benefits was cut, what would be impacted? Some medical care might not be funded, and there might not be enough money for the construction of VA facilities or IT services at the facilities. 10. What is your overall reaction to the tax article? Answers will vary but could include that taxes are very confusing and hard to understand. 11. What additional questions did this article raise for you? Answers will vary.

Updated Text: <https://cdn.ramseysolutions.net/education/adoptions/activities-under-review/4th-edition/act-ch10-101-t.pdf> Earning Limitations

It's important to note that even though you pay taxes on these mandatory spending programs, everyone varies on whether or not they're fully eligible to receive these benefits. This is because of earning limitations, which are ultimately based on your income and age. For example, if you choose to take Social Security before you reach the age of 65, you'll have to make \$21,240 a year or less to be eligible for full Social Security benefits. If you make more than that, your benefit would decrease by \$1 for every \$2 you make over this earning limitation. Once you reach the age of 65, that income threshold is moved to \$56,520 a year. 3 For Medicare, anyone is eligible to sign up for the benefit. But if you make over \$97,000 a year, you'll end up paying more in premium costs. 4 Medicaid is a little different. Since it's a joint federal and state-funded program, each state gets to determine the income threshold. However, eligibility is based on the federal poverty level. For a single adult, that level is \$14,580. 5 The state then gets to choose what percent over the poverty level the earning limitation will be. Since mandatory spending is 70% of the federal budget, it means your taxes are This is a partial excerpt from What Do Your Taxes Pay For? (Ramsey Solutions, 2023). 2. "Policy Basics: Where Do Our Federal Tax Dollars Go." CBPP.org. 2022. 3. "Receiving Benefits While Working." SSA.gov. 2023. 4. "2023 Medicare Costs" Medicare.gov. 2023. 5. "Federal Poverty Level." HealthCare.gov. 2023. It's important to note that even though you pay taxes on these mandatory spending programs, everyone varies on whether or not they're fully eligible to receive these benefits. This is because of earning limitations, which are ultimately based on your income and age. For example, if

you choose to take Social Security before you reach the age of 65, you'll have to make \$21,240 a year or less to be eligible for full Social Security benefits. If you make more than that, your benefit would decrease by \$1 for every \$2 you make over this earning limitation. Once you reach the age of 65, that income threshold is moved to \$56,520 a year.³ For Medicare, anyone is eligible to sign up for the benefit. But if you make over \$97,000 a year, you'll end up paying more in premium costs.⁴ Medicaid is a little different. Since it's a joint federal and state-funded program, each state gets to determine the income threshold. However, eligibility is based on the federal poverty level. For a single adult, that level is \$14,580.⁵ The state then gets to choose what percent over the poverty level the earning limitation will be. Since mandatory spending is 70% of the federal budget, it means your taxes are This is a partial excerpt from *What Do Your Taxes Pay For?* (Ramsey Solutions, 2023).² "Policy Basics: Where Do Our Federal Tax Dollars Go." CBPP.org. 2022.³ "Receiving Benefits While Working." SSA.gov. 2023.⁴ "2023 Medicare Costs" Medicare.gov. 2023.⁵ "Federal Poverty Level." HeathCare.gov. 2023. Together, Medicare and Medicaid make up 25% of the government's budget, totaling more than \$1.4 trillion to cover roughly 167 million Americans under both programs.²

Component: *Foundations in Personal Finance High School 4th Edition Print/Digital*
ISBN: 9781936948574

Type: Editorial Change

Current Page Number(s): PDF Pg. 3, 5-7

Location: Activity. Chapter 6, Lesson 3. "Resources for Entrepreneurs"

Pg. 3- Body copy

Pg 5-7

Suggested answers in question numbers 4, 7, 10

Original Text: Pg. 3- Body copy The government wants to help small businesses and start-ups thrive because they're a big part of the economy. Small businesses provide millions of jobs and add billions of dollars to the gross domestic product of the U.S.. Because of this, the government might give you money in the form of grants. A grant is a financial gift that's awarded to someone (an individual or a business) that doesn't need to be paid back. Grants can sometimes be hard to find and usually have specific application requirements. But if you have a grant awarded to you, it's free money that you can use to fund your business. Federal, state, and local governments all provide business grants. Pg 5-74. Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.⁷ Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.¹⁰ Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.

Updated Text: Pg. 3- Body copy The government wants small businesses and start-ups to thrive because they're a big part of the economy. Small businesses provide millions of jobs and add billions of dollars to the gross domestic product of the U.S.. Because of this, the government might give you money in the form of grants. A grant is a financial gift that's awarded to someone (an individual or a business) that doesn't need to be paid back. Grants can sometimes be hard to find and usually have specific application requirements. But if you have a grant awarded to you, it's money that you can use to fund your business. Federal, state, and local governments all provide business grants. Pg 5-74. Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resources.⁷ Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resources.¹⁰ Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resource.

Feedback and Publisher Responses

Component: *Foundations in Personal Finance High School 4th Edition Print/Digital*
ISBN: 9781936948574

Page Number(s): PDF Pg. 3-4

URL:

[View Content](#)

Feedback Text: I'm not a fan of the terminology "free money." Any money given by the federal government, was collected from other taxpayers.

Publisher Response: I am removing "free money" from the three suggested responses where this term is used.

Publisher: Savvas Learning

Science, Grade K

Program: Texas Experience Science Grade K (Print with digital): TEKS

Editorial Changes

Component: *Grade K Digital Components*

ISBN: 9781428553767

Type: Editorial Change

Current Page Number(s): 1, 2, 3, 4

Location: Grade K, Topic 2, Topic Test, Items 1-6

Original Text: see link:

<https://docs.google.com/document/d/1QxZlvDmezgPZNIwuQYVvuVziTGWWhZWF0SbwVXHwSX3Y/edit?usp=sharing>

Updated Text: Grade K, Topic 2, Topic Test, items 1-6 are revised for readability. see link:

https://media.pk12ls.com/curriculum/science/texas2025/gradeK/GK_Top02_TopicTest_TXS25_EN_TE.pdf

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 104

Location: Differentiated Instruction Box

Original Text: Asking Questions If students are confused about which season is being shown in the four pictures, ask them questions such as: • In what season do you see flowers on trees? • In what season do you see fruit on trees? • In what season do the leaves fall off trees? • In what season do trees not have any leaves?

Updated Text: Striving If students are confused about which season is being shown in the four pictures, ask them questions such as: • In what season do you see flowers on trees? • In what season do you see fruit on trees? • In what season do the leaves fall off trees? • In what season do trees not have any leaves? Challenge Have students who are ready for a challenge choose an outdoor object and draw four pictures of the object, one picture for each season. Have them label each picture with the season it represents.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 110

Location: Topic 5, Rocks, Soil, and Water, Overview

Original Text: Preview the Topic In this topic, students learn about rocks and other natural resources. First, in Experience 1, they observe, describe, and classify rocks by size, shape, color, and texture. Then, in Experience 2, they observe and give examples of how people use rocks, soil, and water every day. Preview the Anchoring Phenomenon materials, such as rock, clay, soil, water, concrete, and minerals, that are used to make objects, such as bridges, roads, and pottery. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Where do you think we get the materials to make these objects?

Updated Text: Preview the Topic In this topic, students learn about rocks and other natural resources. First, in Experience 1, they observe, describe, and classify rocks by size, shape, color, and texture. Then, in Experience 2, they observe and give examples of how people use rocks, soil, and water every day. (insert new paragraph) As you progress through the topic, connect the activities back to Pre-K Theme 9 Earth, Moon, and Sky where students have learned to observe, investigate, describe, and discuss earth materials, and their properties and uses (PK.VI.C.1). Connections can also be made to Grade K Topic 1, Properties of Matter. Students can apply what they learned in Topic 1 to Identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects (TEKS K.6) Preview the Anchoring Phenomenon materials, such as rock, clay, soil, water, concrete, and minerals, that are used to make objects, such as bridges, roads, and pottery. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Where do you think we get the materials to make these objects? (insert new paragraph) Topic Readiness Test and Remediation Students answer questions to show what they already know about Rocks, Soils, and Water by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 111

Location: ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR K.3C Identify and use words that name actions; directions, positions, sequences, categories such as colors, shapes, and textures; and locations. Also ELAR K.1C, K.6F

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH K.7A Give an example of a measurable attribute of a given object, including length, capacity, and weight. MATH K.7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference. ELAR K.3C Identify and use words that name actions; directions, positions, sequences, categories such as colors, shapes, and textures; and locations. Also ELAR K.1C, K.6F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 118

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider a demo in which you sort a group of everyday objects, such as buttons, by at least three observable properties, such as color, shape, and size.

Updated Text: As an alternative Everyday Phenomenon, display examples or photos of different kinds of rocks (limestone, coal, and gypsum), minerals (feldspar and pyrite) and gems (blue quartz tourmaline) commonly found in Texas. Ask students identify the different ways these examples can be described.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 124

Location: Experience 2, At-A-Glance, Objective

Original Text: Objective Students will observe and give examples of how people use rocks, soil, and water every day.

Updated Text: Objectives Students will observe and give examples of how people use rocks, soil, and water every day. Students will collect and record observations about how rocks, soil, and water are used in the area.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 128

Location: Explore, During the Stations, Hands-On Station

Original Text: SAFETY Make sure to choose a safe location for the walk. Check for plant allergies. Remind students to wash their hands after touching rocks or soil. Demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards.

Updated Text: SAFETY Make sure to choose a safe location for the walk. Check for plant allergies. Remind students to wash their hands after touching rocks or soil. Demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards. (edit, moved paragraph to new location under Safety Note) When planning your walk, ensure that you consider students who may have mobility issues. Plan routes that allow full and easy access for all students; for example, try to avoid hills or similar inclines.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 128

Location: Differentiated Instruction Box

Original Text: Support for Students When planning your walk, ensure that you consider students who may have mobility issues. Plan routes that allow full and easy access for all students; for example, try to avoid hills or similar inclines. Consider taking photos of resources encountered on the walk and provide these to students who are unable to accompany the class outside.

Updated Text: Special Needs Have students with speech impairments and their partners to work in a relatively quiet part of the classroom. If necessary, allow them to use single words or short phrases to tell their partner about their picture. They can point to a part of their drawing and say words and phrases such as rock house, grow plants, and drink water. Be available to provide any assistance as needed. Challenge For students who are ready for a challenge, have them make a chart of how the rocks, soil, and water are use in the area and draw pictures of other places where they have seen rocks soil, and water are used.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 134

Location: Topic 6, Plants, Overview

Original Text: Preview the Topic In this topic, students learn about plants. First, in Experience 1, students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruit. Then, in Experience 2, students will observe, describe, and identify how plants depend on air, sunlight, water, soil nutrients, and space to grow. Finally, in Experience 3, students will identify and record the steps within a simple plant life cycle and identify and compare the parts of young plants that resemble parts of the parent plant. Preview the Anchoring Phenomenon Students will watch and respond to a short Anchoring Phenomenon Video that shows how flowering plants use visual and sensory features to attract pollinators. The video shows flowers that look and smell very different from more familiar plants. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do plants look and smell the way they do?

Updated Text: Preview the Topic In this topic, students learn about plants. First, in Experience 1, students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruit. Then, in Experience 2, students will observe, describe, and identify how plants depend on air, sunlight, water, soil nutrients, and space to grow. Finally, in Experience 3, students will identify and record the steps within a simple plant life cycle and identify and compare the parts of young plants that resemble parts of the parent plant. (insert new paragraph) As you progress through the topic, connect the activities back to Pre-K Theme 6, From Farm to Table. Students can apply how to observe, investigate, describe, and discuss the characteristics of organisms (PK.VI.B.1) and describe the life cycles of organisms (PK.VI.B.2). Students can also apply what they learned in Topic 5 Rocks, Soil, and Water about the practical uses for soil and water (TEKS K.11A) with the needs of plants in Topic 6. Preview the Anchoring Phenomenon Students will watch and respond to a short Anchoring Phenomenon Video that shows how flowering plants use visual and sensory features to attract pollinators. The video shows flowers that look and smell very different from more familiar plants. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do plants look and smell the way they do? (insert new) Topic Readiness Test and Remediation Students answer questions to show what they already know about Plants by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 135

Location: RECURRING THEMES AND CONCEPTS ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: RECURRING THEMES AND CONCEPTS TEKS K.5B Investigate and predict cause-and-effect relationships in science. K.5F Describe the relationship between the structure and function of objects, organisms, and systems. Also K.5D, K.5G ENGLISH LANGUAGE ARTS AND READING TEKS ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. ELAR K.5F Make inferences and use evidence to support understanding with adult assistance. Evaluate details to determine what is most important with adult assistance. Also ELAR K.5C, K.5G, K.6E, K.8Diii, K.9C

Updated Text: RECURRING THEMES AND CONCEPTS TEKS K.5F Describe the relationship between the structure and function of objects, organisms, and systems. Also K.5B, K.5D, K.5G MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH 8.A Collect, sort, and organize data into two or three categories. Also K6.D, K.7A, K.7B ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. Also ELAR K.3C, K.5C, K.5F, K.5G, K.6E, K.8Diii, K.9C SOCIAL STUDIES TEKS SS K.15A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 140

Location: Experience 1, At-A-Glance

Original Text: Objective Students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruits. TEKS K.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. Also K.3A, K.3C, K.4B, K.5D, K.5F

Updated Text: Objectives Students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruit. Students will use hand lenses to observe and compare the parts of plants. TEKS, SEP TEKS, RTC TEKS RTC K.5D Examine the parts of a whole to define or model a system. Also K.3A, K.3B, K.3C, K.4B, K.5F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 142

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider showing students a small flowering plant and identifying the different parts. Obtain a small potted flower, such as a geranium, and carefully uproot it so that students can view the entire plant. Point out that roots are usually underground while the leaves, stem, and flowers are above ground. Allow students to examine the plant parts while keeping the Everyday Phenomenon question in mind as they think about and explain the functions of the different plant parts.

Updated Text: As an alternative Everyday Phenomenon, consider showing students small flowering plants that are native to Texas and identify the different parts. Obtain a small potted plant, such as Texas lantana, Black-eyed Susan, or Rock Rose, and carefully uproot it so that students can view the entire plant. Point out that roots are usually underground while the leaves, stem, and flowers are above ground. Allow students to examine the plant parts while keeping the Everyday Phenomenon question in mind as they think about and explain the functions of the different plant parts.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 144

Location: Explore, During the Stations, Hands-On Station

Original Text: GUIDE STUDENT PLANNING Explain to students that they should carefully review the instructions for the Activity before beginning their work. Advise them to ensure they have gathered all of the materials they will need and have these organized on their table or workspace before they begin. Answer any questions students may have about the Activity. DIFFERENTIATED INSTRUCTION Model Using a Hand Lens Model how to use a hand lens for students who may be unfamiliar with its use. Pair students who may have difficulty working with a hand lens or observing the plant with students who are able to use the required tools. Provide extra time and support for students who may be struggling with the Station work. Allow students who work more quickly or finish their work early to preview the pictures in the Read About It. Challenge Invite students who feel comfortable using a hand lens to observe other objects in the classroom. Invite students to draw their observations.

Updated Text: GUIDE STUDENT PLANNING Explain to students that they should carefully review the instructions for the Activity before beginning their work. Advise them to ensure they have gathered all of the materials they will need and have these organized on their table or workspace before they begin. Answer any questions students may have about the Activity. Model how to use a hand lens for students who may be unfamiliar with its use. Pair students who may have difficulty working with a hand lens or observing the plant with students who are able to use the required tools. DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Allow students who have difficulty working in groups to work alone to observe the plants. Have them sit in a less crowded part of the room. After they make their observations, have them participate in class discussions. CHALLENGE Invite students to draw their observations of the plant parts they observe

next to the plant pictured on the activity sheet. Have students compare how the shapes of the different plant parts are alike or different.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 148

Location: Experience 2, At-A-Glance, Objective; TEKS

Original Text: Objective Students will observe, identify, and describe how plants depend on air, sunlight, water, nutrients in soil, and space to grow. TEKS K.12A Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, space, and air to grow. K.1D Use tools, including hand lenses, goggles, trays, notebooks, small paper cups, samples (soil, seeds, and plants), and life cycle models, to observe, measure, test, and compare. K.1E Collect observations as evidence. K.1F Record and organize data. Also K.3A, K.3B, K.3C, K.5B, K.5G

Updated Text: Objectives Students will observe, identify, and describe how plants depend on air, sunlight, water, nutrients in soil, and space to grow. Students will use their observations of plants growing in different conditions as evidence that plants must have their needs met to grow. TEKS, SEP TEKS, RTC TEKS K.12A Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, space, and air to grow. K.1E Collect observations as evidence. K.1F Record and organize data. K.5B Investigate and predict cause-and-effect relationships in science. Also K.1D, K.3A, K.3B, K.3C, K.5B, K.5

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 152

Location: Differentiated Instruction Box

Original Text: Challenge Once the investigation is finished, invite students to rehabilitate their plants by giving them the item they were deprived of. Then invite students to continue to care for the plants. Students can continue to record their observations of their plants in their Science Notebooks.

Updated Text: Challenge Once the investigation is finished, invite students to rehabilitate their plants by giving them the item they were deprived of. Then invite students to continue to care for the plants. Students can continue to record their observations of their plants in a science notebook.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 156

Location: Experience 3, At-A-Glance, Objective

Original Text: Objective Students will identify, record, and model the steps within a simple life cycle, including the changes from seed, seedling, plant, flower, and fruit, and identify that young plants have parts that resemble parts of the parent plant.

Updated Text: Objectives Students will identify, record, and model the steps within a simple life cycle, including the changes from seed, seedling, plant, flower, and fruit. Students will use models to identify and explain that young plants have parts that resemble parts of the parent plant.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 158

Location: Related Phenomenon

Original Text: Animal Life Cycles As an alternative Everyday Phenomenon, show students pictures or a video of young animals with their parents. Guide students to recognize the parts of the young animals that are similar to parts of the parents. Display a photo of a young animal such as a puppy or bear cub (or pause the video), point to a forelimb, and Ask What will happen as the animal gets older? (Students should respond that the legs will get longer, or that the animal will grow larger.) Help students recognize the parallels between young animals and their parents, with young plants and parent plants.

Updated Text: Animal Life Cycles As an alternative Everyday Phenomenon, show students pictures or a video of young animals with their parents that are native to Texas such as the Black-tailed jack rabbit, Texas horned lizard, or the Black-tailed prairie dog. Guide students to recognize the parts of the young animals that are similar to parts of the parents. Display a photo of a young animal (or pause the video), point to a forelimb, and Ask What will happen as the animal gets older? (Students should respond that the legs will get longer, or that the animal will grow larger.) Help students recognize the parallels between young animals and their parents, with young plants and parent plants.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 16

Location: Differentiated Instruction Box

Original Text: Support for Students Explain that students will identify properties to guess what object is hidden in the bag. First, have a student pick up the bag and describe the shape, sound, and weight of the object inside. Then have the student put a hand inside to feel it. Encourage students to verbalize what they are observing before they guess the object.

Updated Text: Striving Explain that students will identify properties to guess what object is hidden in the bag. First, have a student pick up the bag and describe the shape, sound, and weight of the object inside. Then have the student put a hand inside to feel it. Encourage students to verbalize what they are observing before they guess the object. Special Needs This activity is one in which students who need tactile experiences to be successful can take a lead role. Have these students pick up the bag and describe the shape, sound, and weight of the object inside. Then have the student put a hand inside to feel it. Encourage these students to describe to the class what they are observing as they feel each object.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 160

Location: Differentiated Instruction Box

Original Text: Apply Learning Work with students to recall the names of plant parts they learned in Experience 1. Show students a parent plant, and point to each plant part as you say its name and point to the word on the Hands-On Activity. Repeat this with a seedling. Guide students to recognize the similarities and differences between the two plants. Then invite students to complete the Hands-On Activity independently.

Updated Text: Striving Work with students to recall the names of plant parts they learned in Experience 1. Show students a parent plant, and point to each plant part as you say its name and point to the word on the Hands-On Activity. Repeat this with a seedling. Guide students to recognize the similarities and differences between the two plants. Then invite students to complete the Hands-On Activity independently. Challenge Have interested students make a short picture book about how plants grow and change. They can use pictures that they draw or find in magazines, pictures that they print from the internet, or photos that they take. Have them write words, phrases, and sentences to explain what they are showing in the pictures.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 166

Location: Topic 7, Animals, Overview

Original Text: Preview the Topic In this topic, students learn about animal needs and animal parts. First, in Experience 1, students identify the needs of all animals for air, water, food, space, and shelter. In Experience 2, they investigate which animal parts help them meet those needs. As you progress through the topic, connect the activities back to Topic 6, Plants. Students can apply what they learned in Topic 6 about how plants depend on air, water, soil nutrients, and space with the needs of animals in Topic 7. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon video of a pelican catching a fish. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Why does a pelican have a large mouth and wings?

Updated Text: Preview the Topic In this topic, students learn about animal needs and animal parts. First, in Experience 1, students identify the needs of all animals for air, water, food, space, and shelter. In Experience 2, they investigate which animal parts help them meet those needs. As you progress through the topic, connect the activities back to Topic 6, Plants. Students can apply what they learned in Topic 6 about how plants depend on air, water, soil nutrients, and space with the needs of animals (K.12B) in Topic 7. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon video of a pelican catching a fish. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Why does a pelican have a large mouth and wings? Topic Readiness Test and Remediation Students answer questions to show what they already know about Animals by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 167

Location: ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR K.6B Provide an oral, pictorial, or written response to a text. ELAR K.6F Respond using newly acquired vocabulary as appropriate.

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR K.6B Provide an oral, pictorial, or written response to a text. ELAR K.6F Respond using newly acquired vocabulary as appropriate. SOCIAL STUDIES TEKS SS K.13.A Identify and state facts based on relevant evidence. Also SS K.14.C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 170

Location: Topic 7, Launch

Original Text: Anchoring Phenomenon Video •Have students watch and respond to the Anchoring Phenomenon video about a pelican catching a fish. Ask Why does a pelican have a large mouth and wings? Do not explain to students what they are watching or how the pelican captures its food. •Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like **Science**, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

Updated Text: Anchoring Phenomenon Video •Have students watch and respond to the Anchoring Phenomenon video about a pelican catching a fish. Ask Why does a pelican have a large mouth and wings? Do not explain to students what they are watching or how the pelican captures its food. •Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like **Science**, is an iterative process. It's okay to start with one idea and revise your idea as you get more information. Texas Connection There are several types of pelicans that live in Texas. Large colonies of Eastern Brown Pelicans can be found in Corpus Christi Bay. American White Pelicans are found throughout the state in both coastal and inland areas.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 172

Location: Experience 1, Animal Parts, At a Glance

Original Text: Objective Students will identify that animals have different structures that interact with the environment and help the animals survive.

Updated Text: Objectives Students will identify that animals have different structures that interact with the environment and help the animals survive. Students will describe the relationship between the structure and function of body parts shown on a mask they make.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 180

Location: Experience 2, Needs of Animals, At a Glance

Original Text: Objective Students will identify and describe how animals are dependent on their environment to meet their needs. TEKS K.3C Listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Updated Text: Objectives Students will identify and describe how animals are dependent on their environment to meet their needs. Students will write words to record data about how an animal meets its needs. TEKS K.5F Describe the relationship between structure and function of objects. Also K.3C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 184

Location: Experience 2, Needs of Animals, 5Es

Original Text: GUIDE STUDENT PLANNING Explain that investigations can be used to answer a question or test predictions. Read aloud the question on the Hands-On Station Card: What do animals need? Ask: • What words will you use to identify what need each animal is meeting? • How will you decide which word goes with each animal? DIFFERENTIATED INSTRUCTION Concept Web To reinforce understanding, give pairs of students a concept web graphic organizer. In the middle, have them draw or write the name of one of the animals on the worksheet. In the outside spaces, tell them to write the needs their animal must meet to survive. Challenge For students who are ready for a challenge, invite them to draw a new habitat and add animals meeting different needs. For example, they might draw animals in an ocean or a city park habitat. Students can use a draw and- write graphic organizer.

Updated Text: GUIDE STUDENT PLANNING Explain that investigations can be used to answer a question or test predictions. Read aloud the question on the Hands-On Station Card: What do animals need? Ask: • What words will you use to identify what need each animal is meeting? • How will you decide which word goes with each animal? Concept Web To reinforce understanding, give pairs of students a concept web graphic organizer. In the middle, have them draw or write the name of one of the animals on the worksheet. In the outside spaces, tell them to write the needs their animal must meet to survive. DIFFERENTIATED INSTRUCTION Special Needs To aid students with hearing impairments, remind all students that when they speak, they should speak slowly with the correct volume for the situation, look at the person they are speaking to, and say their words clearly. As students discuss the environment and animals they chose, echo what students say when their speaking is not clear or loud enough. Challenge For students who are ready for a challenge, invite them to draw a new habitat and add animals meeting different needs. For example, they might draw animals in an ocean or a city park habitat. Students can use a draw and- write graphic organizer.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 20

Location: Experience 2, At-A-Glance, Objective

Original Text: Students will classify objects using different properties.

Updated Text: Students will use scientific practices to conduct simple descriptive investigations to identify and classify objects using physical properties.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 24

Location: Differentiated Instruction Box

Original Text: Challenge Have groups of students classify buttons or other objects into three categories, such as round, square, and triangular. Allow the groups to identify their own categories. Afterward, have groups compare how they classified the objects. Discuss that it is okay for classifications to vary as long as a group can identify the properties they used to sort the objects.

Updated Text: Striving For students who need additional support classifying objects, have them draw three large circles on three separate sheets of paper. Have them label the circles with the words round, square, triangular. Students can then put the buttons in the correct circles to classify them. Challenge Have groups of students classify buttons or other objects into three categories, such as round, square, and triangular. Allow the groups to identify their own categories. Afterward, have groups compare how they classified the objects. Discuss that it is okay for classifications to vary as long as a group can identify the properties they used to sort the objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 3

Location: SEPs Preview Instruction

Original Text: Analyze Data and Use Models Activity Encourage students to discuss the advantages and disadvantages of using a model like this to study shadows.

Updated Text: Analyze Data and Use Models Activity Have students identify the advantages and limitations of using a model like this to study shadows.

Component: *Grade K Digital Component*

ISBN: 9781428553767

Type: Editorial Change

Current Page Number(s): 3

Location: SEPS and Themes Preview Activity, Design a Ramp

Original Text: 5. Experiment Test your model. Does the model work? 6. Improve Write one way to make it better.

Updated Text: 5. Experiment Test your model. Does the model work? 6. Identify What does the model show? What does the model NOT show? 7. Improve Write one way to make it better.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 30

Location: Topic 2, Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students will learn how a magnet can create a force that cause changes in motion and position of some everyday objects. First, in Experience 1, they will describe and predict how a magnet interacts with different materials. Then, in Experience 2, they will use magnets to investigate how they can push or pull different objects. Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video of different materials sorted at a recycling plant. A large drum magnet is used to sort magnetic materials from non-magnetic materials. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do we sort these objects faster?

Updated Text: Preview the Topic In this topic, students will learn how a magnet can create a force that cause changes in motion and position of some everyday objects. First, in Experience 1, they will describe and predict how a magnet interacts with different materials. Then, in Experience 2, they will use magnets to investigate how they can push or pull different objects. As you progress through the topic, connect the activities back to Topic 1, Objects. Students can apply what they learned in Topic 1 about properties of objects (TEKS K.6A) and ways to classify objects with how objects interact with various materials in Topic 2. Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video of different materials sorted at a recycling plant. A large drum magnet is used to sort magnetic materials from non-magnetic materials. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do we sort these objects faster? Topic Readiness Test and Remediation Students answer questions to show what they already know about Magnets and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 31

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS K.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. K.1E Collect observations and measurement as evidence. K.3A Develop explanations and propose solutions supported by data and models. Also K.1C, K.3B, K.3C RECURRING THEMES AND CONCEPTS TEKS K.5A Identify and use patterns to describe phenomena or design solutions. K.5B Investigate and predict cause and effect relationships in science. ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. Listening 2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. ELAR K.1C Share information and ideas by speaking audibly and clearly using the conventions of language. ELAR K.5F Make inferences and use evidence to support understanding with adult assistance. ELAR K.6B Provide an oral, pictorial, or written response to a text. Also ELAR K.6D, K.6E, K.6F

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS K.3A Develop explanations and propose solutions supported by data and models. Also K.1A, K.1E, K.1C, K.3B, K.3C RECURRING THEMES AND CONCEPTS TEKS K.5A Identify and use patterns to describe phenomena or design solutions. K.5B Investigate and predict cause and effect relationships in science. ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. Also Listening 2E MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. ELAR K.1C Share information and ideas by speaking audibly and clearly using the conventions of language. ELAR K.6B Provide an oral, pictorial, or written response to a text. Also ELAR K.5F, K.6D, K.6E, K.6F SOCIAL STUDIES TEKS K.14.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. Also K.14.E

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 31

Location: Home Connection Box

Original Text: Magnets at Home Create a chart that shows every day uses of magnets. Post the chart in your classroom's science area. As students learn about how magnets interact with different materials, encourage them to work with an adult at home to identify different ways magnets are used in their home. Invite students to draw or write their observations on the chart and share them with the class.

Updated Text: Magnets at Home Create a chart that shows every day uses of magnets. Post the chart in your classroom's science area. As students learn about how magnets interact with different materials, encourage them to work with an

adult at home to identify different ways magnets are used in their home. Invite students to draw or write their observations on the chart and share them with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 36

Location: Experience 1, At-A-Glance, Objective

Original Text: Students will describe and predict how a magnet can interact with different materials.

Updated Text: Students will use scientific practices to plan and conduct simple investigations to describe and predict the cause-and-effect relationships of how a magnet can interact with different materials.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 38

Location: Related Phenomenon

Original Text: As an alternative to the Everyday Phenomenon, consider showing a video of a magnetic street sweeper or broom. Ask students what they think helps the sweeper pickup the metal objects.

Updated Text: As an alternative to the Everyday Phenomenon, consider showing a video of a magnetic street sweeper or broom being used on a local street or company. Ask students what they think helps the sweeper pickup the metal objects.

Component: *Grade K Student Activity Companion*

ISBN: 9781323223291

Type: Editorial Change

Current Page Number(s): 38

Location: Hands-On Station Activity

Original Text: 3. Share Explain how you sorted the rocks.

Updated Text: 3. Describe Explain how you sorted the rocks.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 44

Location: Experience 2, At-A-Glance, Objective

Original Text: Students will describe and predict how a magnet can push or pull objects.

Updated Text: Students will investigate to describe and predict the cause-and-effect relationships about how a magnet can push or pull objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 46

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider showing a video to highlight how magnetic forces allow Maglev trains to move and reach speeds of more than 300 miles per hour.

Updated Text: As an alternative Everyday Phenomenon, consider showing a video to highlight how magnetic forces allow Maglev trains to move and reach speeds of more than 300 miles per hour. Show students the concepts for the planned Dallas to Houston high-speed train.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 48

Location: Differentiated Instruction Box

Original Text: Practice Using Magnets Let students practice moving the paper clip around freely with the magnet before they attempt to guide it more carefully through the maze. Encourage them to try pushing as well as pulling the paper clip with the magnet to see which works better for them.

Updated Text: Striving Let students practice moving the paper clip around freely with the magnet before they attempt to guide it more carefully through the maze. Encourage them to try pushing as well as pulling the paper clip with the magnet to see which works better for them. Special Needs For students who have language disorders such as cognitive-communication disorders, they may not know how to listen when someone is speaking to them. Model this process by having one student tell what they observed. Then you listen carefully and then repeat what the student said back to them. Throughout this activity, have students use this technique to ensure everyone knows when to listen and when to speak.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 54

Location: Topic 3, Light and Shadows, Overview

Original Text: Preview the Topic In this topic, students learn that the effects of light can be observed in everyday light. In Experience 1, students communicate the idea that light sources, such as the sun or a flashlight, enable us to see, but objects in dim or bright light can look different. In Experience 2, students demonstrate and explain how light can travel through some objects, such as a window or a glass, but it is blocked by other objects, sometimes creating a shadow. Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video of illuminated paper lanterns floating on water at night and then explore how different light sources and properties of materials affect the appearance of what is seen. As students progress through the experiences, they will answer the Anchoring Phenomenon question, What are these lanterns made of that lets us see them in the dark?

Updated Text: Preview the Topic In this topic, students learn that the effects of light can be observed in everyday light. In Experience 1, students communicate the idea that light sources, such as the sun or a flashlight, enable us to see, but objects in dim or bright light can look different. In Experience 2, students demonstrate and explain how light can travel through some objects, such as a window or a glass, but it is blocked by other objects, sometimes creating a shadow. As

you progress through the topic, connect the activities back to Topic 1 Objects. Students can apply what they learned in Topic 1 including observable^[P]_[SEP] physical properties of objects, ^[P]_[SEP] including shape, color, and ^[P]_[SEP] material (K.6). Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video of illuminated paper lanterns floating on water at night and then explore how different light sources and properties of materials affect the appearance of what is seen. As students progress through the experiences, they will answer the Anchoring Phenomenon question, What are the lanterns made of that lets us see them in the dark? Topic Readiness Test and Remediation Students answer questions to show what they already know about Light and Shadows by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 55

Location: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Learning Strategies 1B Monitor oral and written language production and employ self corrective techniques or other resource. Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instructions and interactions. Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. Also Speaking 3B; Reading 4F

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Learning Strategies 1B Monitor oral and written language production and employ self corrective techniques or other resource. Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instructions and interactions. Also Speaking 3B; Reading 4C, 4F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 55

Location: ENGLISH LANGUAGE ARTS AND READING STANDARDS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELAR K.5C Make and confirm predictions using text features and structures with adult assistance.

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELAR K.5C Make and confirm predictions using text features and structures with adult assistance. SOCIAL STUDIES TEKS SS K.13.A Identify and state facts based on relevant evidence. SS K.13.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 58

Location: Topic 3 Launch

Original Text: Anchoring Phenomenon Video • Have students watch the short Anchoring Phenomenon video of paper lanterns floating on water. Ask What do you think the lanterns are made of that lets us see them in the dark? Do not explain to students what the lanterns are made of or how they are illuminated. • Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like **Science**, is an iterative process. It’s okay to start with one idea and revise your idea as you get more information. • A water lantern festival is held in San Antonio each October at Elmendorf Lake Park. The floating lanterns are made from rice paper and wood and illuminated with LED candles.

Updated Text: Anchoring Phenomenon Video • Have students watch the short Anchoring Phenomenon video of paper lanterns floating on water. Ask What do you think the lanterns are made of that lets us see them in the dark? Do not explain to students what the lanterns are made of or how they are illuminated. • Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like **Science**, is an iterative process. It’s okay to start with one idea and revise your idea as you get more information. TEXAS CONNECTION A water lantern festival is held in San Antonio each October at Elmendorf Lake Park. The floating lanterns are made from rice paper and wood and illuminated with LED candles.

Component: Grade K Teacher Guide

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about how different objects can be classified. First, in Experience 1, they will identify observable physical properties of objects, including shape, color, texture, and material. Then, in Experience 2, they will generate ways to classify objects based on physical properties. Preview the Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows a variety of small objects scattered on a table. As students progress through the two experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can we organize these things?

Updated Text: Preview the Topic In this topic, students learn about how different objects can be classified. First, in Experience 1, they will identify observable physical properties of objects, including shape, color, texture, and material. Then, in Experience 2, they will generate ways to classify objects based on physical properties. As you progress through the topic, connect the activities back to Pre-K Theme 1-Hello School! Students can apply what they learned in Theme 1 about the describing the color, size, and shape of common objects (PK.VI.A.1). Preview the Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows a variety of small objects scattered on a table. As students progress through the two experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can we organize these things? Topic Readiness Test and Remediation Students answer questions to show what they already know about Objects by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: Grade K Teacher Guide

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 60

Location: Experience 1, At-A-Glance, Objective

Original Text: Objective Students will compare the effects of different amounts of light on the appearance of objects.

Updated Text: Objective Students will collect observations and measurements as evidence and identify and use patterns to compare the effects of different amount of light on the appearance of objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 62

Location: Related Phenomenon

Original Text: Related Phenomenon As an alternative Everyday Phenomenon, consider showing a video of people gathered around a campfire or children holding sparklers at night. Focus on comparing how people or objects look when they are close to a light source versus when they are far away from the light source.

Updated Text: Related Phenomenon As an alternative Everyday Phenomenon, consider showing photos or videos of the many different light festivals or shows that are held in Texas such as the Night Lights at Texas Motorplex, Houston's Freedom Over Texas Fourth of July, or Lanterns in the Garden at the Fort Worth Botanic Garden. Focus on comparing how people or objects look when they are close to a light source versus when they are far away from the light source.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 64

Location: Differentiated Instruction Box

Original Text: Sequencing To reinforce understanding, model the sequence of steps, beginning with how to look through the hole with just one eye. Give students time to practice holding the box close enough, but not touching, to their face to keep light out of the box. You may wish to have students wash their hands before taking turns with the box.

Updated Text: Striving To reinforce understanding, model the sequence of steps, beginning with how to look through the hole with just one eye. Give students time to practice holding the box close enough, but not touching, to their face to keep light out of the box. You may wish to have students wash their hands before taking turns with the box. Special Needs For students who have visual impairments, this activity may present significant challenges. Pair the visually impaired student with another sighted student. Have the sighted student explain in detail what they see as they look into the box. Then have the visually impaired student repeat back what the other student saw.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 68

Location: Experience 2, At-A-Glance, Objective

Original Text: Objective Students will demonstrate and explain that light travels through some objects and is blocked by other objects.

Updated Text: Objectives Students will use tools to observe, test, and compare to demonstrate and explain that light travels through some objects and is blocked by other objects. Students will identify and use patterns to describe how light travels through some objects and is blocked by other objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 7

Location: ENGLISH LANGUAGE PROFICIENCY STANDARDS ENGLISH LANGUAGE ARTS AND READING STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic language heard during classroom instruction and interactions. Speaking 3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. Also Speaking 3F; Reading 4F ENGLISH LANGUAGE ARTS AND READING STANDARDS ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic language heard during classroom instruction and interactions. Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. Also Speaking 3F, 3G; Reading 4F MATH and ENGLISH LANGUAGE ARTS AND READING TEKS ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. Math K.6A Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles. Math K.8A Collect, sort, and organize data into two or three categories. SOCIAL STUDIES STANDARDS^[P]_[SEP] K.13.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.^[P]_[SEP] K.14.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 7

Location: Home Connection Box

Original Text: Classification at Home Have students work with an adult to look for groups of objects at home. Mention some examples, such as a drawer of silverware, a tool chest in the garage, or a sock drawer in the bedroom. Students should draw one example they find and bring their drawing to class. Make a chart in the classroom science area where students' drawings can be displayed. Students can add to the list of groups during the topic.

Updated Text: Classification at Home Have students work with an adult to look for groups of objects at home. Mention some examples, such as a drawer of silverware, a tool chest in the garage, or a sock drawer in the bedroom. Students should draw one example they find and bring their drawing to class. Make a chart in the classroom science area where students' drawings can be displayed. Students can add to the list of groups during the topic. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 70

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider showing a video of a shadow puppet show.

Updated Text: As an alternative Everyday Phenomenon, consider showing a video of different shadow puppet shows that have been performed in Texas.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 72

Location: Differentiated Instruction Box

Original Text: Challenge Ask students what other materials they would like to test. Have them predict how the materials will interact with light. Then have them test their predictions.

Updated Text: Striving Some students may have the misconception that an object can only make one kind of shadow shape. You may wish to demonstrate using a flashlight, how the shape of the shadow changes as the light source moves closer and farther away and how the shadow changes as the light source is shown from a different direction. Challenge Ask students what other materials they would like to test. Have them predict how the materials will interact with light. Then have them test their predictions.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 78

Location: Topic 4, Patterns in the Sky, Overview

Original Text: Preview the Topic In this topic, students explore recognizable patterns in the natural world and among objects in the sky. Additionally, students will understand that the natural world includes earth materials and systems that can be observed. First, in Experience 1, students observe, describe, and draw the objects they see in the day sky and night sky, as well as identify and describe patterns of day and night. Then, in Experience 2, students use weather tools to observe, describe, and record weather measurements where they live. Finally, in Experience 3, students observe and identify different types of weather commonly experienced during each season. Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows weather in different seasons. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How do you know what to wear?

Updated Text: Preview the Topic In this topic, students explore recognizable patterns in the natural world and among objects in the sky. Additionally, students will understand that the natural world includes earth materials and systems that can be observed. First, in Experience 1, students observe, describe, and draw the objects they see in the day sky and night sky, as well as identify and describe patterns of day and night. Then, in Experience 2, students use weather tools to observe, describe, and record weather measurements where they live. Finally, in Experience 3, students observe and identify different types of weather commonly experienced during each season. (insert new paragraph) As you progress through the topic, connect the activities back to Topic 1 Objects. Students can apply what they learned in Topic 1 including observing the properties of objects. Additionally, students will continue to use scientific practices such as collecting observations and recording data using pictures and words (K1.E, K1.F). Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows weather in different seasons. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How do you know what to wear? (insert new paragraph) Topic Readiness Test and Remediation (body text)Students answer questions to show what they already know about Patterns in the Sky by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Re

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 79

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items, to observe, measure, test, and compare. K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs. K.1G Develop and use models to represent phenomena, objects, and processes, or design a prototype for a solution to a problem. Also K.1A, K.1F, K.2A, K.2B, K.3A, K.3B, K.3C, K.4B

Updated Text: K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items, to observe, measure, test, and compare. K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs. Also K.1A, K.1F, K.1G, K.2A, K.2B, K.3A, K.3B, K.3C, K.4B (insert new paragraph)
SOCIAL STUDIES TEKS SS K.13A Identify and state facts based on relevant evidence. Also K.14C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 79

Location: Collaborate with the Community

Original Text: Invite a Meteorologist Ask a meteorologist at a local television station to visit your classroom, either in person or via video conferencing. Invite students to use what they have learned in the Stations to brainstorm relevant questions in advance that they can ask the meteorologist. Questions can focus on the weather and the tools used to measure it.

Updated Text: Invite a Meteorologist Ask a meteorologist at a local television station to visit your classroom, either in person or via video conferencing. Invite students to use what they have learned in the Stations to brainstorm relevant questions in advance that they can ask the meteorologist. Questions can focus on the weather and the tools used to measure it. (insert new Home Connections box and paragraph) School-to-Home Letter Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 84

Location: Experience 1, At-A-Glance, Objectives

Original Text: Students will observe, describe, and illustrate objects in the sky as well as identify and predict patterns of day or night.

Updated Text: Students will observe, describe, and illustrate objects in the sky as well as identify and predict patterns of day or night. Students will analyze data by identifying significant features and patterns of day and night.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 86

Location: Experience 1, Engage, Everyday Phenomenon Photo

Original Text: WHAT WILL YOU SEE IN THE SKY NEXT? Present the Everyday Phenomenon photo.

Updated Text: WHAT WILL YOU SEE IN THE SKY NEXT? Present the Everyday Phenomenon photo. The side-by-side images show Congress Bridge and downtown Austin during the day and night.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 88

Location: Differentiated Instruction Box

Original Text: Challenge For students that are ready for a challenge, give students photos of other daytime skies that look different from the one on the Hands-On Station Card. Challenge students draw labeled pictures of them.

Updated Text: Special Needs For students who need extra assistance organizing their thoughts, have students create a three-column graphic organizer. Instruct them to write one of the three questions in each column and then answer them as they complete the activity. What can you see in the sky? How will you use the picture on the card to answer the question? What will you do in the Hands-On Activity to answer the question? Challenge For students that are ready for a challenge, give students photos of other daytime skies that look different from the one on the Hands-On Station Card. Challenge students draw labeled pictures of them.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 92

Location: Experience 2, At-A-Glance, Objective

Original Text: Objective Students will observe and describe how weather changes from day to day and that wind is moving air that is all around us.

Updated Text: Objectives Students will observe and describe how weather changes from day to day and that wind is moving air that is all around us. (insert new paragraph) Students will record and organize data and patterns using pictures, numbers, words, symbols, and simple graphics.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): 92

Location: Experience 2, At-A-Glance, TEKS

Original Text: K.10B Observe and describe weather changes from day to day and over seasons. K.10C Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon. K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, non-standard measuring items, to observe, measure, test, and compare. K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs. Also K.3A, K.3B, K.5A

Updated Text: K.10B Observe and describe weather changes from day to day and over seasons. K.10C Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock,

pinwheel, or ribbon. K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, non-standard measuring items, to observe, measure, test, and compare. K.5A Identify and use patterns to describe phenomena or design solutions. Also K.1F, K.3A, K.3B, K.5A

Component: *Grade K Digital Component*

ISBN: 9781428553767

Type: Editorial Change

Current Page Number(s): Exit Ticket slide

Location: Key Ideas Presentation, Exit Ticket Slide, Teacher Support notes

Original Text: Exit Ticket Teacher Support

Updated Text: Exit Ticket Teacher Support If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): N/A

Location: Topic Planner, Experience At-A-Glance, Experience Explain/Elaborate

Original Text: Additional STEAM Activity

Updated Text: STEAM Activity

Component: *Grade K Digital Components*

ISBN: 9781428553767

Type: Editorial Change

Current Page Number(s): See Link

Location: SEPs and Themes Preview Activity: Make a Sundial

Original Text: Student Edition 8. Analyze/Explain what are the advantages and limitations of your model? [4 write-on lines] 9. Evaluate What changes would you make to improve your model? [5 write-on lines]

Updated Text: Student Edition 8. Analyze/Explain Talk to a partner. One advantage of my model was_____. One limitation of my model was_____. 9. Evaluate Draw. Talk to a partner. Here are ways I can improve my model. [drawing box] I can _____

Component: *Grade K Digital Components*

ISBN: 9781428553767

Type: Editorial Change

Current Page Number(s): See Link

Location: SEPs and Themes Preview Activity: Make a Sundial

Original Text: Teacher Guide/Annos 8. Analyze/Explain what are the advantages and limitations of your model?[4 write-on lines] Sample answer: Advantage: I can see how the shadow moved. Limitations: The model does not work on a cloudy day. 9. Evaluate What changes would you make to improve your model? [5 write-on lines] Sample answer: I can put numbers on the plate to make a clock. I can put it in a place that gets more sunlight.

Updated Text: Teacher Guide/Annos 8. Analyze/Explain Talk to a partner. One advantage of my model was I can see how the shadow moved. One limitation of my model was the model does not work on a cloudy day. 9. Evaluate Draw. Talk to a partner. Here are ways I can improve my model. [drawing box] Sample answers: I can put numbers on the plate to make a clock. I can put it in a place that gets more sunlight.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE and SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Home Connection Box

Original Text: N/A

Updated Text: (insert second paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Updated Text: Add Topic Readiness Test

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: Fast Track

Original Text: FAST TRACK Use the activities with a check mark to fast-track your teaching.

Updated Text: FAST TRACK Use the activities with a check mark to fast-track your teaching. You will find editable versions of the Topic Planner and Experience At-a-Glance pages, and Daily Planners in your digital course on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text: Revisit the Anchoring PhenomenonTopic Test"

Updated Text: Topic Readiness TestRevisit the Anchoring PhenomenonSpiraling Content ActivityTopic Test

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Updated Text: We will add:Spiraling Content Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Updated Text: Below the listed Assessment assets we will add Spiraling Content Activity

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Type: Editorial Change

Current Page Number(s): XVI

Location: It's So Flexible

Original Text: outdated example Experience At-A-Glance pages.

Updated Text: updated example Experience At-A-Glance pages.

Feedback and Publisher Responses

Component: *Grade K Digital Components*

ISBN: 9781428553767

Page Number(s): See Link

URL:

[View Content](#)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Feedback Text: Many Kinder students cannot write yet, this activity is not appropriate for them to fill out. Circling yes or no and oral assessment would be more appropriate.

Publisher Response: Thank you for your feedback. Savvas will revise writing prompts 8 and 9 to include sentence frames/starters, draw space to allow for oral response and assessment and be developmentally appropriate for kindergarten students.

Component: *Grade K Digital Components*

ISBN: 9781428553767

Page Number(s): See Link

URL:

[View Content](#)

Feedback Text: This should be an oral activity for Kinder. Many of them cannot write yet.

Publisher Response: Thank you for your feedback. A revised SEPS and Themes Preview Activity: Who was Issac Newton? will be revised to be more developmentally appropriate for use by the Kindergarten student.

Publisher: Savvas Learning

Science, Grade 1

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

Editorial Changes

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 10

Location: Topic 1 Launch, Related Phenomenon

Original Text: Taking Apart a Pen Show students a pen that can come apart. Then take apart the pen. Show students each part of the whole pen. Point out that the pen is made up of a few parts. Then put the pen back together again. Ask students if they think the pen still works. Lead a discussion about how the pen is one whole object, but has a few parts that can be taken apart, put back together, and still work

Updated Text: Taking Apart a Pen Show students a pen that can come apart. Then take apart the pen. Show students each part of the whole pen. Point out that the pen is made up of a few parts. Then put the pen back together again. Ask students if they think the pen still works. Lead a discussion about how the pen is one whole object, but has a few parts that can be taken apart, put back together, and still work. There are several Texas-based companies that custom-make pens from different materials. Have students compare how these pens are similar and different to the pens they use in the classroom.

Component: *Grade 1 Read About It*

ISBN: 9781428514058

Type: Editorial Change

Current Page Number(s): 10

Location: Topic 5, Experience 2, Read About It

Original Text: Fresh Water Water without salt is called freshwater.

Updated Text: Fresh Water Freshwater is water with very little salt.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 100

Location: Experience 1, Weather, At a Glance

Original Text: Objective Students will describe different observable weather characteristics and explain the impact of weather on daily choices.

Updated Text: Objectives Students will identify and use patterns to describe different observable weather characteristics and explain the impact of weather on daily choices. Students will use tools including windsock, pinwheel, student thermometer, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items to observe, measure, test, and compare.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 102

Location: Experience 1, Engage, Everyday Phenomenon Photo

Original Text: WHAT ACTIVITIES COULD YOU DO IN TWO DIFFERENT TYPES OF WEATHER? Show the Everyday Phenomenon Photo. Ask What activity could you do in each type of weather shown in the picture? Write or draw your questions or ideas on a piece of paper. Sample answer: On a sunny, warm, and calm day, I played outside. On a cloudy, warm, and windy day, I flew a kite.

Updated Text: WHAT ACTIVITIES COULD YOU DO IN TWO DIFFERENT TYPES OF WEATHER? Show the Everyday Phenomenon Photo. Ask What activity could you do in each type of weather shown in the picture? Write or draw your questions or ideas on a piece of paper. Sample answer: On a sunny, warm, and calm day, I played outside. On a cloudy, warm, and windy day, I flew a kite. Texas Connection The photos show the road leading into Chisos Mountain Basin in Big Bend National Park during two different types of weather. Sunshine is plentiful throughout the year. Summers can be hot with temperatures often more than 100 degrees Fahrenheit, however it may be twenty degrees cooler in the mountains. May through September is the rainy season for Big Bend National Park.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 104

Location: Differentiated Instruction Box

Original Text: Using Senses Work with students who may be unable to clearly view the weather photographs by describing the conditions in the images. Help Students recognize how they can use other senses, such as touch (feeling wind, heat, and cold) and smell (smelling the rain) to identify different types of weather.

Updated Text: Striving Work with students who may be unable to clearly view the weather photographs by describing the conditions in the images. Help students recognize how they can use other senses, such as touch (feeling wind, heat, and cold) and smell (smelling the rain) to identify different types of weather. Special Needs This activity is one in which students who would benefit from tactile experiences can be successful. Guide students how they could feel the wind or feel something that is hot or cold.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 108

Location: Experience 2, Seasons, At a Glance

Original Text: Objective Students will describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.

Updated Text: Objectives Students will describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature. Students will analyze data by identifying any significant features and patterns.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 110

Location: Experience 2, Seasons, Engage

Original Text: Everyday Phenomenon Photo WHY ARE THESE BIRDS FLYING AWAY? To activate student learning, show the Everyday Phenomenon Photo. Ask What are some reasons why birds might migrate? Sample answer: If the weather gets colder, birds might want to migrate to warmer.

Updated Text: Everyday Phenomenon Photo WHY ARE THESE BIRDS FLYING AWAY? To activate student learning, show the Everyday Phenomenon Photo. Ask What are some reasons why birds might migrate? Sample answer: If the weather gets colder, birds might want to migrate to warmer. Texas Connection There are 615 species of birds found in Texas. 54% of these birds are migratory. Birds that migrate to or through Texas include American Golden-Plover, Ruby-throated Hummingbird, Yellow-billed Cuckoo, and the Magnolia Warbler

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 118

Location: Topic 5, Earth Materials, Overview

Original Text: Preview the Topic In this topic, students learn about natural materials found on Earth, specifically rocks, soil, and water. First, in Experience 1, they investigate, describe, and record the different properties and components of topsoil, clay, and sand. Then, in Experience 2, students study water and compare the properties, such as salinity, color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. Next, in Experience 3, students investigate and describe how water can move rock and soil particles from one place to another. They also identify and describe how plants, animals, and humans use rocks, soil, and water. Finally, in Experience 4, students explain why conservation is important and describe ways to conserve water and ways to protect natural sources of water. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that is about beavers and how the dams they build change and help environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why would beavers need to collect rocks, soil, and parts of trees?

Updated Text: Preview the Topic In this topic, students learn about natural materials found on Earth, specifically rocks, soil, and water. First, in Experience 1, they investigate, describe, and record the different properties and components of topsoil, clay, and sand. Then, in Experience 2, students study water and compare the properties, such as salinity, color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. Next, in Experience 3, students investigate and describe how water can move rock and soil particles from one place to another. They also identify and describe how

plants, animals, and humans use rocks, soil, and water. Finally, in Experience 4, students explain why conservation is important and describe ways to conserve water and ways to protect natural sources of water. As you progress through the topic, connect the activities back to Topic 1 Objects. Students can apply what they learned in Topic 1 such as classifying objects by observable physical properties, including, shape, color, and texture (1.6A). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video that is about beavers and how the dams they build change and help environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why would beavers need to collect rocks, soil, and parts of trees? **Topic Readiness Test and Remediation** Students answer questions to show what they already know about Earth Materials by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 119

Location: Topic 5, Earth Materials, Overview

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 1.7E Interact with sources in meaningful ways such as illustrating or writing. Also ELAR 1.3B, 1.6E, 1.6F, 1.6G, 1.7A, 1.9Dii 1.10C

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 1.7E Interact with sources in meaningful ways such as illustrating or writing. Also ELAR 1.3B, 1.6E, 1.6F, 1.6G, 1.7A, 1.9Dii 1.10C MATH 1.8A collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts Also MATH 1.1C SOCIAL STUDIES TEKS SS 1.18A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 126

Location: Experience 1, Soil, Engage

Original Text: Everyday Phenomenon Photo HOW MANY DIFFERENT WAYS CAN YOU DESCRIBE SOIL? Show the Everyday Phenomenon Photo. Say You see a hand in the photo. What do you see in the hand? Describe what you see. Post a list of student descriptions and responses. Students will refer back to the list at the end of the Experience and add new ways to describe soil. Sample answer: I see soil in the hand. The soil is dark brown. I can see small rocks and bits of leaves in it.

Updated Text: Everyday Phenomenon Photo HOW MANY DIFFERENT WAYS CAN YOU DESCRIBE SOIL? Show the Everyday Phenomenon Photo. Say You see a hand in the photo. What do you see in the hand? Describe what you see. Post a list of student descriptions and responses. Students will refer back to the list at the end of the Experience and add new ways to describe soil. Sample answer: I see soil in the hand. The soil is dark brown. I can see small rocks and bits of leaves in it. Texas Connection Soil is one of Texas' most important natural resource. The variety of soils in Texas is due to the diversity of climate, agriculture, and geology. There are more than 1300 different kinds of soil found in Texas.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 132

Location: Experience 2, Water, At a Glance

Original Text: Objective Students will compare the properties, such as color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. They will classify puddles, ponds, streams, rivers, lakes, and oceans as freshwater or saltwater.

Updated Text: Objectives Students examine the parts and compare the properties, such as color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. Students will classify puddles, streams, rivers, lakes, and oceans as freshwater or saltwater.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 136

Location: Experience 2, Water, 5Es

Original Text: Comparing Bodies of Water To help students who are having difficulty identifying rivers, lakes, and oceans, display photos of rivers, lakes, and oceans. Group each type together. Ask students to tell the similar properties of lakes (they are large, circular, and surrounded by land). Do the same for oceans and rivers. Have students draw and label a lake, a river, and an ocean in their Science Notebooks to help them distinguish each type of body of water.

Updated Text: Striving To help students who are having difficulty identifying rivers, lakes, and oceans, display photos of rivers, lakes, and oceans. Group each type together. Ask students to tell the similar properties of lakes (they are large, circular, and surrounded by land). Do the same for oceans and rivers. Have students draw and label a lake, a river, and an ocean in their Science Notebooks to help them distinguish each type of body of water. Special Needs To help students who need help organizing their thoughts, help them make a concept map. In the middle circle, write Bodies of Water. Surround that circle with three other circles with these labels: Rivers, Lakes, Oceans. Work with students to record in surrounding circles what they know about each body of water.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 140

Location: Experience 3, Movement of Earth's Materials, At a Glance

Original Text: Objective Students will investigate and describe how water can move rock and soil particles from one place to another.

Updated Text: Objective Students will investigate and describe the cause-and-effect relationships that explains how water can move rock and soil particles from one place to another

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 141

Location: Experience 3, Movement of Earth's Materials, At a Glance, Explain/Elaborate

Original Text: Additional STEAM Activity

Updated Text: STEAM Activity

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 146

Location: Experience 3, Movement of Earth's Materials, Elaborate

Original Text: Additional STEAM Activity HOW CAN ROCKS AND SAND MOVE? STATION SETUP safety goggles, water, small rocks, stream table, sand, blocks of different sizes

Updated Text: STEAM Activity HOW CAN ROCKS AND SAND MOVE? SETUP safety goggles, water, small rocks, stream table, sand, blocks of different sizes

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 147

Location: Experience 3, Movement of Earth's Materials, Evaluate

Original Text: MOVEMENT OF EARTH MATERIALS Remind students of the Everyday Phenomenon How did the sand and pebbles get here?

Updated Text: MOVEMENT OF EARTH MATERIALS Remind students of the Everyday Phenomenon How did the sand or pebbles get here?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 148

Location: Experience 4, Use and Save Earth Materials, At a Glance

Original Text: Objectives Students will identify and describe how plants, animals, and humans use rocks, soil, and water. Students will explain why water conservation is important and describe ways to conserve water and protect natural sources of water.

Updated Text: Objectives Students will identify and describe how plants, animals, and humans use rocks, soil, and water. Students will collect observations as evidence about how water runs through different soil combinations. Students will explain why water conservation is important and describe ways to conserve water and protect natural sources of water. TEKS (insert) SEP: 1.1E Collect observations and measurements as evidence. RTC: 1.5A Identify and use patterns to describe phenomena or design solutions.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 158

Location: Topic 6, Living Things and Environments, Overview

Original Text: Preview the Topic In this topic, students will learn about living things and their environments. First, in Experience 1, students will learn to classify living things and nonliving things based upon whether they have basic needs and produce young. Next, in Experience 2, students will describe interactions and dependence between living and nonliving things in terrariums and aquariums. Finally, in Experience 3, students will identify how living things depend on each other through food chains. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows people creating an environment in the ocean by building a reef with human-

made objects. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question Why are people putting these concrete blocks in the ocean?

Updated Text: Preview the Topic In this topic, students will learn about living things and their environments. First, in Experience 1, students will learn to classify living things and nonliving things based upon whether they have basic needs and produce young. Next, in Experience 2, students will describe interactions and dependence between living and nonliving things in terrariums and aquariums. Finally, in Experience 3, students will identify how living things depend on each other through food chains. As you progress through the topic, connect the activities back to Topic 5 Earth Materials. Students can apply what they learned in Topic 5 such as identifying and describing how plants, animals, and humans use rocks, soil, and water (1.11A). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows people creating an environment in the ocean by building a reef with human-made objects. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question Why are people putting these concrete blocks in the ocean? Topic Readiness Test and Remediation Students answer questions to show what they already know about Living Things and Environments by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 159

Location: Topic 6, Living Things and Environments, Overview

Original Text: MATH AND ENGLISH LANGUAGE ARTS AND READING TEKS MATH 1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. ELAR 1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. Also ELAR 1.6F, 1.6H, 1.7B, 1.7E, 1.7F, 1.9Dii

Updated Text: MATH AND ENGLISH LANGUAGE ARTS AND READING TEKS MATH 1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. ELAR 1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. Also ELAR 1.6F, 1.6H, 1.7B, 1.7E, 1.7F, 1.9Dii SOCIAL STUDIES TEKS SS 1.16B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 16

Location: Differentiated Instruction Box

Original Text: Model Show students how to build a sturdy structure. Place big blocks as the base of the model. Add more blocks. Make sure the pieces are steady and supportive. Suggest to students that it would be better if the model were wider rather than taller. Caution students that the pieces can fall if they are not supported or if the structure becomes too tall. Challenge Invite students to draw the structure they built on paper. They can then explain their design to other students.

Updated Text: Special Needs Students who need extra assistance organizing their thoughts may have difficulty explaining the structure they built. To help them organize their ideas, draw a horizontal line across the Hands-on Activity sheet to create a compare and contrast graphic organizer. Have students draw the blocks as separate items in the top half of the organizer and the structure they built in the bottom half of the organizer. Ask students to draw a line from the individual

block to where they used it in the drawing of the completed structure. Challenge Invite students to draw the structure they built on paper. They can then explain their design to other students.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 164

Location: Experience 1, Living and Nonliving Things, At a Glance

Original Text: Objective Students will classify and describe living and nonliving things based on whether they have basic needs and can have young.

Updated Text: Objective Students will collect observations as evidence to classify and describe living and nonliving things based on whether they have basic needs and can have young. TEKS, SEP TEKS, RTC TEKS 1.5A Identify and use patterns to describe phenomena or design solutions.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 172

Location: Experience 2, Environments, At a Glance

Original Text: Objectives Students will describe and record how living and nonliving things depend on each other in environments such as aquariums and terrariums.

Updated Text: Objectives Students will observe and compare organisms in a terrarium and describe and record how living and nonliving things depend on each other in environments such as aquariums and terrariums.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 176

Location: Experience 2, Environments, 5Es

Original Text: DIFFERENTIATED INSTRUCTION Modeling Demonstrate the steps of putting together the terrarium. Explain that the gravel goes into the bottle first so that water can drain from the soil into the gravel, preventing the soil from holding too much water around the plant's roots. Show students how to hollow out a hole in the soil for the plant roots and explain that this will help the plant grow well in its new environment. Monitor students' watering of the plants to ensure they add an appropriate amount of water. Show students how to slide the top of the bottle back onto the base.

Updated Text: DIFFERENTIATED INSTRUCTION Striving Show students how to hollow out a hole in the soil for the plant roots and explain that this will help the plant grow well in its new environment. Monitor students' watering of the plants to ensure they add an appropriate amount of water. Special Needs Students with visual impairments can form plants out of clay to use in their terrarium. They can place their clay plant models in a box or rectangular plastic container to build the terrarium in the bottle. They can place gravel and soil into the box and then place the individual models into the gravel and soil.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 180

Location: Experience 3, Food Chains, At a Glance

Original Text: Objective Students will identify and illustrate ways that living organisms depend on each other through food chains.

Updated Text: Objective Students will identify and illustrate ways that living organisms depend on each other through food chains, including modeling a food chain.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 184

Location: Experience 3, Food Chains, 5Es

Original Text: Challenge Ask students to add a step to the end of the food chain. Ask What animals might eat hawks? Have students brainstorm ideas. Write them on the board. Explain that eagles and owls sometimes kill and eat hawks, and snakes and raccoons steal eggs from hawk nests.

Updated Text: Striving Diagram To help students put the organisms in the correct order, begin a sequence diagram on the board with the word Sun in the first step. Ask What living thing uses the sun to get energy? Write the name of that organism in the next step of the organizer. Ask What living thing eats this living thing? Write the name in the third step of the organizer. Continue in this manner until the food chain is complete. Challenge Ask students to add a step to the end of the food chain. Ask What animals might eat hawks? Have students brainstorm ideas. Write them on the board. Explain that eagles and owls sometimes kill and eat hawks, and snakes and raccoons steal eggs from hawk nests.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 190

Location: Topic 7, Animals, Overview

Original Text: Preview the Topic In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish. Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video about armadillos and how their body parts help them move, find food, and survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question What can an armadillo do with its body?

Updated Text: Preview the Topic In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish. As you progress through the topic, connect the activities back to Topic 6, Living Things and Environments. Students can apply what they learned in Topic 6 about how living things have basic needs (TEKS 1.12A) to how the structures of animals help them survive in an environment. They can also apply what they learned about living things producing young to parents and young animals (TEKS 1.12B) and life cycles they learn about in Topic 7. Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video about armadillos and how their body parts help

them move, find food, and survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question What can an armadillo do with its body? Topic Readiness Test and Remediation Students answer questions to show what they already know about Animals by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 191

Location: Topic 7, Animals, Overview

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 1.1D Use tools, including animal life cycles, to observe and compare. 1.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. Also 1.1E, 1.1F, 1.1G, 1.2B, 1.3A, 1.3C RECURRING THEMES AND CONCEPTS TEKS 1.5D Examine the parts of a whole to define or model a system. 1.5F Describe the relationship between structure and function of objects, organisms, and systems. Also 1.5A

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 1.1D Use tools, including animal life cycles, to observe and compare. Also 1.1E, 1.1F, 1.1G, 1.2B, 1.3A, 1.3B, 1.3C RECURRING THEMES AND CONCEPTS TEKS 1.5F Describe the relationship between structure and function of objects, organisms, and systems. Also 1.5A, 1.5D SOCIAL STUDIES TEKS SS 1.17.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 191

Location: Collaborate with the Community

Original Text: Collaborate with the Community Invite an Expert Invite a zoologist or another kind of animal expert to talk to the class. This person should be able to discuss and show examples of many different animals and how their structures help them survive. If an in-person presentation is not possible, then a video conference might be a good alternative. Encourage students to ask questions and to share any experience they might have with animals during the presentation.

Updated Text: Collaborate with the Community Invite an Expert Invite a zoologist or another kind of animal expert to talk to the class. This person should be able to discuss and show examples of many different animals and how their structures help them survive. If an in-person presentation is not possible, then a video conference might be a good alternative. Encourage students to ask questions and to share any experience they might have with animals during the presentation. (insert new Home Connections box and paragraph) School-to-Home Letter Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 194

Location: Topic 7 Launch

Original Text: Anchoring Phenomenon Video Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the

Anchoring Phenomenon with greater clarity. Remind students that learning, like **Science**, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

Updated Text: Anchoring Phenomenon Video Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like **Science**, is an iterative process. It's okay to start with one idea and revise your idea as you get more information. Texas Connection The Nine-Banded Armadillo is the state mammal of Texas. Armadillos are found throughout the State of Texas with the exception of the Trans-Pecos region. The hard shell of the armadillo can protect it from predators such as coyotes, bobcats, and alligators. Armadillos use their strong claws to dig up insects to eat.

Component: Grade 1 Teacher Guide

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 196

Location: Experience 1, Animal Structures, At a Glance

Original Text: Objective Students will identify and compare external structures of different animals to explain how the structures help animals meet their basic needs for survival.

Updated Text: Objective Students will identify and compare external structures of different animals to describe how the relationship between structure and function helps animals meet their basic needs for survival.

Component: Grade 1 Digital Component

ISBN: 9781428553774

Type: Editorial Change

Current Page Number(s): 2

Location: Topic 3, Experience 2 Key Ideas Presentation

Original Text: Teacher Notes: Similarly, student should respond that they can make a skateboard change direction by pushing or pulling it to turn it.

Updated Text: Teacher Notes: Similarly, students should respond that they can make a swing change direction by pushing or pulling it to turn it.

Component: Grade 1 Teacher Guide

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 20

Location: Experience 2 At-A-Glance, Objective

Original Text: Objective Students will observe and classify objects by physical properties including shape, color and texture, and by physical attributes, such as larger or smaller and heavier and lighter.

Updated Text: Objectives Students will observe and classify objects by physical properties including shape, color and texture, and by physical attributes, such as larger or smaller and heavier and lighter. Students will communicate explanations and solutions individually and collaboratively in a variety of settings and formats.

Component: Grade 1 Teacher Guide

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 200

Location: Experience 1, Animal Structures, Explore

Original Text: GUIDE STUDENT PLANNING Inform students that cats have body parts called whiskers. Cats carefully use their whiskers to judge whether or not their heads and bodies can fit through an opening. Explain that in the Station, students will make a model of a cat head and then use it to investigate how a cat uses its whiskers. Suggest that students make a drawing of a cat head first. Encourage students to use the drawing to plan how they will make the model cat head. DIFFERENTIATED INSTRUCTION Identifying Features on a Model To help students identify parts of the model cat head, suggest that they use markers or crayons to add features, such as eyes, a nose, and a mouth, to create a cat’s face.

Updated Text: GUIDE STUDENT PLANNING Explain that in the Station, students will make a model of a cat head and then use it to investigate how a cat uses its whiskers. Suggest that students make a drawing of a cat head first. Encourage students to use the drawing to plan how they will make the model cat head. DIFFERENTIATED INSTRUCTION Striving To help students identify parts of the model cat head, suggest that they use markers or crayons to add features, such as eyes, a nose, and a mouth, to create a cat’s face. Challenge Have students who need an extra challenge investigate how the length of a cat's whiskers affects how accurately the cat can detect the size of holes.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 204

Location: Experience 2, Parents and Young, At a Glance

Original Text: Objective Students will describe how animals grow and change. They will also compare the ways young animals resemble their parents.

Updated Text: Objectives Students will communicate descriptions and explanations about how animals grow and change. Students will compare the ways young animals resemble their parents.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 208

Location: Experience 2, Parents and Young, Explain, During the Stations

Original Text: DIFFERENTIATED INSTRUCTION Challenge Invite students who are ready for a challenge to draw the whole parent animal and the whole young animal. Then have them compare as many structures as they can, telling how those structures are alike and different in the parent animal and the young animal.

Updated Text: DIFFERENTIATED INSTRUCTION Challenge Invite students who are ready for a challenge to draw the whole parent animal and the whole young animal. Then have them compare as many structures as they can, telling how those structures are alike and different in the parent animal and the young animal. Special Needs Allow students who struggle working in groups or have language impairments to work with a single supportive partner. Remind partners look at each other when speaking and to speak slowly and clearly.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 212

Location: Experience 3, Animal Life Cycles, At a Glance

Original Text: Objective Students will observe, record, and describe the basic life cycles of a bird, mammal, and fish.

Updated Text: Objective Students will observe, record, and use patterns to describe the basic life cycles of a bird, mammal, and fish.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 28

Location: Experience 3 At-A-Glance, Objective

Original Text: Objective Students will observe and investigate how heating and cooling changes materials. They will also predict and explain changes in materials caused by heating or cooling.

Updated Text: Objectives Students will develop and use models to predict and explain changes in materials caused by heating or cooling. Students will identify forms of energy and properties of matter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 32

Location: Differentiated Instruction Box

Original Text: Model Reading Directions Students may become overwhelmed when they first see directions. Model how they can follow the directions by taking one step at a time. Model rereading the Hands-On Station Card. Prompt them to answer item 2 on the Hands-On Activity before doing the investigation. Then guide them, step-by-step, as they do the investigation

Updated Text: Striving Students may become overwhelmed when they first see directions. Model how they can follow the directions by taking one step at a time. Model rereading the Hands-On Station Card. Prompt them to answer item 2 on the Hands-On Activity before doing the investigation. Then guide them, step-by-step, as they do the investigationChallenge For students who need a challenge, have them do the Hands-On Station as directed, but have them time how fast the ice melted. Then have them predict what will happen if they use colder or warmer water in the activity. Have them use a stopwatch to see how much slower or faster the ice melted. Have them write a statement to explain their results.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 38

Location: Topic 2, Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about how heat causes change. First, in Experience 1, students investigate and describe sources of heat and the applications of heat in everyday life. Then, in Experience 2, students describe how some changes caused by heat are reversible, such as melting and refreezing water. Finally, in Experience 3, students will describe how some changes caused by heat are irreversible, such as baking a cake.Preview the Anchoring PhenomenonStudents watch and respond to a short Anchoring Phenomenon Video that shows how a new bear-shaped crayon is made by melting pieces of old crayons in an oven. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, What do you need to make a bear-shaped crayon?

Updated Text: Preview the Topic In this topic, students learn about how heat causes change. First, in Experience 1, students investigate and describe sources of heat and the applications of heat in everyday life. Then, in Experience 2, students describe how some changes caused by heat are reversible, such as melting and refreezing water. Finally, in Experience 3, students will describe how some changes caused by heat are irreversible, such as baking a cake. As you progress through the topic, connect the activities back to Topic 1, Objects. Students can apply what they learned in Topic 1 about observable physical properties of objects and changes in materials caused by heating and cooling (TEKS 1.6A, 1.6B) to how heating materials can cause reversible changes and irreversible changes in Topic 2. Preview the Anchoring Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows how a new bear-shaped crayon is made by melting pieces of old crayons in an oven. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, What do you need to make a bear-shaped crayon?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 39

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 1.1B Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. 1.1E Collect observations and measurement as evidence. 1.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs. Also 1.1C, 1.1E, 1.2B, 1.3A, 1.3B, 1.3C RECURRING THEMES AND CONCEPTS TEKS 1.5B Investigate and predict cause and effect relationships in science. 1.5E Identify forms of energy and properties of matter. Also 1.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. Speaking 3D Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency. Reading 4D Use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text. Also Listening 2D; Speaking 3E; Reading 4F ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 1.1.B Follow, restate, and give oral directions that involve a short, related, sequence of actions. ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations. Also ELAR 1.3B, 1.6A, 1.6G, 1.7F, 1.9Diii, 1.10B

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 1.1B Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. Also 1.1C, 1.1E, 1.1E, 1.2B, 1.3A, 1.3B, 1.3C RECURRING THEMES AND CONCEPTS TEKS 1.5B Investigate and predict cause and effect relationships in science. Also 1.5E, 1.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. Speaking 3D Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency. Reading 4D Use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text. Also Listening 2D; Speaking 3E; Reading 4F MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 1.7 Apply mathematical process standards to select and use units to describe length and time. ELAR 1.1.B Follow, restate, and give oral directions that involve a short, related, sequence of actions. Also ELAR 1.3B, 1.3D, 1.6A, 1.6G, 1.7F, 1.9Diii, 1.10B

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 39

Location: Home Connection Box

Original Text: Identify Heat Sources at Home As students learn about heat sources and applications of heat throughout the topic, encourage them to work with a family member to identify as many heat sources in their own home as they can. Have students create a list or draw pictures in their notebooks of heat sources they find in their home. Provide students with opportunities to share their observations with the class

Updated Text: Identify Heat Sources at Home As students learn about heat sources and applications of heat throughout the topic, encourage them to work with a family member to identify as many heat sources in their own home as they can. Have students create a list or draw pictures in their notebooks of heat sources they find in their home. Provide students with opportunities to share their observations with the class Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 42

Location: Related Phenomenon

Original Text: Cheese It! Have students describe a block of cheese. Draw the details they share. Then, have students talk about what they would need to do to the cheese to make macaroni and cheese. Students may say they need shred the cheese or to use heat to melt the cheese. Invite students to share ways they might heat the cheese to melt it. Draw the details they share.

Updated Text: Texas-Style Queso! Have students describe a block of cheese. Draw the details they share. Then, have students talk about what they would need to do to the cheese to make Texas-style queso. Students may say they need shred the cheese or to use heat to melt the cheese. Invite students to share ways they might heat the cheese to melt it. Draw the details they share.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 44

Location: Experience 1, At-A-Glance, Objective

Original Text: Objective Students will investigate and describe applications of heat in everyday life.

Updated Text: Objectives Students will investigate and predict cause and effect relationships to describe applications of heat in everyday life. Students will collect observations and measurements as evidence.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 46

Location: Related Phenomenon

Original Text: Heat from the Sun Put a piece of dark construction paper in the sunlight for several minutes. Have students describe how their hands feel after touching the paper. Explain to students that heat from the sun has caused the paper to feel warm.

Updated Text: The Sun's Heat and Texas Lakes Use the USGS.gov or waterdatafortexas.org websites to find charts and data that show local lake or reservoir levels and temperatures for one year. Have students make predictions as to what may cause the lake's water level to decrease and its temperature to increase.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 48

Location: Differentiated Instruction Box

Original Text: Challenge Invite students to brainstorm other ways they can melt the ice cubes with the materials they have on hand in the classroom. If they choose to hold the ice cubes in their hands to melt them, caution them not to hold the ice for too long. If time permits, allow students to share the results of their investigation with the rest of the class.

Updated Text: Special Needs For students who have a hearing impairment, have another student draw how they can use cups, ice cubes, and warm water to determine the fastest way to melt the ice. That student can point and show how to use the materials to the hearing impaired student. Challenge Invite students to brainstorm other ways they can melt the ice cubes with the materials they have on hand in the classroom. If they choose to hold the ice cubes in their hands to melt them, caution them not to hold the ice for too long. If time permits, allow students to share the results of their investigation with the rest of the class.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 49

Location: Revisit Everyday Phenomenon

Original Text: Have students apply what they have learned about heat to continue building an explanation for the Anchoring Phenomenon What do you need to make a bear-shaped crayon?

Updated Text: Have students apply what they have learned about heat to continue building an explanation for the Everyday Phenomenon Which clothes will dry faster?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 52

Location: Experience 2 At-A-Glance, Objective

Original Text: Objectives Students will identify and describe changes caused by heat that can be reversed, such as melting butter.

Updated Text: Students will use scientific practices to investigate and predict cause and effect relationships in science to identify and describe changes caused by heat that can be reversed, such as melting butter.

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223291

Type: Editorial Change

Current Page Number(s): 52

Location: Topic 5, Experience 3 Vocabulary Cut Out Cards

Original Text: model - a representation of something

Updated Text: model - show what something is like

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 56

Location: Differentiated Instruction Box

Original Text: Model To reinforce understanding, hold the container of coconut oil in your hands and invite students to do the same. Once the coconut oil has melted, model placing the container of coconut oil in the cup of ice and invite students to do the same. Guide students who are unable to handle the materials to write or draw their observations.

Updated Text: Striving To reinforce understanding, hold the container of coconut oil in your hands and invite students to do the same. Once the coconut oil has melted, model placing the container of coconut oil in the cup of ice and invite students to do the same. Guide students who are unable to handle the materials to write or draw their observations. Challenge For students who need a challenge, ask them to predict the results of the investigation before they begin. At the end of the investigation, have them compare their predictions with their results. Have them write a statement describing how their predictions and results compare.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about matter and its properties. First, in Experience 1, they demonstrate and explain that a whole object is a system made of organized parts that can be taken apart and put back together again. Then, in Experience 2, students classify objects by observable physical properties such as shape, color, and texture, and by attributes such as size and weight. Finally, in Experience 3, students explain and predict changes in materials that are caused by heating and cooling. Preview the Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows a section of a glacier breaking off and falling into the ocean. As students progress through the three Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, What is happening to the glacier?

Updated Text: Preview the Topic In this topic, students learn about matter and its properties. First, in Experience 1, they demonstrate and explain that a whole object is a system made of organized parts that can be taken apart and put back together again. Then, in Experience 2, students classify objects by observable physical properties such as shape, color, and texture, and by attributes such as size and weight. Finally, in Experience 3, students explain and predict changes in materials that are caused by heating and cooling. As you progress through the topic, connect the activities back to Grade K, Topic 1 Objects. Students can apply what they learned in Topic 1 Objects including how to identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classifying objects (K.6). Preview the Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows a section of a glacier breaking off and falling into the ocean. As students progress through the three Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, What is happening to the glacier? Topic Readiness Test and Remediation Students answer questions to show what they already know about XXXXX by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 60

Location: Experience 3, At-A-Glance, Objective

Original Text: Objectives Identify and describe changes by heat that cannot be reversed, such as baking a cake or cooking an egg.

Updated Text: Objectives Students will identify and describe changes by heat that cannot be reversed, such as baking a cake or cooking an egg through pictures, numbers, words, symbols, and simple graphics. Students will identify forms of energy and properties of matter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 62

Location: Related Phenomenon

Original Text: Show a video of a campfire that highlights the irreversible changes that take place when wood is burned. Ask students to describe the changes they observe. Have students predict whether the remaining ash can be changed back to wood.

Updated Text: Show a video or photo of a campfire in an area campground that highlights the irreversible changes that take place when wood is burned. Ask students to describe the changes they observe. Have students predict whether the remaining ash can be changed back to wood.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 64

Location: Differentiated Instruction Box

Original Text: Challenge Invite students to write or draw their own step-by-step procedure for conducting this investigation.

Updated Text: Striving For students who are striving to understand how to plan and conduct this investigation, have students write down these questions before they begin. What question are you trying to answer How will you use your materials to answer this question? Guide students as needed to answer the questions. Challenge Invite students to write or draw their own step-by-step procedure for conducting this investigation.

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223291

Type: Editorial Change

Current Page Number(s): 65

Location: Topic 6, Experience 3 Literacy Station Activity Sheet

Original Text: How does energy move in a food chain? 1. Ask Think of questions as you read Food Chains. 2. Model Draw arrows to show how energy moves in the food chain. (write-on line) (write-on line)

Updated Text: How does energy move in a food chain? 1. Ask Think of questions as you read Food Chains. (write-on line)
2. Model Draw arrows to show how energy moves in the food chain. (write-on line)

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 7

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 1.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. 1.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. Also 1.1B, 1.1D, 1.1G RECURRING THEMES AND CONCEPTS TEKS 1.5C Describe the properties of objects in terms of relative size (scale) and relative quantity. 1.5D Examine the parts of a whole to define or model a system. Also 1.5E ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. Also Reading 4D, Writing 5B MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 1.6A Classify and sort regular and two-dimensional shapes based on attributes using informal geometric language. ELAR 1.7E Interact with sources in meaningful ways such as illustrating and writing. Also Math 1.6B; ELAR 1.1B, 1.3B, 1.3D

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 1.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. Also 1.1B, 1.1D, 1.1G, 1.3B RECURRING THEMES AND CONCEPTS TEKS 1.5C Describe the properties of objects in terms of relative size (scale) and relative quantity. Also 1.5D, 1.5E ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. Also Reading 4D, Writing 5B MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 1.6A Classify and sort regular and two-dimensional shapes based on attributes using informal geometric language. ELAR 1.7E Interact with sources in meaningful ways such as illustrating and writing. Also Math 1.6B; ELAR 1.1B, 1.3B, 1.3D SOCIAL STUDIES TEKS SS 1.16.A Identify and state facts based on relevant evidence.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 7

Location: Home Connection Box

Original Text: Identify Parts of a Whole Object Have students use a wall clock or kitchen timer in their home to practice identifying whole objects and their parts. Have students create a 2-column chart in their Science Notebooks. The head for the first column should be labeled “Whole Object.” Students should draw the entire clock or kitchen timer. The head for the other column should be labeled “Parts.” Students should draw some of the parts of the clock or timer, such as the hands on a clock or the dial on a timer. Invite students to complete the same exercise with other commonly found objects in the home.

Updated Text: Identify Parts of a Whole Object Have students use a wall clock or kitchen timer in their home to practice identifying whole objects and their parts. Have students create a 2-column chart in their Science Notebooks. The head for the first column should be labeled “Whole Object.” Students should draw the entire clock or kitchen timer. The head for the other column should be labeled “Parts.” Students should draw some of the parts of the clock or timer, such as the hands on a clock or the dial on a timer. Invite students to complete the same exercise with other commonly found objects

in the home. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 70

Location: Topic 3, Force and Motion, Overview

Original Text: Preview the Topic In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an objects motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion. PREVIEW ANCHORING PHENOMENON Students watch a short Anchoring Phenomenon Video that shows a dog making its way through an obstacle course. The dog uses a variety of pushes and pulls to move itself around the weave poles and over the teeter totter. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can a dog complete an obstacle course

Updated Text: Preview the Topic In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an objects motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion. As you progress through the topic, connect the activities back to Topic 1, Objects. Students can apply what they learned in Topic 1 about objects and the properties of matter (TEKS 1.6A) to what they are learning about pushes and pulls on objects in Topic 3. PREVIEW ANCHORING PHENOMENON Students watch a short Anchoring Phenomenon Video that shows a dog making its way through an obstacle course. The dog uses a variety of pushes and pulls to move itself around the weave poles and over the teeter totter. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can a dog complete an obstacle course Topic Readiness Test and Remediation Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 71

Location: Topic 3, Force and Motion, Overview

Original Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH 1.7A Use measuring tools to measure the length of objects to reinforce the nature of linear measurement. MATH 1.7C Measure the same object/distance with units of two different lengths and describe how and why the measurements differ. ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations. ELAR 1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. Also ELAR 1.6H, 1.7E

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH 1.7A Use measuring tools to measure the length of objects to reinforce the nature of linear measurement. Also MATH 1.7C ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations. Also ELAR 1.6E, 1.6H, 1.7E SOCIAL STUDIES TEKS SS 1.17.F Apply and practice classroom rules and procedures for listening and responding respectfully.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 74

Location: Topic 3 Launch

Original Text: •Dog agility is a sport where a handler directs a dog through an obstacle course within a time limit. Obstacles can include jumps tunnels, weave poles, and seesaws. The world’s largest authority for the sport of dog agility has its headquarters in Richardson, Texas.

Updated Text: Texas Connection Dog agility is a sport where a handler directs a dog through an obstacle course within a time limit. Obstacles can include jumps tunnels, weave poles, and seesaws. The world’s largest authority for the sport of dog agility has its headquarters in Richardson, Texas.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 76

Location: Experience 1, Push and Pull, At a Glance

Original Text: Objective Students will explain how a push and pull can start, stop, or change the speed or direction of an object’s motion.

Updated Text: Objective Students will identify and use patterns to explain how a push and pull can start, stop, or change the speed or direction of an object's motion

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 80

Location: Differentiated Instruction Box

Original Text: Model Show students how to set up the cups. Explain that they will push the ball away from them and toward the cups so that it strikes at least one cup. Demonstrate how to count the number of cups that move and then note this on their activity sheet. Help students identify another way to indicate the number of cups that move—for example, they may be able to circle the cups or tell the number to a partner.

Updated Text: Striving Show students how to set up the cups. Explain that they will push the ball away from them and toward the cups so that it strikes at least one cup. Demonstrate how to count the number of cups that move and then note this on their activity sheet. Help students identify another way to indicate the number of cups that move—for example, they may be able to circle the cups or tell the number to a partner. Special Needs For students who have speech impairments such as fluency, voice, or articulation disorders, have them circle the cups instead of telling the number to a partner

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 84

Location: Experience 2, Speed and Direction, At a Glance

Original Text: Objective Students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed and direction of an object’s motion.

Updated Text: Objectives Students will use scientific practices to plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed and direction of an object's motion. Students will investigate and predict cause and effect relationships to show how pushes and pulls can start, stop or change the speed and direction of an object's motion.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 86

Location: Related Phenomenon

Original Text: Pushes and Pulls on a Bicycle As an alternative Everyday Phenomenon, consider showing a video of a person bicycling at different speeds. Ask How can they make the bike go faster? How can they make it go slower?

Updated Text: Pushes and Pulls on a Bicycle As an alternative Everyday Phenomenon, consider showing a video videos or photos of people bicycling at one of the Texas Interscholastic Mountain Bike League's races. Ask How can they make the bike go faster? How can they make it go slower?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): 94

Location: Topic 4, Weather and Seasons, Overview

Original Text: Preview the Topic In this topic, students learn the natural world has recognizable patterns of phenomena such as weather and seasons. First, in Experience 1, students will describe and record observable characteristics of weather and explain how weather affects their everyday lives. Then, in Experience 2, students will build on concepts from Experience 1 to describe and predict the patterns of the seasons. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of the weather on the same day in two different locations in the United States: Houston, Texas and Minneapolis, Minnesota. Although it is winter in both places, the weather is very different. In Houston, it is mild and rainy. In Minneapolis on the same day, it is very cold, and ice and snow cover the ground. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Is Houston or Minneapolis a better place to build a snowman?

Updated Text: Preview the Topic In this topic, students learn the natural world has recognizable patterns of phenomena such as weather and seasons. First, in Experience 1, students will describe and record observable characteristics of weather and explain how weather affects their everyday lives. Then, in Experience 2, students will build on concepts from Experience 1 to describe and predict the patterns of the seasons. As you progress through the topic, connect the activities back to Topic 2 Heat Causes Change. Students can apply what they learned in Topic 2 such as sources of heat and how heat causes change. Students can also describe how some changes caused by heat are reversible, such as melting and refreezing water as it related to different types of weather. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of the weather on the same day in two different locations in the United States: Houston, Texas and Minneapolis, Minnesota. Although it is winter in both places, the weather is very different. In Houston, it is mild and rainy. In Minneapolis on the same day, it is very cold, and ice and snow cover the ground. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Is Houston or Minneapolis a better place to build a snowman? (insert) Topic Readiness Test and Remediation Students answer questions to show what they already know about Weather and Seasons by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade 1 Digital Components*

ISBN: 9781428553774

Type: Editorial Change

Current Page Number(s): page 1-6

Location: Grade 1, Topic 4, Topic Test, items 1-6

Original Text: Grade 1, Topic 4, Topic Test, items 1-6 - see link:

https://docs.google.com/document/d/1fb9iQwsKzgf55a21EmOiCS_yJYZwqMcLKrxENNoAicQ/edit?usp=sharing

Updated Text: Grade 1, Topic 4, Topic Test, pages 1-7, items 1-8: see link

https://media.pk12ls.com/curriculum/science/texas2025/grade1/G1_Top04_TopicTest_TXS25_EN_SE_rev.pdf

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE and SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Home Connection Box

Original Text: N/A

Updated Text: (insert second paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Updated Text: Add Topic Readiness Test

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text: Revisit the Anchoring Phenomenon Topic Test"

Updated Text: Topic Readiness Test Revisit the Anchoring Phenomenon Spiraling Content Activity Topic Test

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): Topic Planner

Location: Fast Track

Original Text: FAST TRACK Use the activities with a check mark to fast-track your teaching.

Updated Text: FAST TRACK Use the activities with a check mark to fast-track your teaching. (insert) You will find editable versions of the Topic Planner and Experience At-a-Glance pages, and Daily Planners in your digital course on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Updated Text: We will add:Spiraling Content Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Updated Text: Below the listed Assessment assets we will add Spiraling Content Activity

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Type: Editorial Change

Current Page Number(s): XVI

Location: It's So Flexible

Original Text: outdated example Experience At-A-Glance pages.

Updated Text: updated example Experience At-A-Glance pages.

Publisher: Savvas Learning

Science, Grade 2

Program: Texas Experience Science Grade 2 (Print with digital): TEKS

Editorial Changes

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Type: Editorial Change

Location: Topic 2 Experience 2, Key Ideas Activity, TE Google Doc

Original Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv) Investigate the Strength of a Push Plan You have a ball, tape, and space on the floor. Write a plan to investigate how the strength of a push can change the motion of the ball.

Sample answers: Step 1 Place a piece of tape on the floor. Step 2 Put the ball on the tape. Lightly push the ball. Step 3 Use tape to mark where the ball stopped. Step 4 Repeat steps 2 and 3 with a stronger push. Predict How far do you think the ball will move with each push? Use your plan. Sample answer: If I push on the ball with a light push, the ball will go a short distance. If I push on the ball with a stronger push, it will go farther.

Updated Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv) Investigate the Strength of a Force Plan You have a ball, tape, string, and space on the floor. Write a plan to investigate how the strength of a push or pull changes the motion of the ball. Sample Answers: Step 1 Place a piece of tape on the floor. Step 2 Put the ball on the tape. Lightly push the ball. Step 3 Use tape to mark where the ball stopped. Step 4 Repeat steps 2 and 3 with a stronger push. Step 5 Tie the string to the ball. Repeat steps 2&3 using a light pull and a strong pull. Predict How far do you think the ball will move with each push or pull? Use your plan. Sample answer: If I use a lighter push or pull on the ball, the ball will move a shorter distance than if I use a stronger push or pull.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 100

Location: Topic 4, Experience 1, At-A-Glance; Objective

Original Text: Objective Students will explain that the sun provides Earth with light and heat and that the moon reflects the sun’s light.

Updated Text: Objectives Students will collect observations to explain that the sun provides Earth with light and heat and that the moon reflects the sun’s light. Students will investigate and predict cause-and-effect relationships between the light of the sun and heat on Earth.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 104

Location: Topic 4, Experience 1, Differentiated Instruction box

Original Text: Visual Impairments Allow student to place their fingers in the water to compare the temperatures, or pair a student with a seeing partner.

Updated Text: SPECIAL NEEDS: Visual Impairments Allow student to place their fingers in the water to compare the temperatures, or pair a student with a seeing partner. CHALLENGE After completing the investigation, some students may have additional questions they would like to investigate. Time permitting, have students share their questions with you and allow them to plan and conduct a simple descriptive investigation to answer their questions.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 108

Location: Topic 4, Experience 2, At-A-Glance; Objective

Original Text: Objective Students will record and graph weather information, including temperature and precipitation.

Updated Text: Objectives Students will use tools to record and graph weather information, including temperature and precipitation. Students will look at the parts of a weather tool and tell how the parts work together to give information about the weather.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 109

Location: Topic 4, Experience 2, STEAM Activity

Original Text: STEAM Activity How can you design a weather station?

Updated Text: STEAM Activity Build A Weather Station

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 116

Location: Topic 4, Experience 3, At-A-Glance; Objective

Original Text: Objective Students will investigate extreme weather, including hurricanes, tornadoes, and floods, and where they are most likely to occur.

Updated Text: Objectives Students will investigate extreme weather, including hurricanes, tornadoes, and floods, and where they are most likely to occur. Students will model a flood occurring around a lake and analyze their data to tell what might happen to plants and animals near a flooded river.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 12

Location: At-A-Glance; Objective

Original Text: Objective Students will classify matter by observable physical properties.

Updated Text: Objective Students will identify and use tools and patterns to classify matter by observable physical properties.

Component: *Grade 2 Topic 5 Read About It*

ISBN: 9781428514065

Type: Editorial Change

Current Page Number(s): 12

Location: Caption

Original Text: The Johnson Space Center is a resource of people with important skills.

Updated Text: The people working at the Johnson Space Center and their skills make this place an important resource.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Type: Editorial Change

Current Page Number(s): 12-13

Location: Topic 2, Experience 2, Key Ideas Presentation

Original Text: (Update Teacher Support) How does the strength of a push change an object’s motion? **Teacher Support** Have students repeat the key term word. If students need vocabulary support, review the vocabulary card or slide 1 as a class. **Vocabulary Support** Make sure students correctly pronounce the vocabulary word strength. If students have trouble pronouncing it, have them say the word length. The rhyming sound might help students correctly pronounce the vocabulary word. **Discussion** Look at the pictures with students. Point out that the red arrow stands for the strength of a push that was used to make the swing move. A longer arrow stands for a push with a greater force. **Ask** In which picture was a stronger push used? (the picture on the right) **Ask** Describe the motion of the swing in each picture. (The swing on the right moved a greater distance and went higher than the swing on the left.) **Ask** Why did the motion of the swing changes from the first picture to the second picture? (A stronger push was used on the right.) **Try it Out!** Have students think of an object that moves, such as a door, a grocery cart, or a shovel. Then have students draw two pictures, one that shows how the object will move when a small push is used and one that shows how the object will move when a large push is used. Allow students to show their drawings to the class and to describe the cause-and-effect of the pushes in their drawings.

Updated Text: (Update Teacher Support) How does the strength of a force change an object’s motion? **Teacher Support** Have students repeat the key term word. If students need vocabulary support, review the vocabulary card or slide 1 as a class. **Vocabulary Support** Make sure students correctly pronounce the vocabulary word strength. If students have trouble pronouncing it, have them say the word length. The rhyming sound might help students correctly pronounce the vocabulary word. **Discussion** Look at the pictures with students. Point out that the red arrow stands for the strength of a push that was used to make the swing move. A longer arrow stands for a push with a greater force. These arrows model forces. They can be used to model the strength of a pull too. **Ask** In which picture was a stronger push used? (the picture on the right) **Ask** Describe the motion of the swing in each picture. (The swing on the right moved a greater distance and went higher than the swing on the left.) **Ask** Why did the motion of the swing changes from the first picture to the second picture? (A stronger push was used on the right.) **Try it Out!** Have students think of an object that moves, such as a door, a grocery cart, a wagon or a shovel. Then have students draw two pictures, one that shows how the object will move when a small push is used and one that shows how the object will move when a large push is used. Repeat this activity to show how the object will move when a small pull is used and then when a large pull is used. Allow students to show their drawings to the class and to describe the cause-and-effect of the pushes in their drawings. "

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 126

Location: Topic 5 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about Earth’s resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth’s surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling. **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon video on the Lighthouse rock formation at Texas’ Palo Duro Canyon. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How did the Lighthouse rock get its shape?

Updated Text: Preview the Topic In this topic, students learn about Earth’s resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth’s surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling. **PREVIEW ANCHORING**

PHENOMENON Students watch and respond to a short Anchoring Phenomenon video on the Lighthouse rock formation at Texas’ Palo Duro Canyon. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How did the Lighthouse rock get its shape? **Topic Readiness Test and Remediation** Students answer questions to show what they already know about Earth’s Resources by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 128

Location: Topic 5, Experience 2, Literact Station

Original Text: Literacy Station What resources do you see?

Updated Text: Literacy Station What are resources?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 132

Location: Topic 5, Experience 1, Literacy Station

Original Text: How can water and wind change Earth’s surface?

Updated Text: How can Earth’s surface change?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 132

Location: Topic 5, Experience 1, At-A-Glance; Objective

Original Text: Objective Students will learn to define Earth materials, including wind and water, and describe how wind and water move soil and rock across Earth’s surface.

Updated Text: Objectives Students will learn to define Earth materials, including wind and water. Students will develop and use models to describe how wind and water move soil and rock across Earth’s surface.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 140

Location: Topic 5, Experience 2, At-A-Glance; Objective

Original Text: Objective Students will learn to distinguish between natural resources and resources made by people that are important to everyday life.

Updated Text: Objectives Students will learn to distinguish between natural resources and resources made by people that are important to everyday life. Students will communicate individually and collaboratively how each resource is important.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 144

Location: Topic 5, Experience 2, Differentiated Instruction box

Original Text: Challenge Have partners or groups make a short list of resources we use, both natural resources and resources made by people. Direct them to exchange the lists and identify on their partner’s list which type each resource is. Tell them to explain how they made their decisions.

Updated Text: Challenge Have partners or groups make a short list of resources we use, both natural resources and resources made by people. Direct them to exchange the lists and identify on their partner’s list which type each resource is. Tell them to explain how they made their decisions. SPECIAL NEEDS: Use Pictures Students with hearing impairments might benefit by using pictures as they explain to a partner how each resource is important. They can draw the pictures themselves or find pictures in their text, a magazine, or online.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 148

Location: Topic 5, Experience 3, At-A-Glance; Blue box TEKS list

Original Text: TEKS 2.11B Describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal. 2.1G Develop and use models to represent phenomena, objects, and processes. 2.4A Explain how science or an innovation can help others.

Updated Text: TEKS TEKS 2.11B Describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal. SEP 2.1G Develop and use models to represent phenomena, objects, and processes. SEP 2.4A Explain how science or an innovation can help others. RTC 2.5B Investigate and predict cause-and-effect relationships in science.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Type: Editorial Change

Current Page Number(s): 15

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Answers, Slide, Exit Ticket, Slide and Teacher Support

Original Text: (Revisions based on SRP Review of TEKS 13.B.xvi, 13.B.xviii, and 13.B.xxii) (Slide) Exit Ticket Compare Tell how the structures or behaviors of each animal help it find or take in food. (Photo of anteater)(Photo of honey bees in a honey comb)(photo of a spider in a web) (slide notes) Exit Ticket Teacher Support Complete this activity as a class or print the slide for use by individual students or student pairs. Read aloud the directions. If necessary, review the meanings of structure and behavior. Call on students to name the animal in each picture. Have student partners discuss the answer for each picture. Move around the classroom and listen to assess student ideas. Then ask volunteers to share their answer. Ask the group whether they want to change or add anything in the answer. Record a final answer. Display the next slide to show students the correct answers.

Updated Text: Delete slide

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 152

Location: Topic 5, Experience 3, Differentiated Instruction box

Original Text: Class Art Theme Help students who cannot develop an idea by providing a theme for students' art, such as animals or superheroes. Challenge Students can work in groups to make a group art display. Students can decide the focus of their group display, and each member can make an art piece to add to the display.

Updated Text: STRIVING: Class Art Theme Help students have trouble coming up with an idea by providing a theme for students' art, such as animals or superheroes. CHALLENGE Students can work in groups to make a group art display. Students can decide the focus of their group display, and each member can make an art piece to add to the display.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 158

Location: Topic 6 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about plants and animals. First, in Experience 1, they identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival. Then, in Experience 2, they learn about and compare how the structures and behaviors of animals help them find and take in food, water, and air, and explore how being part of a group helps animals obtain food, defend themselves, and cope with changes. Finally, in Experience 3, students explore the life cycles of a frog and a butterfly. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon video that shows how bees and plants interact and how bees communicate to other bees where to find a food source. Through this, students explore different parts of plants and animals and how animals benefit from living in groups. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does being part of a hive help a bee survive? Teacher Background Watch the Teacher Background video Plants and Animals to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- Most plants have roots, stems, leaves, and flowers that help them meet their basic needs. The structures of the parts vary in different kinds of plants.
- Flowers are the plant part that enable the plant to produce new plants.
- The flowers of some plants grow fruits, which encase and protect their seeds.
- Animals use structures and behaviors to find food and to get water and air.
- Living in groups can help animals find food and protect them.
- Some animals, such as the butterfly and the frog, have unique life cycles.

Updated Text: Preview the Topic In this topic, students learn about plants and animals. First, in Experience 1, they identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival. Then, in Experience 2, they learn about and compare how the structures and behaviors of animals help them find and take in food, water, and air, and explore how being part of a group helps animals obtain food, defend themselves, and cope with changes. Finally, in Experience 3, students explore the life cycles of a frog and a butterfly. As you progress through the topic, connect the activities back to Topic 5. Students can apply what they learned in Topic 5 about resources and how human impact can be limited by making choices to conserve and properly dispose of materials (TEKS 2.11A, 2.11B) to resources animals need and how animals find and take in food, water, and air (TEKS 2.13B) in Topic 6. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon video that shows how bees and plants interact and how bees communicate to other bees where to find a food source. Through this, students explore different parts of plants and animals and how animals benefit from living in groups. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does being part of a hive help a bee survive? Topic Readiness Test and Remediation Students answer questions to show what they already know about Plants and Animals by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background video Plants and Animals to refresh your knowledge of topic content. Key concepts to

support instruction of this topic include:

- Most plants have roots, stems, leaves, and flowers that help them meet their basic needs. The structures of the parts vary in different kinds of plants.
- Animals use structures and behaviors to find food and to get water and air.
- Living in groups can help animals find food and protect them.
- Animals, such as the butterfly and the frog, have unique life cycles.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 159

Location: Topic 6 Overview, English Language Arts and Reading TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELAR 2.7C Use text evidence to support an appropriate response. Also ELAR 2.7E, 2.7F

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.7C Use text evidence to support an appropriate response. Also ELAR 2.6B, 2.7E, 2.7F SOCIAL STUDIES TEKS SS 2.17A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community. Also SS 2.11C

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 164

Location: Topic 6, Experience 1, At-A-Glance; Objective

Original Text: Objective Students will identify and describe plant structures and compare how they help plants meet their basic needs

Updated Text: Objectives Students will identify and describe plant structures and compare how they help plants meet their basic needs. Students will use a hand lens to observe the parts of two plants.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 172

Location: Topic 6, Experience 2, At-A-Glance; Objective

Original Text: Objective Students will describe how the structures and behaviors of animals help them survive.

Updated Text: Objectives Students will describe how the structures and behaviors of animals help them survive. (new Students will model how fish form a group, or school.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 176

Location: Topic 6, Experience 2, Differentiated Instruction box

Original Text: Adapt the Fish Some students may not be able to distinguish certain colors. Students can mark their fish with shapes, such as squares, triangles, and circles, rather than color them. For students whose vision prevents them

from clearly seeing the fish, consider using fish with different textures that they can feel, such as cotton balls, sandpaper, or pieces of cotton.

Updated Text: SPECIAL NEEDS: Use Shapes Some students may not be able to distinguish certain colors. Students can mark their fish with shapes, such as squares, triangles, and circles, rather than color them. SPECIAL NEEDS: Use Textures For students whose vision prevents them from clearly seeing the fish, consider using fish with different textures that they can feel, such as cotton balls, sandpaper, or pieces of cotton.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 177

Location: Topic 6 Experience 2, Literacy Station

Original Text: Literacy Station How do behaviors help animals?

Updated Text: Literacy Station How do behaviors help animals survive?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 180

Location: Topic 6, Experience 3, At-A-Glance; Objective

Original Text: Objective Students will describe the life cycles of the frog and butterfly.

Updated Text: Objective Students will describe the life cycles of the frog and butterfly. Students will describe the pattern of the life cycles of a frog and butterfly.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 184

Location: Topic 6, Experience 3, Differentiated Instruction box

Original Text: Model Students may have difficulty determining how many days have occurred between the stages shown on the worksheet. Show students how to keep track of the number of days by writing the date that they observe each stage happen. They can then use a calendar to count the number of days.

Updated Text: STRIVING: Model Students may have difficulty determining how many days have occurred between the stages shown on the worksheet. Show students how to keep track of the number of days by writing the date that they observe each stage happen. They can then use a calendar to count the number of days CHALLENGE Have interested students compare the life cycle of the butterfly to the life cycle of a moth. They can find pictures of these life cycles in books or online. Have them compare and contrast the moth life cycle with the life cycle of the butterfly..

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about how organisms interact with each other and with their environments. First, in Experience 1, they identify differences in environments and describe how the physical characteristics of environments support the plants and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things. **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon video about how the prickly pear cactus helps the animals in a desert. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does the prickly pear cactus help the Texas desert ecosystem? **Teacher Background** Watch the Teacher Background video Organisms and Environments to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • The basic needs of living things are met through interactions with each other and with their physical environment. • In order to reproduce, some plants depend on animals, wind, or water to distribute their pollen and seeds. • The physical characteristics of an environment, such as the amount of rainfall, help determine the plants and animals that can live in that ecosystem. • Plants and animals within an ecosystem interact through a food chain, a series of interconnected relationships between producers and consumers. **Common Misconceptions** As students explore the content, be attentive to common misconceptions that may arise and address them as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • An animal's home is the same as its habitat. An animal's home gives it shelter and a place to have its young. The animal's habitat, on the other hand, supplies air, food, shelter, space, and water. • Organisms placed higher in a food chain eat everything below them on the chain. Consumer organisms may eat many different types of organisms below them, but many consumers only eat one or a few types of organisms.

Updated Text: Preview the Topic In this topic, students learn about how organisms interact with each other and with their environments. First, in Experience 1, they identify differences in environments and describe how the physical characteristics of environments support the plants and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things. As you progress through the topic, connect the activities back to Topic 6, Plants and Animals. Students can apply what they learned about plant structures, animal structures, animal behaviors, and groups (TEKS 2.13B, 2.13C) with how physical characteristics of environments support plants and animals and food chains in Topic 7 (TEKS 2.12.A, 2.12.B). They can also use what they learn about butterfly life cycles in Topic 6 (TEKS 2.13D) with how plants depend on living things for pollination (TEKS 2.12C). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon video about how the prickly pear cactus helps the animals in a desert. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does the prickly pear cactus help the Texas desert ecosystem? **Topic Readiness Test and Remediation (body text)** Students answer questions to show what they already know about Organisms and Environments by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. **Teacher Background** Watch the Teacher Background video Organisms and Environments to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • The basic needs of living things are met through interactions with each other and with their physical environment. • In order to reproduce, some plants depend on animals, wind, or water to distribute their pollen and seeds. • The physical characteristics of an environment, such as the amount of rainfall, help determine the plants and animals that can live in that ecosystem. • Plants and animals within an ecosystem interact through a food chain, a series of interconnected relationships between producers and consumers. **Common Misconceptions** As students explore the content, be attentive to common misconceptions that may arise and address them as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • An animal's home is the same as its habitat. An animal's home gives it shelter and a place to have its young. The animal's habitat, on the other hand, supplies air, food, shelter, space, and water. • Organisms placed higher in a food chain eat everything below them on the chain. Consumer organisms may eat many different types of organisms below them, but many consumers only eat one or a few types of organisms.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 191

Location: Topic 7 Overview, SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.1G Develop models to represent phenomena and/or processes. 2.3A Develop explanations and propose solutions supported by data and models. Also 2.1D, 2.1E, 2.1F, 2.3B, 2.3C RECURRING THEMES AND CONCEPTS TEKS 2.5A Identify patterns to describe phenomena. 2.5D Examine parts of a whole to model a system. 2.5F Describe the relationship between structure and function of organisms. ENGLISH LANGUAGE PROFICIENCY STANDARDS Reading 4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text. Also Learning Strategies 1A, 1D; Listening 2C, 2D; Speaking 3D, 3E, 3G, 3H: Reading 4E, 4F, 4G, Writing 5B ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.7C Use text evidence to support an appropriate response. ELAR 2.7E Interact with sources in meaningful ways such as illustrating or writing. ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.1G Develop models to represent phenomena and/or processes. Also 2.1D, 2.1E, 2.1F, 2.3A, 2.3B, 2.3C RECURRING THEMES AND CONCEPTS TEKS 2.5A Identify patterns to describe phenomena. Also 2.5D, 2.5F ENGLISH LANGUAGE PROFICIENCY STANDARDS Speaking 3E Share information in cooperative learning interactions. Also Learning Strategies 1A, 1D; Listening 2C, 2D; Speaking 3D, 3E, 3G, 3H: Reading 4D, 4E, 4F, 4G, Writing 5B ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.7C Use text evidence to support an appropriate response. Also ELAR 2.7E, 2.7F SOCIAL STUDIES TEKS 2.15A Identify and state facts based on relevant evidence. ^[1]_{SEP} Also SS 2.15B

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 191

Location: Topic 7 Overview Home Connection

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (Home Connections Box) Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Objective

Original Text: Objective Students will identify differences in environments and describe how the physical characteristics of environments support plants and animals in an ecosystem.

Updated Text: Objectives Students will identify differences in environments and describe how the physical characteristics of environments support plants and animals in an ecosystem. Students will communicate and support their decision about whether meerkats and flamingos could live in the same environment at a zoo.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Blue box TEKS list

Original Text: TEKS 2.12A Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem. 2.3A Develop explanations and propose solutions supported by data and models. 2.3B Communicate explanations and solutions individually in a variety of settings and formats. Also 2.3C, 2.5D

Updated Text: TEKS TEKS 2.12A Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem. SEP 2.3A Develop explanations and propose solutions supported by data and models. SEP 2.3B Communicate explanations and solutions individually in a variety of settings and formats. SEP 2.3C Listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion. RTC 2.5D Examine the parts of a whole to define or model a system.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 20

Location: At-A-Glance; Objective

Original Text: Objective Students conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Updated Text: Objective Students use tools and scientific practices to conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 200

Location: Topic 7, Experience 1, Differentiated Instruction

Original Text: Support for Students Some students may have difficulty seeing the individual plants and animals and the information for each. Enlarge the pictures and have students place them in two piles, one for the dry environment and one for the wet environment.

Updated Text: SPECIAL NEEDS: Visually Impaired Some students may have difficulty seeing the individual plants and animals and the information for each. Enlarge the pictures and have students place them in two piles, one for the dry environment and one for the wet environment. STRIVING: Role Playing(/bold) Have students take on the role of a nature guide that is describing each of the environments and what plants and animals live there. Encourage them to use their own words and vocabulary from the Experience as they discuss the environments and organisms.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 204

Location: Topic 7, Experience 2, At-A-Glance; Objective

Original Text: Objective Students will explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.

Updated Text: Objectives Students will explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around. Students will record data using pictures or words to tell what they observe about what moves different kinds of seeds.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 208

Location: Topic 7, Experience 2, Differentiated Instruction

Original Text: Support for Students Show students the different types of seeds. Explain that they will use properties such as seed size, weight (by feel), and texture to determine whether each seed will travel best by wind, water, or fur. If students have vision impairments and are unable to see the seed details, allow extra time for them to hold and feel the seeds to evaluate their characteristics.

Updated Text: STRIVING Show students the different types of seeds. Explain that they will use properties such as seed size, weight (by feel), and texture to determine whether each seed will travel best by wind, water, or fur. SPECIAL NEEDS If students have vision impairments and are unable to see the seed details, allow extra time for them to hold and feel the seeds to evaluate their characteristics. CHALLENGE Have interested students make models of three different seeds—one that is scattered by wind, one by water, and one by animals.

Component: *Grade 2 Student Activity Companion*

ISBN: 9781323223307

Type: Editorial Change

Current Page Number(s): 21

Location: Topic 2 Experience 2, Key Ideas Activity

Original Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv) Investigate the Strength of a Push 1. Plan You have a ball, tape, and space on the floor. Write a plan to investigate how the strength of a push can change the motion of the ball. Step 1 Step 2 Step 3 Step 4 2. Predict How far do you think the ball will move with each push? Use your plan.

Updated Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv) Investigate the Strength of a Force 1. Plan You have a ball, tape, string, and space on the floor. Write a plan to investigate how the strength of a push or pull can change the motion of the ball. Step 1 Step 2 Step 3 Step 4 Step 5 2. Predict How far do you think the ball will move with each push or pull? Use your plan.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 24

Location: Differentiated Instruction box

Original Text: Challenge Provide students with additional materials and tools and challenge them to find more ways to change the materials. If time permits, invite them to share their discoveries with the rest of the class.

Updated Text: CHALLENGE Provide students with additional materials and tools and challenge them to find more ways to change the materials. If time permits, invite them to share their discoveries with the rest of the class. SPECIAL NEEDS For students who need help organizing their thoughts and notes, have them make a three-column chart. At the top of the first column have students write: What question are you trying to answer? In the second and third columns, have students write these questions: What materials will you use to answer this question?; What observations will you make during the activity? As students progress through the Hands-On Station, they can write answers to those questions in the appropriate column.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 28

Location: At-A-Glance; Objective

Original Text: Students demonstrate that small units can be combined or reassembled to form new objects for different purposes.

Updated Text: Students use engineering practices to examine and demonstrate that small units can be combined or reassembled to form new objects for different purposes.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 32

Location: Differentiated Instruction box

Original Text: Compare Models If students have difficulty seeing how their model house differs from a classmate’s model house, ask questions to help them see the differences. For example, you could ask, Is your house longer than your classmate’s house? Is it taller or shorter? Does it contain more or fewer blocks? Are the blocks the same or different shapes and colors?

Updated Text: STRIVING Compare Models If students have difficulty seeing how their model house differs from a classmate’s model house, ask questions to help them see the differences. For example, you could ask, Is your house longer than your classmate’s house? Is it taller or shorter? Does it contain more or fewer blocks? Are the blocks the same or different shapes and colors? CHALLENGE Identify the Problem Guide students to understand the first thing they did at the beginning of the Hands-On and Literacy stations was to identify the problem they wanted to solve. Ask What was the problem you were trying to solve? (We wanted to find out how to use the clay and toothpicks to make different shapes.)

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 33

Location: After the Stations; Revisit Anchoring Phenomenon

Original Text: Have students apply what they have learned in the stations to the Everyday Phenomenon, What structure would you make from these materials. Why? Students may want to discuss with a partner any new understandings they have about the phenomenon. They can revisit their ideas and questions as they work through the experience.

Updated Text: Have students apply what they have learned in the stations to the Everyday Phenomenon, What is the same in these two structures? Students may want to discuss with a partner any new understandings they have about the phenomenon. They can revisit their ideas and questions as they work through the experience.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 38

Location: Topic Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about force and motion. First, in Experience 1, they investigate how objects push on each other and how they may change shape when they touch or collide. Then, in Experience 2, students investigate how the strength of a push or pull can change an object’s motion. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon video that shows how construction machinery uses pushes to change the shape and features of land. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does construction change the land?

Updated Text: Preview the Topic In this topic, students learn about force and motion. First, in Experience 1, they investigate how objects push on each other and how they may change shape when they touch or collide. Then, in Experience 2, students investigate how the strength of a push or pull can change an object’s motion. As you progress through the topic, connect the activities back Topic 1, Matter. Students can apply what they learned in about the observable physical properties of material (TEKS 2.6A) and how properties can be changed through processes such as folding (TEKS 2.6B) to explain how objects push on each other and may change shape when touch or collide (TEKS 2.7A). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon video that shows how construction machinery uses pushes to change the shape and features of land. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does construction change the land? TOPIC READINESS TEST AND REMEDIATION Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 39

Location: Topic Overview Home Connection

Original Text: Pushes At Home Have students list examples of how they push objects at home. They can draw themselves pushing the objects. If the object changes shape, such as a sponge or a seat cushion, ask students to write a sentence to tell how the object changes shape.

Updated Text: Pushes At Home Have students list examples of how they push objects at home. They can draw themselves pushing the objects. If the object changes shape, such as a sponge or a seat cushion, ask students to write a sentence to tell how the object changes shape. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 39

Location: Topic Overview, ELAR TEKS

Original Text:

Updated Text: SOCIAL STUDIES TEKS SS 2.15B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 44

Location: At-A-Glance; Objective

Original Text: Objective Students will explain how objects push on each other and how some objects change shape when they touch or collide.

Updated Text: Objective Students will investigate and explain how objects push on each other and predict how some objects change shape when they touch or collide.

Component: *Grade 2 Topic 4 Read About It*

ISBN: 9781428514041

Type: Editorial Change

Current Page Number(s): 5

Location: Caption

Original Text: The McDonald Observatory in Austin, Texas, has several large telescopes.

Updated Text: The McDonald Observatory in Fort Davis, Texas, has several large telescopes.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 52

Location: At-A-Glance; Objective

Original Text: Objective Students will plan and investigate how the strength of a push or pull affects an object's motion.

Updated Text: Objective Students will plan and conduct a descriptive investigate to predict the cause and effect relationship about how the strength of a push or pull can change an object's motion.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 56

Location: Explore; During the Stations

Original Text: During the Station Students will explore and build understanding toward TEKS 2.7B with the following stations. Hands-On Station How can you move the ball? STATION SETUP Hands-On Station Card, Hands-On Station Activity, ball, straw, tape, ruler or tape measure, safety goggles SAFETY Wear safety goggles and do not share straws to demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards. WHAT TO EXPECT Students conduct an investigation to see how they can move a ball while blowing through a straw.

They will observe how the strength of a blow (the push) affects how far the ball moves. They will record and explain their observations on their Hands-On Activity. **GUIDE STUDENT PLANNING** Explain that investigations can be used to ask or answer a question. In this investigation, students will be answering a question. Encourage students to use the words push and strength as they plan and conduct their investigation. Ask: • What question are you trying to answer? • What will you change in the investigation? • How can you make sure that you and your partner are investigating in a safe way? **GUIDED INQUIRY PROCEDURE** If students need help designing their investigation, suggest these guided inquiry steps to model and support the inquiry process. 1. Put the ball on a flat surface. Place a piece of tape at this point. 2. Point the straw at the ball. Gently blow through the straw. 3. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started to where it stopped moving. Record the distance. 4. Put the ball back at the starting point. 5. Point the straw at the ball. Blow harder through the straw. 6. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started out to where it stopped moving. 7. Record the distance. Compare the distances. **DIFFERENTIATED INSTRUCTION** Plan and Conduct an Investigation Model how to plan an investigation. Then show students how to follow the plan and conduct the investigation. Be sure to put on safety goggles. Show how to blow through the straw. Tell students not to blow too hard or the ball will move too far. Demonstrate how to place tape at the point where the ball starts and where it stops moving. Model how to measure the distances between the start and end points.

Updated Text: During the Station Students will explore and build understanding of TEKS 2.7B in the following stations. **Hands-On Station** How can you move the ball? **STATION SETUP** Hands-On Station Card, Hands-On Station Activity, ball, straw, tape, ruler or tape measure, safety goggles **SAFETY** Wear safety goggles and do not share straws to demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards. **WHAT TO EXPECT** Students conduct an investigation to see how they can move a ball while blowing through a straw. They will observe how the strength of a blow (the push) affects how far the ball moves. They will record and explain their observations on their Hands-On Activity. **GUIDE STUDENT PLANNING** Explain that investigations are used to answer questions. In this investigation, students will answer a question. Encourage students to use the words push and strength as they plan and conduct their investigation. Ask: • What question are you trying to answer? • What will you change in the investigation? • How can you make sure that you and your partner are investigating in a safe way? **GUIDED INQUIRY PROCEDURE** If students need help designing their investigation, suggest these guided inquiry steps to model and support the inquiry process. 1. Put the ball on a flat surface. Place a piece of tape at this point. 2. Point the straw at the ball. Gently blow through the straw. 3. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started to where it stopped moving. Record the distance. 4. Put the ball back at the starting point. 5. Point the straw at the ball. Blow harder through the straw. 6. Repeat step 3. Compare the distances. **DIFFERENTIATED INSTRUCTION** **STRIVING** Plan and Conduct an Investigation Model how to plan an investigation. Then show students how to follow the plan and conduct the investigation. Wear safety goggles. Show how to blow through the straw. Demonstrate how to place tape at the point where the ball starts and where it stops moving. Model how to measure the distances between the start and end points. **SPECIAL NEEDS** For students who have visual impairments, this activity could be a challenge for them. As you model how to do the activity, use very clear descriptive language so these students can picture the activity clearly. Then assign a sighted student with this student to guide them as they perform the activity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 58

Location: Explain; Key Ideas Presentation, 3rd bullet

Original Text: Emphasize how this experience’s vocabulary words, direction, motion, position, and strength, are defined and used in context. Students will complete a corresponding Key Ideas Activity investigating the strength of a push during the Key Ideas Presentation.

Updated Text: Emphasize how this experience’s vocabulary words, direction, motion, position, and strength, are defined and used in context. Students will complete a corresponding Key Ideas Activity investigating the strength of a push or pull during the Key Ideas Presentation.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 58

Location: Elaborate; WHAT TO EXPECT

Original Text: WHAT TO EXPECT Students will build a model catapult and then test it to see how far pushes of different strengths cause a pompom to move.

Updated Text: WHAT TO EXPECT Students will build a model catapult and then test it to see how far pulls of different strengths cause a pompom to move.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 6

Location: Topic Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about matter. First, in Experience 1, they investigate the properties of matter, including texture, flexibility, and temperature. Then, in Experience 2, they investigate changes in matter through processes such as cutting, folding, sanding, melting and freezing. In Experience 3, students demonstrate that matter can be made up of objects that are made up of smaller units and that those units can be combined or reassembled to form new objects for different purposes. They also explain why materials are chosen based on their physical properties. **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video about making chocolate candy at home. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How do the properties of this chocolate change? **Texas Connection** Texas is the fourth largest producer of peanuts in the United States. Have students think of something made of peanuts, such as Texas peanut brittle. Ask Why do people use peanuts for peanut brittle? When peanut brittle is made, do the properties of the peanuts change? **Teacher Background** Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic include: • Matter has physical properties, such as shape and flexibility, and it can be classified by its physical properties. • States of matter, such as solid and liquid, are physical properties, and they can be changed by melting or freezing. • Physical changes are changes to a material, such as folding, sanding, or cutting, that do not make a new kind of matter. Changes to state of matter are physical changes. • Small units of matter can be combined to make new objects with different purposes. • Engineers choose materials to build their designs based on the materials' physical properties. • Tempering chocolate is a physical change like melting ice and refreezing it at different temperatures. It controls how the crystals reform. **Common Misconceptions** Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Air is not matter because it cannot be seen. Blow air into a balloon to demonstrate that air has mass and takes up space. • Making physical changes to the physical properties of a material changes it into a different kind of material. The Hands-On Station Activity in Experience 2 will help students see that a new kind of matter is not made when changes are made to its physical properties. • Changing the state of matter of a material changes it into a different kind of material. The Literacy Station Activity in Experience 2 will help students see that freezing or melting a material does no change it into a different kind of matter.

Updated Text: Preview the Topic In this topic, students learn about matter. First, in Experience 1, they investigate the properties of matter, including texture, flexibility, and temperature. Then, in Experience 2, they investigate changes in matter through processes such as cutting, folding, sanding, melting and freezing. In Experience 3, students demonstrate that matter can be made up of objects that are made up of smaller units and that those units can be combined or reassembled to form new objects for different purposes. They also explain why materials are chosen based on their physical properties. As you progress through the topic, connect the activities back to what students learned in Grade 1.

Students can apply what they learned about classifying objects by observable properties (TEKS 1.6A) and the properties of particles in different soil types (TEKS 1.10A) to what they are learning in about properties such as texture (TEKS 2.6A). They can build off what they learned about changes to materials through heating (TEKS 1.6B, 1.8B) to what they are learning about processes that change matter (TEKS 2.6B). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video about making chocolate candy at home. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How do the properties of this chocolate change? Texas Connection Texas is the fourth largest producer of peanuts in the United States. Have students think of something made of peanuts, such as Texas peanut brittle. Ask Why do people use peanuts for peanut brittle? When peanut brittle is made, do the properties of the peanuts change? **TOPIC READINESS TEST AND REMEDIATION** Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. **Teacher Background** Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- Matter can be classified by physical properties, such as shape and flexibility.
- States of matter, such as solid and liquid, are physical properties, and they can be changed by melting or freezing.
- Physical changes are changes to a material, such as folding, sanding, cutting, freezing or melting, that do not make a new kind of matter.
- Small units of matter can be combined to make new objects with different purposes.
- Engineers choose materials to build their designs based on the materials' physical properties.

Common Misconceptions Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Air is not matter because it cannot be seen. Blow air into a balloon to demonstrate that air has mass and takes up space.
- Making physical changes to the physical properties of a material changes it into a different kind of material. The Hands-On Station Activity in Experience 2 will help students see that a new kind of matter is not made when changes are made to its physical properties.
- Changing the state of matter of a material changes it into a new kind of material. The Literacy Station Activity in Experience 2 will help students see that freezing or melting a material does not change it into a new kind of matter.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 62

Location: Topic 3 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about sound as a form of energy. First, in Experience 1, students investigate how sound moves through matter. Then, in Experience 2, they explore why different levels of sound are used in different situations. Finally, in Experience 3, they learn how sounds can be used to communicate over a distance and then design and build a device to do so. **PREVIEW ANCHORING PHENOMENON** Student watch and respond to a short Anchoring Phenomenon video of a city scene filled with many different sounds. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, Why is the siren the loudest sound?

Updated Text: Preview the Topic In this topic, students learn about sound as a form of energy. First, in Experience 1, students investigate how sound moves through matter. Then, in Experience 2, they explore why different levels of sound are used in different situations. Finally, in Experience 3, they learn how sounds can be used to communicate over a distance and then design and build a device to do so. As you progress through the topic, connect the activities back to Topic 1, Matter, and Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about what happens to objects when they touch or collide (TEKS 2.7A) to explain that vibrating matter causes sound (TEKS 2.8A). Students can apply what they learned in Topic 1 about about the physical properties of materials and that materials are often chosen when designing an object based on those properties (TEKS 2.6A, 2.6C) to the device they design and build to communicate with sound over a distance (TEKS 2.8C). **PREVIEW ANCHORING PHENOMENON** Student watch and respond to a short Anchoring Phenomenon video of a city scene filled with many different sounds. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, Why is the siren the loudest sound? **Topic Readiness Test and Remediation** Students answer questions to show what they

already know about Sound and Volume by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 63

Location: Topic 3 Overview, Scientific and Engineering Practice TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.1G Develop and use models to represent phenomena, objects, and processes. 2.2D Evaluate an object using criteria to determine if it works as intended. 2.4B Identify scientists and engineers. Also 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.2A, 2.3A, 2.3B, 2.3C, 2.4A RECURRING THEMES AND CONCEPTS TEKS 2.5C Describe the properties of objects in terms of relative quantity. 2.5E Identify forms of energy and properties of matter. Also 2.5A, 2.5B, 2.5D ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. Also Listening 2C, 2E; Speaking 3D; Reading 4C ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.1D Interact with sources in meaningful ways such as illustrating or writing. ELAR 2.7A Describe personal connections to a variety of sources. ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.2D Evaluate an object using criteria to determine if it works as intended. 2.4B Identify scientists and engineers. Also 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.2A, 2.3A, 2.3B, 2.3C, 2.4A RECURRING THEMES AND CONCEPTS TEKS 2.5C Describe the properties of objects in terms of relative quantity. 2.5E Identify forms of energy and properties of matter. Also 2.5A, 2.5B, 2.5D ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. Also Listening 2C, 2E; Speaking 3D; Reading 4C ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.1D Interact with sources in meaningful ways such as illustrating or writing. ELAR 2.7A Describe personal connections to a variety of sources. ELAR 2.7F Respond using newly acquired vocabulary as appropriate. SOCIAL STUDIES TEKS SS 2.17A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 68

Location: Topic 3, Experience 1, At-A-Glance; Objective

Original Text: Students will demonstrate and explain that sound is made when matter vibrates.

Updated Text: Students will demonstrate and explain that sound is a form of energy and that sound is made when matter vibrates.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 7

Location: Topic Overview, SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.1B Use scientific practices to plan and conduct simple descriptive investigations. 2.2B Analyze data by identifying significant features and patterns. 2.2D Evaluate a design or object using criteria to determine if it works as intended. Also 2.1A, 2.1D 2.1E, 2.1F, 2.3B, 2.4B RECURRING THEMES AND CONCEPTS TEKS 2.5C Measure and describe the properties of objects in terms of size and quantity. Also 2.5A, 2.5B, 2.5D, 2.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Reading 4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text. Listening 2D, 2I; Speaking 3C, 3G, 3H; Reading 4D, 4F, 4J, 4G ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.7C Use text evidence to support an appropriate response. ELAR 2.7E Interact with sources in meaningful ways such as illustrating or writing. ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.1B Use scientific practices to plan and conduct simple descriptive investigations. 2.2D Evaluate a design or object using criteria to determine if it works as intended. Also 2.1A, 2.1D, 2.1E, 2.1F, 2.2B, 2.3B, 2.4B RECURRING THEMES AND CONCEPTS TEKS 2.5C Measure and describe the properties of objects in terms of size and quantity. Also 2.5A, 2.5B, 2.5D, 2.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. Listening 2D, 2I; Speaking 3C, 3G; Reading 4D, 4F, 4J, 4G ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 2.7C Use text evidence to support an appropriate response. Also, ELAR 2.7E, ELAR 2.7F SOCIAL STUDIES TEKS SS 2.16G Apply and practice classroom rules and procedures for listening and responding respectfully. Also, SS 2.15B

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 7

Location: Topic Overview; Home Connection

Original Text: Home Connection Physical Changes to Matter Encourage students to work with a family member or guardian to find materials and objects in their home to which they can make physical changes. Invite them to work with an adult to make changes to the objects' physical properties and to keep track in their Science Notebooks of the objects and the changes made to them. Provide students with opportunities to share their observations with the class.

Updated Text: Home Connection Physical Changes to Matter Encourage students to work with a family member or guardian to find materials and objects in their home to which they can make physical changes. Invite them to work with an adult to make changes to the objects' physical properties and to keep track in their Science Notebooks of the objects and the changes made to them. Provide students with opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 72

Location: Topic 3, Experience 1, Differentiated Instruction box

Original Text: Model To reinforce understanding, model how to set up the investigation. Make sure students know to observe the sand before, during, and after the sound is being made.

Updated Text: STRIVING: Model To reinforce understanding, model how to set up the investigation. Make sure students know to observe the sand before, during, and after the sound is being made. SPECIAL NEEDS For students who struggle to work effectively in groups, be sure that all students in the group have specific tasks that must be accomplished in order for the entire group to be successful. This way a student who struggle working in a group understands, as do the other members of the group, that they have an important role in the group.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 76

Location: Topic 3, Experience 2, At-A-Glance; Objective

Original Text: Students will explain how and why different levels of sound are used in everyday life.

Updated Text: Students will develop explanations about how and why different levels of sound are used in everyday life and describe the properties of objects in terms of quantity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 80

Location: Topic 3, Experience 2, Differentiated Instruction box

Original Text: Support for Striving Students To reinforce understanding, model how to set up the investigation. Demonstrate how to tap an object on a flat surface.

Updated Text: STRIVING To reinforce understanding, model how to set up the investigation. For example, demonstrate how to tap an object on a flat surface. Then, ask students how they will make a sound with the other objects. Remind students that they should use the same method for each object. CHALLENGE After students have completed this activity, ask them what other questions they would like to investigate as a result of this activity. If time allows students to plan and conduct an investigation to help answer their additional questions.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 84

Location: Topic 3, Experience 3, At-A-Glance; Objective

Original Text: Objective Students will explain how different levels of sound are used in everyday life.

Updated Text: Objectives Students will explain how different levels of sound are used in everyday life. Students will use tools to examine the parts of a whole to define a sound device.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 84

Location: Topic 3, Experience 3, At-A-Glance; Blue box TEKS list

Original Text: TEKS 2.8C Design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance. 2.1D Use tools to observe, measure, test, and compare. 2.1G Design a prototype for a solution to a problem. 2.2D Evaluate a design or an object using criteria to determine if it works as intended. Also 2.3C, 2.4A, 2.4B, 2.5D

Updated Text: TEKS 2.8C Design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance. SEP 2.1D Use tools to observe, measure, test, and compare. SEP 2.1G Design a prototype for a solution to a problem. SEP 2.2D Evaluate a design or an object using criteria to determine if it works as intended. RTC 2.5D Examine the parts of a whole to define or model a system. Also 2.3C, 2.4A, 2.4B

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 88

Location: Topic 3, Experience 3, Differentiated Instruction box

Original Text: Support for Striving Students Some students may not hold the string tight enough for the sound to travel easily. Demonstrate how to hold the cup straight up so that the string is taut. Also make sure that students are striking the tuning forks with enough force to make an audible sound.

Updated Text: STRIVING Some students may not hold the string tight enough for the sound to travel easily. Demonstrate how to hold the cup straight up so that the string is taut. Also make sure that students are striking the tuning forks with enough force to make an audible sound. CHALLENGE For an additional challenge, allow students to use a different thickness of string or yarn to replace the original length of string. Have students compare how the sound is different between the different kinds of string or yarn.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 94

Location: Topic 4 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. First, in Experience 1, they describe the sun as a star and recognize that the moon reflects the sun’s light. Then, in Experience 2, they measure, record, and graph weather information. Finally, in Experience 3, they investigate different types of severe weather events and explain that each one is most common in a given region of the United States. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows how weather is changing along a stretch of highway. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is the weather changing? Teacher Background Watch the Teacher Background Video, Patterns in the Sky, to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- The natural world has recognizable patterns that can be predicted.
- The sun is a star that provides light and heat, and the moon reflects the sun’s light.
- Objects in the sky are more visible and can appear different with a telescope than with an unaided eye.
- Weather information, such as temperature and precipitation, can be observed, measured, recorded, and graphed.
- Some types of severe weather events are hurricanes, tornadoes, and floods.
- Some types of severe weather events are more likely to occur in some regions than in others.

Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- The stars in the night sky are much smaller than our sun. In Experience 1, reinforce that distance is a factor when comparing the way objects in space appear to us on Earth. For example, the sun is a medium-sized star that looks enormous from our vantage point on Earth. Yet the sun is smaller than many of the stars in our galaxy, which appear to us as tiny points of light in the night sky.
- Severe weather

events occur randomly. Students learn in Experience 3 that each type of severe weather requires specific conditions that occur only in certain places. For example, hurricanes are fueled by warm ocean water. As a result, they form over warm oceans. Note that this is why coastal cities of eastern Texas, such as Galveston and Corpus Christi, have long histories of hurricane damage, whereas inland cities of western Texas, such as El Paso and Amarillo, do not

Updated Text: Preview the Topic In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. In Experience 1, they describe the sun as a star and recognize that the moon reflects the sun’s light. In Experience 2, they measure, record, and graph weather information. In Experience 3, they investigate types of severe weather events and explain that each one is most common in a given region of the United States. As you progress through the topic, connect the activities back to Topic 3, Sound and Volume. Students can use what they learned about sound and vibrations (TEKS 2.8A) and apply it to what they learn in Topic 4 about severe weather events such as tornadoes (TEKS 2.10C). They can also apply what they learned about how people use levels of sound (TEKS 2.8B) to how devices that use sound could be used to warn people about severe weather events (TEKS 2.8C). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows how weather is changing along a stretch of highway. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is the weather changing? Topic Readiness Test and Remediation Students answer questions to show what they already know about Patterns in the Sky by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video, Patterns in the Sky, to refresh your knowledge of topic content. Key concepts to support instruction of this topic include: • The sun is a star that provides light and heat. The moon reflects the sun’s light. • Objects in the sky are more visible and can appear different with a telescope than with an unaided eye. • Weather information, such as temperature and precipitation, can be observed, measured, recorded, and graphed. • Some types of severe weather events are hurricanes, tornadoes, and floods. These events are more likely to occur in some regions than in others. Common Misconceptions Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • The stars in the night sky are much smaller than our sun. Distance is a factor when comparing the way objects in space appear to us on Earth. The sun is a medium-sized star that looks enormous from Earth. Yet the sun is smaller than many of the stars that appear as tiny points of light in the night sky. • Severe weather events occur randomly. Each type of severe weather requires specific conditions that occur only in certain places. For example, hurricanes are fueled by warm ocean water. As a result, they form over warm oceans. This is why coastal cities of eastern Texas have histories of hurricane damage, whereas inland cities of western Texas do not.

Component: Grade 2 Teacher Guide

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 95

Location: Topic 4 Overview, Scientific and Engineering Practice TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs. 2.2B Analyze data by identifying significant features and patterns. Also 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.3A, 2.3B, 2.3C RECURRING THEMES AND CONCEPTS TEKS 2.5B Investigate cause-and-effect relationships in science. Also 2.5A, 2.5D, 2.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. 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 communications in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. Also Listening 2C, 2E; Speaking 3E, 3H; Reading 4C, 4F, 4G MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. ELAR 2.9D Recognize characteristics and structures of informational text. Also ELAR TEKS 2.6E, 2.7E, 2.12D

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 2.2B Analyze data by identifying significant features and patterns. Also 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.3A, 2.3B, 2.3C RECURRING THEMES AND CONCEPTS TEKS 2.5B Investigate cause-and-effect relationships in science. Also 2.5A, 2.5D, 2.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. Also Listening 2E; Speaking 3E, 3H; Reading 4C, 4F, 4G MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. ELAR 2.9D Recognize characteristics and structures of informational text. Also ELAR TEKS 2.6E, 2.7E, 2.12D SOCIAL STUDIES TEKS SS 2.16E Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): 96

Location: Topic 4, Topic Planner, Experience 2; STEAM Activity

Original Text: STEAM Activity How can you design a weather station?

Updated Text: STEAM Activity Build A Weather Station

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS and color code the different TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Type: Editorial Change

Current Page Number(s): pages 1-6

Location: Grade 2, Topic 4, Topic Test, items 1-6

Original Text: Grade 2, Topic 4, Topic Test, items 1-6 - see link:

https://docs.google.com/document/d/1zETDJCBRNvaB1upUDaVaZGmyiMGLBWAK8Rry_VHvPSc/edit?usp=sharing

Updated Text: Grade 2, Topic 4, Topic Test, pages 1-6, items 1-7 - see link:

https://media.pk12ls.com/curriculum/science/texas2025/grade2/G2_Top04_TopicTest_TXS25_EN_SE_rev.pdf

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE or SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Updated Text: Add Topic Readiness Test

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Topic Overview

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text: Revisit the Anchoring PhenomenonTopic Test

Updated Text: Topic Readiness TestRevisit the Anchoring PhenomenonSpiraling Content ActivityTopic Test

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Updated Text: We will add:Spiraling Content Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Updated Text: Below the listed Assessment assets we will add Spiraling Content Activity

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Publisher: Savvas Learning

Science, Grade 3

Program: Texas Experience Science Grade 3 (Print with digital): TEKS

Editorial Changes

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Type: Editorial Change

Location: Topic 4, Experience 2, STEAM Activity TE 1 Design A

Original Text: Identify the order of the planets starting from the sun. 1. Mercury 2. Venus 3. Earth 4. Mars
_ 5. Jupiter 6. Saturn 7. Uranus 8. Neptune_

Updated Text: A. Compare the data provided in the table. Identify the order of the planets based on their distances from the sun. Complete the table.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Type: Editorial Change

Location: Topic 4, Experience 2, STEAM Activity TE, Planets Table, Order from the Sun Column

Original Text: Order From the Sun

Updated Text: (Added Answers) Order from Sun 3 5 4 1 8 6 7 2

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Type: Editorial Change

Location: New Slide to meet Grade 3 TEKS Breakouts 3.A.iv, Shared Asset

Original Text: [New slide based on Gr 3 SRP TEKS review]

Updated Text: Propose Solutions (See Link for Content)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Type: Editorial Change

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Type: Editorial Change

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Type: Editorial Change

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: We will make edits to the School to Home Letters for each topic to address comments in the TRR rubric.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 100

Location: Topic 4 Experience 1, At-A-Glance, Objectives

Original Text: Objectives Students will identify the planets and other objects in Earth’s solar system and name the planets in order from the sun.

Updated Text: Objectives Students will develop and use models to identify the planets and other objects in Earth’s solar system and name the planets in order from the sun. Students will explain how factors or conditions impact change in the solar system.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 100

Location: Topic 4 Experience 1, At-A-Glance, TEKS

Original Text: TEKS 3.9B Identify the order of the planets in Earth's solar system in relation to the sun. 3.1G Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem. 3.2A Identify advantages and limitations of models such as their size, scale, properties, and materials. Also 3.1A, 3.5C, 3.5G

Updated Text: TEKS, SEP TEKS, RTC TEKS TEKS 3.9B Identify the order of the planets in Earth's solar system in relation to the sun. SEP 3.1G Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem. SEP 3.2A Identify advantages and limitations of models such as their size, scale, properties, and materials. RTC 3.5C Use scale, proportion, and quantity to describe, compare, or model different systems. Also SEP 3.1A, RTC 3.5G

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 104

Location: Topic 4, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students begin by identifying the sequence of the planets from the sun. Then have them use the data in the table to choose foam balls to represent each planet's size or diameter. Ensure that students understand the meaning of the word diameter. As they construct the model, remind students to use each planet's distance from the sun to make sure its placement is accurate. Students may need assistance with determining a scale for their model. DIFFERENTIATED INSTRUCTION Use Data from a Table To support comprehension, model how to use the data in the table to design the solar system model. Think aloud as you select a planet in the table and identify the corresponding information in each column. Direct students to the column headings to understand the information in each column. Guide students use the planet diameters to choose the foam balls, and use each planet's distance from the sun to position the planets. Challenge For students who are ready for a challenge, have them research the planets and add details, such as surface texture, color, temperature, and atmosphere.

Updated Text: GUIDE STUDENT PLANNING Direct students to the data table and let them know the data in the table should guide them as they plan their model. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • How does knowing the distance from the sun help us identify the order of the planets from the sun? • What scale can we use to show the distance from the sun? Help students determine the scale. Start with how large the sun will be in the model. • How can you use the data in the table to determine what foam ball to use for each planet? Ensure that students understand the meaning of the word diameter. DIFFERENTIATED INSTRUCTION STRIVING: Use Data from a Table To support comprehension, model how to use the data in the table to design the solar system model. Think aloud as you select a planet in the table and identify the corresponding information in each column. Direct students to the column headings to understand the information in each column. Guide students use the planet diameters to choose the foam balls, and use each planet's distance from the sun to position the planets. CHALLENGE For students who are interested, have them research the planets and add details, such as surface texture, color, temperature, and atmosphere.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 105

Location: Topic 4, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that when they are writing about what they have read, it is helpful to look for key ideas and important details, including images, to help them understand the text. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they are writing about what they have read, it is helpful to look for key ideas and important details, including images, to help them understand the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 107

Location: Topic 4, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: SOLAR SYSTEM Students answer questions about the solar system by completing an editable/ printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: SOLAR SYSTEM Students answer questions about the solar system by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.(Adding New content to address TRR rubric feedback.)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 107

Location: New content to address TRR rubric feedback. Topic 4, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out: Have students be either the sun or a planet. They will be a solar system model. Have them arrange themselves to show the order of the planets from the sun. Then have students identify the inner and outer planets. If you still have students who need a role, have them model other objects in the solar system such as the asteroid belt.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 110

Location: Topic 5 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about patterns on Earth. First, in Experience 1, they will measure and compare weather conditions. Next, in Experience 2, they will describe how soil is formed by weathering and decomposition. Then, in Experience 3, they will explore rapid changes to Earth. Finally, in Experience 4, they will explain how people use resources and the importance of resource conservation. PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video about volcanoes in Iceland. They will explore different ways that volcanoes change Earth's surface. As students progress through the Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, How do volcanoes change the surface of Earth? Teacher Background Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Weather conditions include factors such as temperature, precipitation, wind, and sun. Different locations experience different weather conditions. • Slow forces, such as weathering and decomposition, change Earth's surface. • Rapid forces, such as volcanoes, landslides, and earthquakes, also change Earth's surface. • People use natural resources to make things and in construction, agriculture, and transportation. • It is important to conserve natural resources through reducing consumption and reusing or recycling resources. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Rocks do not change over time. Reinforce that weathering by water, wind, and ice gradually change the shape and size of rocks and other landforms by breaking them into smaller pieces. • Soil is made of only dirt and does not change over time. Explain that soil is made up of many different kinds of matter, including the decomposed remains of plants and animals, tiny pieces of rock and shell, and grains of sand. Point out that through the processes of weathering and decomposition layers of soil form on the ground.

Updated Text: Preview the Topic In this topic, students learn about patterns on Earth. In Experience 1, they will measure and compare weather conditions. In Experience 2, they will describe how soil is formed by weathering and decomposition. In Experience 3, they will explore rapid changes to Earth. In Experience 4, they will explain how people use resources and the importance of resource conservation. As you progress through the topic, connect the activities back to Topic 4. Students can deepen their understanding of Earth as a planet in relation to the sun, moon, and other planets (TEKS 3.9A, 3.9B) from Topic 4 to what they learn in Topic 5 about patterns on Earth (TEKS 3.10A, 3.10B, 3.10C). PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video about volcanoes in Iceland. They will explore different ways that volcanoes change Earth’s surface. As students progress through the Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, How do volcanoes change the surface of Earth? Topic Readiness Test and Remediation Students answer questions to show what they already know about Patterns on Earth by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Weather conditions include factors such as temperature, precipitation, wind, and sun. Different locations experience different weather conditions. • Slow forces, such as weathering and decomposition, change Earth’s surface. • Rapid forces, such as volcanoes, landslides, and earthquakes, change Earth’s surface. • People use natural resources to make things and in construction, agriculture, and transportation. • It is important to conserve natural resources by reducing, reusing or recycling. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Rocks do not change over time. Weathering by water, wind, and ice gradually change the shape and size of rocks by breaking them into smaller pieces. • Soil is made of only dirt and does not change over time. Explain that soil is made up of different kinds of matter, including the decomposed remains of plants and animals, tiny pieces of rock, and grains of sand. Through the processes of weathering and decomposition layers of soil form on the ground.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 111

Location: Topic 5 TEKS Progression, Look Ahead

Original Text: LOOK AHEAD How does this topic connect to what students will learn later? • 4.10A 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. • 4.10B Model and describe slow changes to Earth’s surface caused by weathering, erosion, and deposition from water, wind, and ice. • 4.11A Identify and explain advantages and disadvantages of using Earth’s renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas. Also 4.10C, 4.11B • Vocabulary: climate, conservation, deposition, erosion, fossil fuel, landform, nonrenewable resource, precipitation, recycling, renewable resource, water cycle, weather, weathering

Updated Text: LOOK AHEAD How does this topic connect to what students will learn later? • 4.10A 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. • 4.11A Identify and explain advantages and disadvantages of using Earth’s renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas. Also 4.10B, 4.10C, 4.11B • Vocabulary: climate, conservation, deposition, erosion, fossil fuel, landform, nonrenewable resource, precipitation, recycling, renewable resource, water cycle, weather, weathering

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 111

Location: Topic 5 SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 3.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. 3.1F Construct appropriate graphic organizers to collect data. Also 3.1B, 3.1D, 3.1E. 3.1G, 3.2D, 3.4A RECURRING THEMES AND CONCEPTS TEKS 3.5A Identify and use patterns to explain scientific phenomena. Also 3.5B, 3.5D, 3.5E, 3.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Learning Strategies 1A Use prior experiences to understand meanings in English. Also Learning Strategies 1E; Listening 2C, 2D, 2E; Speaking 3B, 3D, 3F, 3G, 3H; Reading 4C, 4D, 4E, 4F; Writing 5B MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 3.1D Communicate mathematical ideas using multiple representations, including graphs and language as appropriate. ELAR 3.6D Create mental images to deepen understanding. Also ELAR 3.6E, ELAR 3.7C Collaborate with the Community Meet an Expert Reach out to your local county agricultural extension office

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 3.1F Construct appropriate graphic organizers to collect data. Also 3.1A, 3.1B, 3.1D, 3.1E. 3.1G, 3.2D, 3.4A RECURRING THEMES AND CONCEPTS TEKS 3.5A Identify and use patterns to explain scientific phenomena. Also 3.5B, 3.5D, 3.5E, 3.5G ENGLISH LANGUAGE PROFICIENCY STANDARDS Learning Strategies 1A Use prior experiences to understand meanings in English. Also Learning Strategies 1E; Listening 2C, 2D, 2E; Speaking 3B, 3D, 3F, 3G, 3H; Reading 4C, 4D, 4E, 4F; Writing 5B MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 3.1D Communicate mathematical ideas using multiple representations, including graphs and language as appropriate. ELAR 3.6D Create mental images to deepen understanding. Also ELAR 3.6E, ELAR 3.7C SOCIAL STUDIES TEKS SS 3.16A Use democratic procedures to simulate making decisions on school, local, or state issues. Also SS 3.9E

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 111

Location: Topic 5 Overview

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (Home Connections Box) Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom."

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 116

Location: Topic 5, Experience 1, At-A-Glance; Objective

Original Text: Objectives Students will measure weather conditions, including air temperature, wind direction, and precipitation, and compare and describe day-to-day weather in different locations at the same time.

Updated Text: Objectives Students will measure weather conditions, including air temperature, wind direction, and precipitation, and compare and describe day-to-day weather in different locations at the same time. Students will collect and graph weather data..

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 119

Location: Topic 5, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 12

Location: At-A-Glance; Objective

Original Text: ObjectiveStudents will measure, test, and record physical properties of matter, including mass, magnetism, and the ability to sink or float in water.

Updated Text: ObjectivesStudents will measure, test, and record physical properties of matter, including mass, magnetism, and the ability to sink or float in water.Students will identify and investigate cause-and-effect relationships to explain the physical properties of matter and will collect observations and measurements as evidence.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 120

Location: Topic 5, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 121

Location: Topic 5, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different

tools used to describe the weather. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 123

Location: New content to address TRR rubric feedback. Topic 5, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet)Use a thermometer to record the temperature outside. If possible, measure the temperature in a sunny spot and a shady spot to compare. Another option is to measure the temperature in the classroom—try a location close to the window and another location away from the window. Ask How do the temperatures compare? [Sample answer: The temperature is higher in the sun and lower in the shade.] (bullet) Make a simple rain gauge with a cup and a ruler (alternative is to use a ruler to add markings to a cup). Set the rain gauge outside on a rainy day to see how much rain falls.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 123

Location: Topic 5, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: WEATHER Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: WEATHER Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 124

Location: Topic 5, Experience 2, At-A-Glance; Objective

Original Text: Objectives Students will describe slow changes on Earth such as weathering and decomposition. They will investigate and explain how soils are formed by the weathering of rock and the decomposition of plant and animal remains.

Updated Text: Objectives Students will describe slow changes on Earth, such as weathering and decomposition, and explain how these factors impact Earth systems. Students will investigate and explain how soils are formed by the weathering of rock and the decomposition of plant and animal remains.

Component: *Grade 3 Student Activity Companion Vol 1*

ISBN: 9781323222775

Type: Editorial Change

Current Page Number(s): 124

Location: Topic 3 Experience 1 RAI

Original Text: Sound energy is a form of energy we can hear. We can hear sound energy.

Updated Text: Sound energy is a form of energy we can hear.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 127

Location: Topic 5, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about slow changes to Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 128

Location: Topic 5, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask: • What do you want to learn about forces from this investigation? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 129

Location: Topic 5, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students create mental images about the text by using the information in the text and their own knowledge to picture the processes of weathering and decomposition and their effects on soil. Ask:

Updated Text: GUIDE STUDENT THINKING Have students create mental images about the text by using the information in the text and their own knowledge to picture the processes of weathering and decomposition and their effects on soil. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 129

Location: Topic 5, Experience 2, After the Stations

Original Text: Have students apply what they learned in the Stations to the Everyday Phenomenon How is soil formed?

Updated Text: Have students apply what they learned in the Stations to the Everyday Phenomenon How does the soil change?

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 131

Location: Topic 5, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: Quiz Students answer questions about slow changes on Earth by completing an editable/ printable or online quiz. Give students still mastering English time to translate assessments as needed

Updated Text: Quiz Slow Changes on Earth Students answer questions about slow changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 131

Location: New content to address TRR rubric feedback. Topic 5, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Tell students that weathering is a very slow process that can take thousands of years, but they are going to model a fast version of weathering. Rub an eraser used for chalkboards against the table to see the shavings. Explain that during weathering the rocks rub against each other, water, etc. and break off into pieces (similar to how the eraser broke into pieces). Safety Remind students not to blow on the chalk dust. (bullet) Students make a class compost bin. Organic items from lunch such as banana peels, orange rinds, onion peels, coffee grounds, etc. can go into the compost bin to decompose into nutrient-rich organic matter. Set up the compost bin outside the classroom. Use a large plastic bin with a lid. Drill holes along the bottom and sides of the bin to allow air to move. Place shredded newspaper into the bin. Then add soil, dried leaves, and pine needles. Mix in food scraps. Spray with some water. Put the lid on. Every few days, mix or roll the contents. Use the decomposed material in a garden as

fertilizer. Safety Remind students to wear gloves and wash their hands. Do not include meat, fish, bones, fats, or oils in the compost bin.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 132

Location: Topic 5, Experience 3, At-A-Glance; Objective

Original Text: Objective Students will model and describe rapid changes in Earth’s surface such as volcanic eruptions, earthquakes, and landslides.

Updated Text: Objectives Students will model and describe rapid changes in Earth’s surface such as volcanic eruptions, earthquakes, and landslides. Students will use engineering practices to design, build, test, and redesign a model building that can withstand a simulated earthquake.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 135

Location: Topic 5, Experience 3, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns on Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 136

Location: Topic 5, Experience 3, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is important to know how they will evaluate their building before they start building it. Help students generate criteria such as the building’s purpose and what it needs in order to remain standing during an earthquake. Explain that answering questions such as these before they begin will help students plan and evaluate their designs. Ask:

Updated Text: GUIDE STUDENT PLANNING Help students generate criteria such as the building’s purpose and what it needs in order to remain standing during an earthquake. Explain that answering questions such as these before they begin will help students plan and evaluate their designs. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 137

Location: Topic 5, Experience 3, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that when they are reading and responding to an informational text, they should look for evidence in the text to support their responses. Ask students questions such as:

Updated Text: GUIDE STUDENT THINKING Explain to students that when they are reading and responding to an informational text, they should look for evidence in the text to support their responses. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 139

Location: Topic 5, Experience 3, Evaluate, Quiz, 1st Paragraph

Original Text: Students answer questions about fast changes on Earth by completing an editable/ printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Students answer questions about fast changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 139

Location: New content to address TRR rubric feedback. Topic 5, Experience 3, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Use baking soda and vinegar to model a volcanic eruption. Note how the liquid moves down the sides of the container to model how lava moves down a volcano. Explain to students that real volcanoes erupt because of changes deep inside Earth. Discuss whether the model is accurate. Explain that models are helpful but have limitations. Discuss the limitations of this volcano model, such as its size, materials, and effects of the eruption. (bullet) Use books and a piece cardboard to build a small ramp. Try sliding rocks or pebbles down the ramp. Then change the slope of the ramp. Ask How does the slope affect the speed of the landslide? [Sample answer: When the slope is steeper, the pebbles moved downhill faster. The greater the slope, the faster the movement.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 140

Location: Topic 5, Experience 4, At-A-Glance; Objective

Original Text: Objectives Students will explain why the conservation of natural resources is important and define how natural resources can be managed and conserved through reducing, reusing, or recycling. Students will identify examples of and explain how humans use natural resources such as in construction, agriculture transportation, and manufacturing.

Updated Text: Objectives Students will explain why the conservation of natural resources is important and define how natural resources can be managed and conserved through reducing, reusing, or recycling. Students will identify examples of and explain how humans use natural resources such as in construction, agriculture, transportation, and manufacturing. Students will propose a solution to reduce one type of garbage.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 143

Location: Topic 5, Experience 4, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources and conservation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 144

Location: Topic 5, Experience 4, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that they should choose one specific piece of garbage for their plan, and guide them to think about how it could be reduced. Encourage students to focus on reducing, reusing, and recycling. Ask: • What reusable item could replace the piece of garbage? • What else can you make from the piece of garbage? • How could people at your school use less of this item? GUIDED INQUIRY PROCEDURE If students struggle to make a plan, suggest these guided inquiry steps to model and support the inquiry process: 1. Choose a specific type of garbage to focus on (such as paper lunch bags or plastic water bottles), and decide if you will reduce, reuse, or recycle it. 2. Brainstorm ways that the trash can be reduced (use a reusable bag for your sandwich instead of a plastic baggie), reused (a tissue box can be reused to hold classroom supplies), or recycled (extra paper or worksheets can go in a recycling bin and be used for scratch paper during math lessons). 3. If you're stuck, focus on reducing trash. For example, don't use plastic drinking straws.

Updated Text: GUIDE STUDENT PLANNING Explain to students that they should choose one specific piece of garbage for their plan, and guide them to think about how it could be reduced. Encourage students to focus on reducing, reusing, and recycling. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What reusable item could replace the piece of garbage? • What else can you make from the piece of garbage? • How could people at your school use less of this item? GUIDED INQUIRY PROCEDURE If students struggle to make a plan, suggest these guided inquiry steps to model and support the inquiry process: 1. Choose a specific type of garbage to focus on (such as paper lunch bags or plastic water bottles), and decide if you will reduce, reuse, or recycle it. 2. Brainstorm ways that the trash can be reduced (use a reusable bag for your sandwich instead of a plastic baggie), reused (a tissue box can be reused to hold classroom supplies), or recycled (extra paper can go in a recycling bin). 3. If you're stuck, focus on reducing trash. For example, don't use plastic drinking straws.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 145

Location: Topic 5, Experience 4, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that when they are reading an informational text, they can look for ways to connect the text to their personal experiences. Ask:

Updated Text: GUIDE STUDENT THINKING Explain to students that when they are reading an informational text, they can look for ways to connect the text to their personal experiences. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 147

Location: Adding New content to address TRR rubric feedback.Topic 5, Experience 4, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Select a common classroom item and discuss the resources that made that item. Consider a pencil, paper, or rubber item. (bullet)Have students brainstorm what would happen if we ran out of metal. Ask What products would be affected? What could we use in its place? [Sample answer: Without metal we would not be able to build cars, bicycles, or some toys. Plastic could be used for some products instead.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 147

Location: Topic 5, Experience 4, Evaluate, Quiz, 1st Paragraph

Original Text: Students answer questions about natural resources and conservation by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Students answer questions about natural resources and conservation by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Student Activity Pack Vol 2*

ISBN: 9781428513846

Type: Editorial Change

Current Page Number(s): 147

Location: Topic 6, Vocabulary, Question 2

Original Text: 2. Choose one word you know or look up a word you do not know in a print or online dictionary. Use the word in a sentence. 3. Read the sentence. Use context clues to figure out the meaning of the underlined word. Write its meaning. How did you know?

Updated Text: 2. Choose one word you know or look up a word you do not know in a dictionary. Write a sentence using the word. Underline the word. 3. Read the sentence you wrorte. Use context clues to figure out the meaning of the underlined word. Write its meaning. How did you know?

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 15

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 150

Location: Topic 6 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about ecosystems as they explore the patterns, cycles, systems, and relationships within environments. First, in Experience 1, students explain how temperature and precipitation affect animal growth and behavior and plant responses. Next, in Experience 2, students describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem. Then, in Experience 3, students describe how natural changes to the environment cause organisms to thrive, perish, or change location. Finally, in Experience 4, students identify fossils as evidence of past living organisms and their environments. PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video of the migration of monarch butterflies and then explore why butterflies migrate. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do monarch butterflies come here? Teacher Background Watch the Teacher Background Video Interactions with Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Temperature and precipitation affect animal growth and behaviors through migration and hibernation and plant responses through dormancy. • A food chain shows the feeding relationships between organisms in an ecosystem, and changes to a food chain can affect the entire ecosystem. • Natural environmental changes, such as droughts or floods, can cause organisms to thrive, perish, or move to a new location. • Fossils are the preserved remains of extinct organisms. There are two main categories of fossils: body fossils and trace fossils. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Hibernation is the same as being asleep. Explain that a hibernating animal’s breathing and heart rate are much slower than when the animal is asleep. In addition, a hibernating animal’s brain activity is different from when it sleeps. • Organisms at the top of a food chain have the most energy. Explain that organisms use most of their energy in their daily activities. Only a small amount of energy is transferred to the next level in the food chain. • Fossils are found everywhere. Explain that fossils are rare and tend to be found in sedimentary rock that has been exposed due to weathering and erosion.

Updated Text: Preview the Topic In this topic, students learn about ecosystems as they explore the patterns, cycles, systems, and relationships within environments. In Experience 1, students explain how temperature and precipitation affect animal growth and behavior and plant responses. In Experience 2, students describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem. In Experience 3, students describe how natural changes to the environment cause organisms to thrive, perish, or change location. In Experience 4, students identify fossils as evidence of past living organisms and their environments. As your progress through the topic, connect the

activities back to Topic 5, Patterns on Earth. Students can use what they learned about weather, including temperature and precipitation, (TEKS 3.10A) and apply it to what they are learning about how temperature and precipitation affect animal growth and behavior and plant responses in Topic 6 (TEKS 3.12A). They can use what they learned about slow and rapid changes on Earth's surface (TEKS 3.10B, 3.10C) to how natural changes to environments affect organisms and to how fossils formed (TEKS 3.11C, 3.11B). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to the Anchoring Phenomenon Video of the migration of monarch butterflies and then explore why butterflies migrate. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do monarch butterflies come here? **Topic Readiness Test and Remediation** Students answer questions to show what they already know about Interactions in Ecosystems by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. **Teacher Background** Watch the Teacher Background Video Interactions with Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Temperature and precipitation affect animal growth and behaviors through migration and hibernation and plant responses through dormancy.
- A food chain shows the feeding relationships between organisms in an ecosystem, and changes to a food chain can affect the entire ecosystem.
- Natural environmental changes, such as droughts or floods, can cause organisms to thrive, perish, or move to a new location.
- Fossils are the preserved remains of extinct organisms. There are two main categories of fossils: body fossils and trace fossils.

Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! **Common Misconceptions** Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Hibernation is the same as being asleep. Explain that a hibernating animal's breathing and heart rate are much slower than when the animal is asleep. In addition, a hibernating animal's brain activity is different from when it sleeps.
- Fossils are found everywhere. Explain that fossils are rare and tend to be found in sedimentary rock that has been exposed due to weathering and erosion.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 151

Location: Topic 6 Overview

Original Text: (Adding Social Studies TEKS. This was previously not included.)

Updated Text: SOCIAL STUDIES TEKS. SS 3.15F Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives. Also SS 3.14F

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 156

Location: Topic 6, Experience 1, At-A-Glance; Objective

Original Text: Objectives Students will explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy.

Updated Text: Objectives Students will explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy. Students identify patterns in bird migration to explain why birds migrate.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 159

Location: Topic 6, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 16

Location: Topic 1, Experience 1, Explore; Challenge

Original Text: CHALLENGE Have your students to explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (Gravity pulls a boat on the water down, but the water pushes the boat up. If a boat weighs less than the water it pushes on, then it will float. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down.)

Updated Text: CHALLENGE Have your students explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (If the force of gravity pulling on an object is greater than the force of water pushing up on the object, the object will sink. If it is less, the object will float. While a boat is large, it is light enough for its size that the force of water pushing up on it is more than the force of gravity pulling it down, so it floats. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down so it sinks.)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 16

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the Hands-On Station Activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask: • Which objects do you think will float and which will sink? • How will you keep track of your observations? • Which of your predictions did you confirm? DIFFERENTIATED INSTRUCTION Make Observations To reinforce understanding, model how to set up the activity and demonstrate using each measuring tool. Model making observations by describing aloud what you see each time you measure an object and writing the observations on the Hands-On Activity. Then, guide students by asking What tool would you use to measure this object? Which property of matter

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the Hands-On Station Activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • Which objects do you think will float and which will sink? • How will you keep track of your observations? • Which of your predictions did you confirm? DIFFERENTIATED INSTRUCTION STRIVING Make Observations To reinforce understanding, model how to set up the activity and demonstrate using each measuring tool. Model making observations by describing aloud what you see each time you measure an object and writing the observations on the

Hands-On Activity. Then, guide students by asking What tool would you use to measure this object? Which property of matter CHALLENGE Have your students to explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (Gravity pulls a boat on the water down, but the water pushes the boat up. If a boat weighs less than the water it pushes on, then it will float. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down.)

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 160

Location: Topic 6, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students decide which color they will use for each bird/location before starting the activity, and ask them to avoid using similar colors. Explain that using distinct colors will help the migration pattern of each bird stand out visually, and make the map easier to understand. DIFFERENTIATED INSTRUCTION Reading a Data Table To reinforce understanding, model how to read the data table, use the information to label locations, and plot the migration pattern on the map. Consider writing simplified steps with pictures for students to follow, and/or providing students with a partially prefilled Hands-On Activity. For example, if the locations and migration pattern are filled in for one bird, students can use it as a guide to complete the information for the second bird. Challenge For students who are ready for a challenge, have them research a third bird and map its migration, and then compare its behavior to the other two birds' behaviors.

Updated Text: GUIDE STUDENT PLANNING Have students decide which color they will use for each bird/location before starting the activity, and ask them to avoid using similar colors. Explain that using distinct colors will help the migration pattern of each bird stand out visually, and make the map easier to understand. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: ^T_{SEP} ^T_{SEP} What does the temperature data show? What can you infer from this data and the bird's migration patterns? DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Students who have language impairments may benefit from having simplified steps with pictures to follow, and/or a partially prefilled Hands-On Activity. For example, if the locations and migration pattern are filled in for one bird, students can use it as a guide to complete the information for the second bird. CHALLENGE For students who are interested, have them research a third bird and map its migration, and then compare its behavior to the other two birds' behaviors.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 161

Location: Topic 6, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that as they read, they can use details to help them determine the key ideas. As students read each section of the text, ask What are the details describing? What key ideas do they help me understand? For example, in the section about migration, use this model: I notice that the text includes details about animals that move from place to place. So, that tells me the key idea is that some animals migrate and move to a different environment when conditions change.

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read, they can use details to help them determine the key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. As students read each section of the text, ask What are the details describing? What key ideas do they help me understand? For example, in the section about migration, use this model: I notice that the text includes details about animals that move from place to place. So, that tells me the key idea is that some animals migrate and move to a different environment when conditions change.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 163

Location: Topic 6, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: ORGANISMS IN ECOSYSTEMS Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ORGANISMS IN ECOSYSTEMS Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 163

Location: Adding New content to address TRR rubric feedback.Topic 6, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Ask students how they think an animal would prepare for hibernation. Facilitate a discussion about making sure the animal has eaten enough food and that it has a safe, warm space to hibernate. Students can make a "to do" list of what the animal should do to prepare for hibernation. (bullet) Have students draw two pictures of a plant. One drawing should show the plant in its dormant state and the other should show the plant in bloom. Ask How do the two images differ? [Sample answer: The dormant plant is brown and dry. The blooming plant has colorful flowers.] Ask What caused the plant to go dormant? [Sample answer: Temperature and/or rain made the plants go dormant.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 164

Location: Topic 6, Experience 2, At-A-Glance; Objectives

Original Text: Objectives Students will identify and describe the flow of energy in a food chain, and predict how changes in a food chain affect the ecosystem.

Updated Text: Objectives Students will identify and describe the flow of energy in a food chain, and predict how changes in a food chain affect the ecosystem. Students will develop and use models to represent food chains.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 167

Location: Topic 6, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy in ecosystems

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 168

Location: Topic 6, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is necessary that each of the organisms they use in the game be part of the same ecosystem to represent a real food chain. In addition, emphasize the importance of researching each organism to label it accurately. Have students work in small groups to design a card game that results in a five-part food chain. Encourage students to be specific when they decide how to play the game. Ask What is the goal of the game? How does it start? How does it end? How is a winner determined? DIFFERENTIATED INSTRUCTION Researching Organisms To support understanding, guide students to select an ecosystem on which to base their cards. Then model how to research an organism to find out if it is a producer or consumer. Choose one organism and walk students through answering the research question in Step C. Start with these questions: Is the organism a plant? Does it eat? Then have students work with a partner to research the organisms and label the backs of their cards with each category. Challenge For students who are ready for a challenge, have them build as many food chains as possible or the longest food chain possible. Students can be challenged to invent their own food chain card games for a different ecosystem.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is necessary that each of the organisms they use in the game be part of the same ecosystem to represent a real food chain. In addition, emphasize the importance of researching each organism to label it accurately. Have students work in small groups to design a card game that results in a five-part food chain. Encourage students to be specific when they decide how to play the game. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask What is the goal of the game? How does it start? How does it end? How is a winner determined? DIFFERENTIATED INSTRUCTION STRIVING: Researching Organisms To support understanding, guide students to select an ecosystem on which to base their cards. Then model how to research an organism to find out if it is a producer or consumer. Choose one organism and walk students through answering the research question in Step C. Start with these questions: Is the organism a plant? Does it eat? Then have students work with a partner to research the organisms and label the backs of their cards with each category. CHALLENGE Have students build as many food chains as possible or the longest food chain possible. Students can be challenged to invent their own food chain card games for a different ecosystem.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 169

Location: Topic 6, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for reading will help them understand what they are reading. Before students begin reading, guide them to use the headings in the Read About It to set a purpose for reading each section. As they read, have students look for information on each page that connects to its heading.

Updated Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for reading will help them understand what they are reading. Before students begin reading, guide them to use the headings in the Read About It to set a purpose for reading each section. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: What are the headings on each page? As you read what information on each page that connects to its heading?

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 17

Location: Topic 1, Experience 1, Literacy Station

Original Text: GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask students questions such as these:

Updated Text: GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 17

Location: Literacy Station

Original Text: Literacy Station How can matter be measured? STATION SETUP Literacy Station Card, Read About It Properties of Matter, Vocabulary Activity Cards, Literacy Station Activity WHAT TO EXPECT Students will explore the Read About It Properties of Matter. They will connect to their own lives what they learn about the properties of matter and the tools that are used to measure size, mass, temperature, and volume. GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask students questions such as these:

Updated Text: Literacy Station How can matter be observed and measured? STATION SETUP Literacy Station Card, Read About It Properties of Matter, Vocabulary Activity Cards, Literacy Station Activity WHAT TO EXPECT Students will explore the Read About It Properties of Matter. They will connect to their own lives what they learn about the properties of matter and the tools that are used to measure size, mass, temperature, and volume. GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask students questions such as these:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 171

Location: Topic 6, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: ENERGY IN ECOSYSTEMS Students answer questions about energy in ecosystems by completing an editable/ printable or online quiz. Give students mastering English language time to translate assessments as needed.

Updated Text: ENERGY IN ECOSYSTEMS Students answer questions about energy in ecosystems by completing an editable/ printable or online quiz. Give students mastering English language time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 171

Location: New content to address TRR rubric feedback. Topic 6, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Explain that we all get our energy from the foods we eat. Ask students to describe their favorite foods and identify their foods as producers or consumers. Encourage students to make a food chain for themselves to show how they get their energy from food. (bullet) Have students draw a kelp forest food chain. For each level in the kelp forest food chain, explain how an increase in that particular organism will affect the rest of the ecosystem. Then explain the effects of a decrease at each level.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 172

Location: Topic 6, Experience 3, At-A-Glance; Objectives

Original Text: Objectives Students will describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.

Updated Text: Objectives Students will describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations. Students plan and conduct an investigation to explain how the amount of water impacts a plant.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 175

Location: Topic 6, Experience 3, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets from the Engage activity. Identify prior knowledge about ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 176

Location: Topic 6, Experience 3, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how the amount of rain will affect the plants. Ask How can you investigate how the amount of water affects plant? GUIDED INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these guided inquiry steps to model and support the inquiry process: 1. Use three plants that are the same type and size. Plant them in the same soil and place them in the same sunny spot. 2. Give one plant no or very little water, one plant a medium amount of water, and one plant an extremely large amount of water. 3. Observe the plants for ten days and record their condition in a table. DIFFERENTIATED INSTRUCTION Make Observations To support students' comprehension, guide them to set up the activity, and describe the amount of water you will add to each of the three plants. Encourage students to make predictions about the condition of each plant after ten days. Then model filling out the table to record observations.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how the amount of rain will affect the plants. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask How can you investigate how the amount of water affects plant? GUIDED INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these guided inquiry steps to model and support the inquiry process: 1. Use three plants that are the same type and size. Plant them in the same soil and place them in the same sunny spot. 2. Give one plant no or very little water, one plant a medium amount of water, and one plant an extremely large amount of water. 3. Observe the plants for ten days and record their condition in a table. DIFFERENTIATED INSTRUCTION STRIVING: Make Observations To support students' comprehension, guide them to set up the activity, and describe the amount of water you will add to each of the three plants. Encourage students to make predictions about the condition of each plant after ten days. Then model filling out the table to record observations. CHALLENGE Have interested students find out what year was the direst in Texas and how that drought affected Texas crops.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 177

Location: Topic 6, Experience 3, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students make inferences about the text.

Updated Text: GUIDE STUDENT THINKING Have students make inferences about the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 179

Location: Topic 6, Experience 3, Evaluate, Quiz, 1st Paragraph

Original Text: CHANGES IN ECOSYSTEMS Students answer questions about changes in ecosystems by completing an editable/ printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: CHANGES IN ECOSYSTEMS Students answer questions about changes in ecosystems by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 179

Location: New content to address TRR rubric feedback. Topic 6, Experience 3, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Draw a picture of a plant that will perish in a drought. Then draw a picture of a plant that can store water so it can survive or thrive in a drought. Explain that desert plants such as agave, yucca, and cactus can withstand drought conditions by storing water. (bullet) Design an experiment to test the effect of drought and flood on a plant such as a cactus or other type of succulent. Think about the materials you would need and the procedure you would follow. Describe your experiment and predict the results

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 180

Location: Topic 6, Experience 4, At-A-Glance; Objectives

Original Text: Objective Students will identify fossils as evidence of past living organisms.

Updated Text: Objectives Students will identify fossils as evidence of past living organisms. Students will make their own model imprint fossil to explain how fossils form.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 183

Location: Topic 6, Experience 4, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets from the Engage activity. Identify prior knowledge about fossils.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 184

Location: Topic 6, Experience 4, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully make clear impressions of the objects that other students can use as evidence to make inferences. Students should also record their observations clearly as they examine each imprint. Ask: • What do you want to learn about fossils from this investigation? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION Make Observations To support students' comprehension, guide them to set up the activity, and model using clay to make a clear impression of an object. To reinforce understanding, model analyzing the impression, measuring and describing aloud the evidence you observe. Model entering your observations and inferences into the table on the STEAM Station Activity. Extra Support If students struggle, guide them to see how the distinct parts of the imprint correspond to

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully make clear impressions of the objects that other students can use as evidence to make inferences. Students should also record their observations clearly as they examine each imprint. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What do you want to learn about fossils from this investigation? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION STRIVING: Make Observations To support students' comprehension, guide them to set up the activity, and model using clay to make a clear impression of an object. To reinforce understanding, model analyzing the impression, measuring and describing aloud the evidence you observe. Model entering your observations and inferences into the table on the STEAM Station Activity. STRIVING: Extra Support If students struggle, guide them to see how the distinct parts of the imprint correspond to CHALLENGE Have students think of ways to model other types of fossils. Students could place a small object in a cup of water and freeze it, or wrap an object in modeling clay and "dig" it out.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 185

Location: Topic 6, Experience 4, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students generate questions about the text. Encourage students to look for the answers to their questions as they read and after they read the text.

Updated Text: GUIDE STUDENT THINKING Have students generate questions about the text. Encourage students to look for the answers to their questions as they read and after they read the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (blue bold) Ask:

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 187

Location: Topic 6, Experience 4, Evaluate, Quiz, 1st Paragraph

Original Text: FOSSILS Students answer questions about fossils by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed.

Updated Text: FOSSILS Students answer questions about fossils by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about organisms. First, in Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. Then, in Experience 2, they explore, illustrate, and compare the life cycles of various organisms. **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video of woodpeckers using different structures, such as their beaks, wings, and claws, to help them survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do the structures of the pileated woodpecker help it survive in the forests of Texas? **Teacher Background** Watch the Teacher Background Video **Organisms** to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • External structures and functions of animals, such as a giraffe’s long neck or a duck’s webbed feet, enable them to survive in their environment. • Organisms undergo similar life processes, and life cycles are a series of stages organisms go through during their life. **Teacher Prep** In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success! **Common Misconceptions** As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • In a butterfly’s life cycle, the larva spins a cocoon. Explain that the larva of a butterfly becomes a pupa, and the adult butterfly emerges after the pupa splits open. • The purpose of soil is only to hold plants in place. Point out that soil is made up of many different kinds of matter, including nutrients that plants need to grow and survive. In addition, a plant’s roots absorb water from soil. • In order to be considered alive, an organism must move and have external features for eating and breathing, as most animals do. Reinforce to students that plants are living organisms that breathe, reproduce, and make their own food. In addition, some animals do not move.

Updated Text: Preview the Topic In this topic, students learn about organisms. In Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. In Experience 2, they explore, illustrate, and compare the life cycles of various organisms. As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about how temperature and precipitation can affect animal migration and behavior and plant responses (TEKS 3.12A) to what they learn about life cycles in Topic 7. They can also start to connect what they are learning in Topic 7 about external structures and functions to what they learned in Topic 6 about food chains (TEKS 3.12B) and why organisms are more likely thrive or perish when natural changes occur to an environment (TEKS 3.12C). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video of woodpeckers using different structures to help them survive in their environments. As students progress through the topic, they will answer the Anchoring Phenomenon question, How do the structures of the pileated woodpecker help it survive in the forests of Texas? **Topic Readiness Test and Remediation** Students answer questions to show what they already know about Organisms by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. **Teacher Background** Watch the Teacher Background Video **Organisms** to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • External structures and functions of animals, such as a giraffe’s long neck or a duck’s webbed feet, enable them to survive in their environment. • Organisms undergo similar life processes, and life cycles are a series of stages organisms go through during their life. **Teacher Prep** In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Experience a success! **Common Misconceptions** As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • In a butterfly’s life cycle, the larva spins a cocoon. The larva of butterfly becomes a pupa, and the adult butterfly emerges after the pupa splits open. • In order to be considered alive, an organism must move and have external features for

eating and breathing, as most animals do. Reinforce to students that plants are living organisms that breathe, reproduce, and make their own food. In addition, some animals do not move.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 191

Location: Topic 7 Overview

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 3.1A Define problems and ask questions based on observations or information from phenomena. 3.1B Use engineering practices to design solutions to problems and use scientific practices to conduct descriptive investigations. 3.1E Collect observations as evidence. Also 3.1G, 3.2D RECURRING THEMES AND CONCEPTS TEKS 3.5F Explain the relationship between the structure and function of objects. 3.5G Explain how factors or conditions impact stability in organisms. Also 3.5D, 3.5E ENGLISH PROFICIENCY STANDARDS Speaking 3E Share information in cooperative learning interactions. Reading 4D Use prereading supports to enhance comprehension of written text. Also Learning Strategies 1F; Listening 2C, 2I; Speaking 3B MATH and ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 3.6F Make inferences and use evidence to support understanding. Also 3.7G Math 3.1E Create and use representations to organize, record, and communicate mathematical ideas.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS 3.1A Define problems and ask questions based on observations or information from phenomena. Also 3.1B, 3.1E, 3.1G, 3.2D RECURRING THEMES AND CONCEPTS TEKS 3.5F Explain the relationship between the structure and function of objects. Also 3.5D, 3.5E, 3.5G ENGLISH PROFICIENCY STANDARDS Reading 4D Use prereading supports to enhance comprehension of written text. Also Learning Strategies 1F; Listening 2C, 2I; Speaking 3B, 3E MATH and ENGLISH LANGUAGE ARTS AND READING TEKS Math 3.1E Create and use representations to organize, record, and communicate mathematical ideas. ELAR 3.6F Make inferences and use evidence to support understanding. Also 3.7G SOCIAL STUDIES TEKS SS 3.14.E Identify the central claim in a primary or secondary source.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 191

Location: Topic 7, Topic Overview, Home Connections

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (NEW HOME CONNECTIONS BOX) Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Objectives

Original Text: Objectives Students will describe external structures and functions of animals and explore and explain how these structures and functions enable animals to survive in their environment.

Updated Text: Objectives Students will describe external structures and functions of animals and explore and explain how these structures and functions enable animals to survive in their environment. Students will design a mechanical hand that can hold objects.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 199

Location: Topic 7, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 20

Location: At-A-Glance; Objective

Original Text: Objectives Students will describe and classify samples of matter as solids, liquids, and gases. Students will predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances.

Updated Text: Objectives Students will collect observations as evidence to describe and classify samples of matter as solids, liquids, and gases. Students will identify cause-and-effect relationships to explain, predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 200

Location: Topic 7, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. Ask: • What is the goal of this activity? • What does your design need to achieve that goal? • How does observing your own hand help you design a mechanical hand?

Updated Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 201

Location: Topic 7, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 203

Location: Topic 7, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: STRUCTURES AND FUNCTIONS Students answer questions about structures and functions by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: STRUCTURES AND FUNCTIONS Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 203

Location: New content to address TRR rubric feedback.Topic 7, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Have students work in pairs. Gently tape their thumbs to their palms. Then have students try to complete simple tasks such as writing with a pencil, tying a shoelace, turning pages of a book, etc. Then discuss the function of our thumb and the structure of our hands. This can also connect to the STEAM Station. Safety Make sure students do not force their thumbs into a painful position. (bullet) Provide a medium-sized container of water. Have students spread their fingers and slide them through the water. Then have students keep their fingers close together and slide through the water again. Students should see that when the fingers are closer together, the hand can move more water than when the fingers are separated. This is similar to how webbed feet help ducks and other animals easily glide through water. Safety Wipe up any spills immediately.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 204

Location: Topic 7, Experience 2, At-A-Glance; Objectives

Original Text: Objectives Students will describe animal life cycles and explore, illustrate, and compare life cycles in organisms.

Updated Text: Objectives Students will describe animal life cycles and explore, illustrate, and compare life cycles in organisms. Students examine life cycle diagrams to understand the interdependence of parts in the life cycle of an organism.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 207

Location: Topic 7, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about life cycles.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 208

Location: Topic 7, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to make a schedule and list observation criteria for recording data over the duration of the investigation. This will help them regularly record the changes they observe and enable them to draw accurate conclusions at the end. Ask: • What do you want to learn about life cycles from this investigation? • What will you look for in your observations? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION Compare and Contrast To support understanding of making and recording observations, model drawing the lima bean and radish plants at each stage of growth. Point out the important aspects of the plants' structures at each stage, and model how to incorporate those structures into drawings.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to make a schedule and list observation criteria for recording data over the duration of the investigation. This will help them regularly record the changes they observe and enable them to draw accurate conclusions at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What do you want to learn about life cycles from this investigation? • What will you look for in your observations? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION STRIVING: Compare and Contrast To support understanding of making and recording observations, model drawing the lima bean and radish plants at each stage of growth. Point out the important aspects of the plants' structures at each stage, and model how to incorporate those structures into drawings. SPECIAL NEEDS Students with speech impairments may have difficulty expressing their ideas and answers. Allow them to use drawings, writing, and gestures to communicate.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 209

Location: Topic 7, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING After students discuss their prior knowledge and ideas with a partner about how organisms change as they grow, have them look for specific ideas in the text as they read to help them understand the content. Encourage students to underline or highlight important ideas in the text so that when they are ready to summarize it, they can include the facts and details that support the main idea and are important to the meaning. Ask:

Updated Text: GUIDE STUDENT THINKING After students discuss their prior knowledge and ideas with a partner about how organisms change as they grow, have them look for specific ideas in the text as they read to help them understand the content. Encourage students to underline or highlight important ideas in the text so that when they are ready to summarize it, they can include the facts and details that support the main idea and are important to the meaning. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 211

Location: Topic 7, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: LIFE CYCLES Students answer questions about structures and functions by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: LIFE CYCLES Students answer questions about life cycles by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 211

Location: New content to address TRR rubric feedback. Topic 7, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet) Show students examples of seeds from cut up fruit. Good seeds to use include apple seeds, orange seeds, cucumber seeds—any seeds from common fruits and vegetables. Show students that the seed is often inside the fruit. Have students examine and compare these different seeds from the fruits. Ask How does that seed grow into a new plant? [Sample answer: The seed contains the young plant. Water, soil, and sunlight help the young plant grown into a seedling and then an adult plant.] (bullet) Have students choose a life cycle they learned about in the experience. Then, have students use craft and classroom materials to build a 3-D model of the life cycle. Finally, have students present and explain their model to a partner or the class.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 23

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 24

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is helpful to read all of the directions before they begin, so they understand what they are doing and why. Have students classify each material they are using as a solid, liquid, or gas. Encourage them to make predictions about what they think will happen to the shape of each state of matter before each step. Guide students to notice that the bowl and the straw have shapes that do not change, but the water takes the shape of the bowl, and the air they blow through the straw fills and takes the shape of the bag and the bubble. DIFFERENTIATED INSTRUCTION Picture Each Step To guide students through the procedure, encourage them to focus on each step, and picture themselves completing it, before moving to the next step. Have students use sentence frames such as these: First, I will . Then, I will . Next, I will

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is helpful to read all of the directions before they begin, so they understand what they are doing and why. Have students classify the materials they are using as a solid, liquid, or gas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Say: Observe the materials you will use. Which materials are solids, liquids, or gases? Read each step. Predict what the shape of each material will be at each step. Which materials stay the same and which materials change shape? DIFFERENTIATED INSTRUCTION STRIVING Picture Each Step To guide students through the procedure, encourage them to focus on each step, and picture themselves completing it, before moving to the next step. Have students use sentence frames such as these: First, I will . Then, I will . Next, I will CHALLENGE While completing the Hands-On Station, ask, What do you observe about the shape of the solids? What do you observe about the shapes of the liquids and gases? Remind students of the importance of carefully collective observations as evidence so they can answer these questions.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 25

Location: Literacy Station

Original Text: Literacy Station How does matter change state? STATION SETUP Literacy Station Card, Read About It Solids, Liquids, and Gases, Vocabulary Activity Cards, Literacy Station Activity WHAT TO EXPECT Students will explore the Read About It Solids, Liquids, and Gases and identify and describe examples of solids, liquids, and gases. Students will explain how cooling or heating causes matter to change state. Students will then make personal connections to what they read in the text. GUIDE STUDENT THINKING Describing personal connections when responding to a text can bring more relevance to understanding a text. Tell students to look for ways to connect to the information in the text when answering the questions in the activity. Ask:

Updated Text: Literacy Station How does matter change shape? STATION SETUP Literacy Station Card, Read About It Solids, Liquids, and Gases, Vocabulary Activity Cards, Literacy Station Activity WHAT TO EXPECT Students will explore the Read About It Solids, Liquids, and Gases and identify and describe examples of solids, liquids, and gases. Students will explain how cooling or heating causes matter to change state. Students will then make personal connections to what they read in the text. GUIDE STUDENT THINKING Describing personal connections when responding to a text can bring more relevance to understanding a text. Tell students to look for ways to connect to the information in the text when answering the questions in the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 28

Location: At-A-Glance; Objective

Original Text: Objectives Students will demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower. Students will justify the selection of materials based on their physical properties.

Updated Text: Objectives Students will demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower. Students will justify and evaluate the selection of materials based on their physical properties and will explain the relationship between the structure and function of the materials.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 31

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 32

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Encourage students to think about what type of tower structure will hold a lot of paper clips. Rather than simply designing a tower that is tall, ask students to notice what a lot of towers in real life have in common. Guide students to think about which materials will be the best for their tower. Remind students that they want to build a tower that will hold a lot of paper clips. Ask: • How large should the base of your tower be compared to the top? • How tall should your tower be? • Which materials can you combine to make a sturdy tower? EXPERIENCE 3 | COMBINED MATERIALS DIFFERENTIATED INSTRUCTION Model Procedure To reinforce understanding, think aloud to model choosing materials and building a tower. For example, I want my tower to be strong. What materials can I combine to build a tower that is sturdy enough to hold these paper clips? As you indicate each material,

guide students to identify the strongest combinations. After students have chosen their materials, work with them to design and build the tower.

Updated Text: GUIDE STUDENT PLANNING Encourage students to think about what type of tower structure will hold a lot of paper clips. Rather than simply designing a tower that is tall, ask students to notice what a lot of towers in real life have in common. Guide students to think about which materials will be the best for their tower. Remind students that they want to build a tower that will hold a lot of paper clips. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- How large should the base of your tower be compared to the top?
- How tall should your tower be?
- Which materials can you combine to make a sturdy tower?

EXPERIENCE 3 | COMBINED MATERIALS DIFFERENTIATED INSTRUCTION STRIVING Model Procedure To reinforce understanding, think aloud to model choosing materials and building a tower. For example, I want my tower to be strong. What materials can I combine to build a tower that is sturdy enough to hold these paper clips? As you indicate each material, guide students to identify the strongest combinations. After students have chosen their materials, work with them to design and build the tower. SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 32

Location: Topic 1, Experience 3, Special Needs

Original Text: SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties.

Updated Text: SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties, including its texture, or how it feels.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 38

Location: Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion. PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video of athletes on an obstacle course, and then explore different forces to explain how people use forces to go through the obstacle course. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How can a person complete an obstacle course? Teacher Background Watch the Teacher Background Video Forces and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Forces affect objects and can change their position and motion. These forces include pushes, pulls, gravity, and magnetism.
- Contact forces, such as pushes and pulls, affect objects only through direct contact.
- Noncontact forces, such as gravity and magnetism, affect objects without direct contact.
- Stronger forces can have a greater effect on objects than weaker forces.

Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Applying a force always causes an object to move. Explain to students that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out

that you could exert a force against a wall, but the wall would not move. • When an object is at rest, there are no forces acting on it. Explain to students that gravity is always pulling objects down toward Earth’s center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Updated Text: Preview the Topic In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object’s position and motion. As you progress through the topic, connect the activities back to Matter. Students can apply what they learned in about magnetism as a property of matter (TEKS 3.6A) to what they learn about magnetism as a noncontact force in (TEKS 3.7B). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to the Anchoring Phenomenon Video of athletes on an obstacle course, and then explore different forces to explain how people use forces to go through the obstacle course. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How can a person complete an obstacle course? Topic Readiness Test and Remediation Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Forces and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Forces affect objects and can change their position and motion. These forces include pushes, pulls, gravity, and magnetism. • Contact forces, such as pushes and pulls, affect objects only through direct contact. • Noncontact forces, such as gravity and magnetism, affect objects without direct contact. • Stronger forces can have a greater effect on objects than weaker forces. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Applying a force always causes an object to move. Explain that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out that you can exert a force against a wall, but the wall will not move. • When an object is at rest, there are no forces acting on it. Explain that gravity is always pulling objects down toward Earth’s center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 38

Location: Topic 2 Overview, Preview the Topic

Original Text: Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Applying a force always causes an object to move. Explain to students that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out that you could exert a force against a wall, but the wall would not move. • When an object is at rest, there are no forces acting on it. Explain to students that gravity is always pulling objects down toward Earth’s center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Updated Text: Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Applying a force always causes an object to move. A force can change the speed or direction of an object, as well as cause the object to stop moving. A force does not always result in motion. • When an object is at rest, there are no forces acting on it. Gravity is always pulling objects down toward Earth’s center. An object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 39

Location: Topic Overview, ENGLISH LANGUAGE PROFICIENCY STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new expressions and basic vocabulary heard during classroom instruction and interactions. Speaking 3C Speak using a variety of connecting words with increasing accuracy and ease as more English is acquired. Reading 4G Demonstrate comprehension of increasingly complex English by retelling or summarizing material and responding to questions commensurate with content area and grade level needs. Also Learning Strategies 1D; Speaking 3D, 3E; Reading 4F MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH 3.1E Create and use representations to organize, record, and communicate mathematical ideas. MATH 3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. ELAR 3.6H Synthesize information to create new understanding.

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2C Learn new expressions and basic vocabulary heard during classroom instruction and interactions. Speaking 3C Speak using a variety of connecting words with increasing accuracy and ease as more English is acquired. Also Learning Strategies 1D; Speaking 3D, 3E; Reading 4F, 4G MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH 3.1E Create and use representations to organize, record, and communicate mathematical ideas. MATH 3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. ELAR 3.6H Synthesize information to create new understanding. Collaborate with the Community Attend a Ball Game Take students to a community baseball or softball game to observe the effects of forces on the position and motion of the ball. Have students sketch what they observe and label their sketches with the vocabulary terms force, position, and motion. Topic SOCIAL STUDIES TEKS SS 3.9E Use voting as a method for group decision making. Also, SS 3.16A

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 39

Location: Topic Overview, Home Connections

Original Text: N/A

Updated Text: Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 3 Student Activity Pack Vol 2*

ISBN: 9781428513846

Type: Editorial Change

Current Page Number(s): 39

Location: Topic 4, Experience 2, STEAM Activity 1 Design A

Original Text: Identify the order of the planets starting from the sun. 1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____ 7. _____ 8. _____

Updated Text: A. Compare the data provided in the table. Identify the order of the planets based on their distances from the sun. Complete the table.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 44

Location: At-A-Glance; Objectives

Original Text: ObjectivesStudents will demonstrate that pushes, pulls, gravity, and magnetism are types of forces. Students will demonstrate and describe forces acting on objects through contact and at a distance.

Updated Text: ObjectivesStudents will identify and use patterns to demonstrate and explain that pushes, pulls, gravity, and magnetism are types of forces. Students will demonstrate and develop explanations to describe forces acting on objects through contact and at a distance.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 47

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 48

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask: • What do you want to learn about forces from this investigation? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What do you want to learn about forces from this investigation? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION STRIVING Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say. CHALLENGE While completing the Hands-On Station, have students use the data they collected to explain how the index card keeps the objects from falling into the cup.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 49

Location: Made change to Explore; Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. Encourage students to ask themselves questions such as these during reading.

Updated Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Encourage students to ask themselves questions such as these during reading. ASK:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 51

Location: Made change to Evaluate; Quiz to address TRR response.

Original Text: Quiz FORCES Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz FORCES Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 51

Location: Made change to Evaluate, minor column to address TRR response

Original Text: n/a

Updated Text: If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: Ask students if magnets can push as well as pull. Challenge students to demonstrate pushes and pulls with two magnets. Gently toss a beach ball into the air. Have students to keep the ball in the air while passing it around the room. Everyone should touch the ball at least once. Have a discussion about the forces acting on the ball.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 52

Location: At-A-Glance; Objectives

Original Text: Objectives Students will demonstrate that the position and motion of an object can be changed by forces. Students will plan an investigation to demonstrate and explain how pushing and pulling forces change the position or motion of an object.

Updated Text: Objectives Students will demonstrate that the position and motion of an object can be changed by forces by investigating cause-and-effect relationships. Students will use scientific practices to plan and conduct an investigation to demonstrate and explain how pushing and pulling forces change the position or motion of an object.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 55

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 56

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record the procedure for investigations they design. This will help them carry out the procedure accurately and share their procedures with other students. Ask: • What do you want to learn from this investigation? • What variable do you want to change? • What variables do you need to keep the same? DIFFERENTIATED INSTRUCTION Demonstrate Procedure To support students who are having difficulty setting up the investigation, use these steps to demonstrate the procedure. 1. Set up a track of paper towels. 2. Push the ball once so it rolls across a track. 3. Observe and record the distance the ball travels. 4. Repeat steps 2 and 3 using increasing force each time.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record the procedure for investigations they design. This will help them carry out the procedure accurately and share their procedures with other students. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What do you want to learn from this investigation? • What variable do you want to change? • What variables do you need to keep the same? DIFFERENTIATED INSTRUCTION STRIVING Demonstrate Procedure To support students who are having difficulty setting up the investigation, use these steps to demonstrate the procedure. 1. Set up a track of paper towels. 2. Push the ball once so it rolls across a track. 3. Observe and record the distance the ball travels. 4. Repeat steps 2 and 3 using increasing force each time. SPECIAL NEEDS For students who need help with organizing their thoughts or their notes, have them make a three-column chart. At the top of each column, have students write one of the following questions as the main head: What are some different ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?^[1]_[SEP] Then have students use this graphic to help them organize their notes as they complete the STEAM Station.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 56

Location: Topic 2, Experience 2, Special Needs

Original Text: SPECIAL NEEDS For students who need help with organizing their thoughts or their notes, have them make a three-column chart. At the top of each column, have students write one of the following questions as the main head: What are some different ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?^[SEP] Then have students use this graphic to help them organize their notes as they complete the STEAM Station.

Updated Text: SPECIAL NEEDS For students who need help with organizing their thoughts, have them make a three-column chart. At the top of each column, have students write one of the following questions: What are some ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?^[SEP] Have students use this chart to help them organize their notes as they complete the STEAM Station.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 57

Location: Made change to Explore; Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. Encourage students to use the vocabulary words position and motion in their responses.

Updated Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Encourage students to use the vocabulary words position and motion in their responses. Ask:

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 59

Location: Made change to Evaluate; Quiz to address TRR response.

Original Text: Quiz POSITION AND MOTION Students answer questions about position and motion by completing an editable/ printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz POSITION AND MOTION Students answer questions about position and motion by completing an editable/ printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 59

Location: Made change to Evaluate, minor column to address TRR response

Original Text: n/a

Updated Text: If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out: Have students place a pencil in the center of their desk. Have students describe the position of the pencil in relation to the desk. Then, have students use a metric ruler to measure the distance of their pencil to the top of their desk. Invite students to share their measurements. Have a discussion about position and how distance is measured. Ask What was the position of the pencil in relation to the desk? [Sample answers: on top of the desk, in the middle of the desk] What did you use the ruler to measure? [Sample answer: the space between the top of the desk and the pencil] What other tools can you use to measure the distance between objects? [Sample answers: meter stick, tape measurer, string and then measuring tape, ruler, or meterstick]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about matter. In Experience 1, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. In Experience 2, students describe and classify matter as solids, liquids, or gases. They observe and record how heating or cooling can change the state of matter. In Experience 3, students learn how materials can be combined to create or modify objects. They use their knowledge of physical properties to justify the selection of materials when combining them. As you progress through the topic, connect the activities back to what students learned in Grade 2. Students can apply what they learned about classifying matter by physical properties (TEKS 2.6A) to their investigations of matter in Grade 3 (TEKS 3.6A). They can use what they learned about how processes, such as heating and cooling, change matter (TEKS 2.6B) to how they can classify matter as solids, liquids, or gases (TEKS 3.6B). They can use what they learned about materials being made of small units and about what happens when objects touch or collide (TEKS 2.6C, 2.7A) to how materials can be combined and how physical properties are used to justify the selection of materials when combined (TEKS 3.6B). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video showing how ice cream is made with liquid nitrogen. They will observe how liquid cream becomes a solid when it is combined with liquid nitrogen. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you make ice cream in an instant? **Topic Readiness Test and Remediation** Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. **Teacher Background** Watch the Teacher Background Video Matter to refresh your knowledge of topic content. **Key concepts to support instruction of this topic:** • Matter has physical properties that can be measured, including, temperature, mass, magnetism, and the ability to sink or float. • Matter is classified as a solid, liquid, or gas, and changes in the state of matter can be caused by heating or cooling. • Combining materials can change their physical properties, and the physical properties of those materials justify their use. **Teacher Prep** In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for each Experience. They include a preview of the Experience as well as classroom management strategies to make every Experience a success! **Common Misconceptions** As students explore the content, be attentive to common misconceptions that may arise and address as needed. **Common misconceptions are listed in bold type.** The subsequent text explains the misconceptions. • Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float. • Steam is hot air. Explain that steam is water vapor, or water in a gas state. When water vapor condenses in the air, it appears as water droplets. What we commonly refer to as steam is actually wet steam, or a combination of the water vapor and condensed water droplets.

Updated Text: Preview the Topic In this topic, students learn about matter. In Experience 1, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. In Experience 2,

students describe and classify matter as solids, liquids, or gases. They observe and record how heating or cooling can change the state of matter. In Experience 3, students learn how materials can be combined to create or modify objects. They use their knowledge of physical properties to justify the selection of materials when combining them. As you progress through the topic, connect the activities back to what students learned in Grade 2. Students can apply what they learned about classifying matter by physical properties (TEKS 2.6A) to their investigations of matter in Grade 3 (TEKS 3.6A). They can use their knowledge of how matter changes through heating and cooling (TEKS 2.6B) to how matter can be classified as solids, liquids, and gases (TEKS 3.6B). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video showing how ice cream is made with liquid nitrogen. They will observe how liquid cream becomes a solid when it is combined with liquid nitrogen. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you make ice cream in an instant? **Topic Readiness Test and Remediation** Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. **Teacher Background** Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Matter has physical properties that can be measured, including, temperature, mass, magnetism, and the ability to sink or float. • Matter is classified as a solid, liquid, or gas, and changes in the state of matter can be caused by heating or cooling. • Combining materials can change their physical properties, and the physical properties of those materials justify their use. **Teacher Prep** In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for each Experience. They include a preview of the Experience as well as classroom management strategies to make every Experience a success! **Common Misconceptions** Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float. • Steam is hot air. Steam is water in a gas state or vapor. When water vapor condenses in the air, it appears as water droplets. What we commonly call steam is wet steam, or a combination of water vapor and condensed droplets.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 6

Location: Overview, Preview the Topic

Original Text: Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! **Common Misconceptions** As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float. For example, a small stone is lighter than a large boat, but it sinks while the boat floats. • Steam is hot air. Explain that steam is water vapor, which is water in a gas state. When water vapor condenses in the air, it appears as tiny water droplets. What we commonly refer to as steam is actually wet steam, or a combination of the water vapor and condensed water droplets.

Updated Text: Preview the Topic In this topic, students learn about matter. First, in Experience 1, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. Next, in Experience 2, students describe and classify matter as solids, liquids, or gases. They observe and record how heating or cooling can change the state of matter. Finally, in Experience 3, students learn how materials can be combined to create or modify objects. They use their knowledge of physical properties to justify the selection of materials when combining them. As you progress through the topic, connect the activities back to what students learned in Grade 2. Students can apply what they learned in Grade 2 about classifying matter by physical properties (TEKS 2.6A) to their investigations of matter in Grade 3 (TEKS 3.6A). They can use what they learned about how processes, such as heating and cooling, change matter (TEKS 2.6B) to how they can classify matter as solids, liquids, or gases (TEKS 3.6B). Students can apply what they learned about materials being made of small units that can be rearrange to make new materials and

about what happens when objects touch or collide (TEKS 2.6C, 2.7A) to how materials can be combined to create or modify objects and how physical properties are used to justify the selection of materials when combined (TEKS 3.6B).PREVIEW ANCHORING PHENOMENONStudents watch and respond to a short Anchoring Phenomenon Video showing how ice cream is made with liquid nitrogen. They will observe how liquid cream becomes a solid when it is combined with liquid nitrogen. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you make ice cream in an instant?Topic Readiness Test and RemediationStudents answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.Teacher Background Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:• Matter has physical properties that can be measured, including, temperature, mass, magnetism, and the ability to sink or float. Mass is a measure of the amount of matter in an object.• Matter is classified as a solid, liquid, or gas, and changes in the state of matter can be caused by heating or cooling.• Condensation is the change from gas to liquid when a gas is cooled. Evaporation is the change from liquid to gas when a liquid is heated.• Combining materials can change their physical properties, and the physical properties of those materials justify their use.Teacher PrepIn addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for each Experience. They include a preview of the Experience as well as classroom management strategies to make every Experience a success!Common MisconceptionsAs students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. Thesubsequent text explains the misconceptions.• Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float.• Steam is hot air. Explain that steam is water vapor, or water in a gas state. When water vapor condenses in the air, it appears as water droplets. What we commonly refer to as steam is actually wet steam, or a combination ofthe water vapor and condensed water droplets.

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 62

Location: Topic 3 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students identify forms of energy, including light, sound, thermal, and mechanical. They give everyday examples of each type of energy. Then, in Experience 2, students demonstrate how an object's speed is related to its mechanical energy. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a roller coaster in motion. This video will help students begin to explore the Anchoring Phenomenon question, How can you build a faster roller coaster? Teacher Background Watch the short Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Energy is everywhere; it can be found in cycles, patterns, and systems. • Types of energy include sound, light, thermal, and mechanical energy. • Thermal energy and light energy relate to temperature changes. • Mechanical energy is the energy an object has due to movement or position. • An object moving at a fast speed has more mechanical energy than it does when moving at a slower speed. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Energy can be used up or lost. Reinforce to students that energy can change from one form to another, but it cannot be created or destroyed. The total amount of energy available in the universe does not change. • Only moving objects have mechanical energy. Point out that even objects that are not in motion have mechanical energy, but it is in the form of potential energy rather than kinetic energy. • Fuel is energy. Explain to students that fuel is a source of energy. For example, fuel such as gasoline must be converted to thermal energy and then mechanical energy in order to power a vehicle.

Updated Text: Preview the Topic In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. In Experience 1, students identify forms of energy, including light, sound, thermal, and mechanical. They give everyday examples of each type of energy. In Experience 2, students demonstrate how an object’s speed is related to its mechanical energy. As you progress through the topic, connect the activities back to Topic 2 Force and Motion. Students can apply what they learned about how forces act on objects (TEKS 3.7A) and how motion and position can be changed by pushes and pulls (TEKS 3.7B) to how the speed of an object relates to its mechanical energy (TEKS 3.8B). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a roller coaster in motion. This video will help students begin to explore the Anchoring Phenomenon question, How can you build a faster roller coaster? Topic Readiness Test and Remediation Students answer questions to show what they already know about Energy by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the short Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Energy is everywhere; it can be found in cycles, patterns, and systems.
- Types of energy include sound, light, thermal, and mechanical energy.
- An object moving at a fast speed has more mechanical energy than it does when moving at a slower speed.

Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Energy can be used up or lost. Energy can change from one form to another, but it cannot be created or destroyed.
- Only moving objects have mechanical energy. Point out that even objects that are not in motion have mechanical energy, but it is in the form of potential energy rather than kinetic energy.
- Fuel is energy. Fuel is a source of energy. A fuel such as gasoline must be converted to thermal energy and then mechanical energy in order to power a vehicle.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 63

Location: Topic 3 Topic Overview, English Language Proficiency Standards

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. Also Listening 2E; Speaking 3E; Reading 4D, 4E ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. Also ELAR 3.6G

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. Also Listening 2E, 2I; Speaking 3E; Reading 4D, 4E ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. Also ELAR 3.6G SOCIAL STUDIES TEKS SS 3.14B Differentiate and compare the information about a specific issue or event provided in primary and secondary sources.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 68

Location: Topic 3 Experience 1, At-A-Glance, Objective

Original Text: Objective Students will identify light energy, sound energy, thermal energy, and mechanical energy as forms of energy, and identify everyday examples of each form of energy.

Updated Text: Objectives Students will identify light energy, sound energy, thermal energy, and mechanical energy as forms of energy, and identify everyday examples of each form of energy. Students will identify and use patterns to analyze data by identifying any significant features, patterns, or sources of error.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 7

Location: Topic Overview; Home Connection

Original Text: Classify Matter at Home Have students work with an adult to prepare a simple recipe. Using a three-column chart, have the student classify each ingredient in the recipe as a gas, a liquid, or a solid. Provide students with opportunities to share their observations with the class.

Updated Text: Classify Matter at Home Have students work with an adult to prepare a simple recipe. Using a three-column chart, have the student classify each ingredient in the recipe as a gas, a liquid, or a solid. Provide students with opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 71

Location: Topic 3, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 72

Location: Topic 3 Experience 1, Explore, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group. Ask: • What do you want to learn about the forms of energy from this experiment? • How will you keep track of your observations? • What predictions have you made? DIFFERENTIATED INSTRUCTION Accuracy For students who are having difficulty constructing their solar oven, demonstrate how to cut a circle from the black paper. Model placing the pan on the paper, using a light-colored pencil to trace the pan's base, carefully cutting out the circle and placing it in the bottom of the pan. Ask students to share other methods they could use to achieve the same result.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions

at the end. Encourage students to make predictions about the temperatures of each group. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What do you want to learn about the forms of energy from this experiment? • How will you keep track of your observations? • What predictions have you made? **DIFFERENTIATED INSTRUCTION STRIVING:** Accuracy For students who are having difficulty constructing their solar oven, demonstrate how to cut a circle from the black paper. Model placing the pan on the paper, using a light-colored pencil to trace the pan's base, carefully cutting out the circle and placing it in the bottom of the pan. Ask students to share other methods they could use to achieve the same result. **SPECIAL NEEDS** For students who struggle to work effectively in groups, be sure that all students in the group have specific tasks as the group constructs the solar oven. This way a student who struggles working in a group understands, as do the other members of the group, that they have an important role in the group. **GUIDE STUDENT PLANNING** Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group. Ask: • What do you want to learn about the forms of energy from this experiment? • How will you keep track of your observations? • What predictions have you made? **DIFFERENTIATED INSTRUCTION**

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ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 73

Location: Topic 3, Experience 1, Guide Student Thinking

Original Text: **GUIDE STUDENT THINKING** Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text.

Updated Text: **GUIDE STUDENT THINKING** Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 75

Location: Topic 3, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: **ENERGY IN OUR WORLD** Students answer questions about energy in our world by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: **ENERGY IN OUR WORLD** Students answer questions about energy in our world by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 75

Location: New content to address TRR rubric feedback. Topic 3, Experience 1, Evaluate, Minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (new Targeted Instruction box) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet)Invite students to act out forms of energy they have used today. Have students identify the form of energy their classmate is acting out. What evidence are they using for their guess? (bullet)Challenge students to identify objects that have more/less thermal energy in comparison to other objects. Have students think about what observations they need to make to use as evidence for their explanations.

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ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 76

Location: Topic 3 Experience 2, At-A-Glance, Objective

Original Text: Objective Students will plan and conduct investigations to observe and measure speed and demonstrate how the speed of an object is related to its mechanical energy.

Updated Text: Objectives Students will use scientific practices to plan and conduct investigations to observe and measure speed and demonstrate how the speed of an object is related to its mechanical energy. Students will identify and use patterns to develop explanations to explain how the speed of an object is related to its mechanical energy.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 79

Location: Topic 3, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about mechanical energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 80

Location: Topic 3, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students decide whether to set up one ramp with different starting positions for the car or two identical ramps side by side. Students will then start the car from different heights and record the time it takes to reach the bottom of the ramp each time. Remind students to make careful observations and track their data accurately. Encourage them to make predictions about the speed of the car before each run. GUIDE INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these steps to model and support the inquiry process: 1. Set up a cardboard ramp. 2. Mark three different spots on the ramp with tape: high, medium, low. 3. Mark a finish line. 4. Drop the car from the low starting point. 5. Time how many seconds to cross the finish line. 6. Record the time. 7. Repeat steps 4, 5, and 6 from medium and high starting points. 8. Repeat the procedure two more times. DIFFERENTIATED INSTRUCTION Data Table To support student comprehension, model how to add data to the table. Record the drop height before sending the car down the ramp. Demonstrate how to use the stopwatch accurately

and how to determine and record the number of seconds in the table for each run. Then model how to analyze the data to draw a conclusion about the car's speed. Challenge To extend the learning for students seeking a challenge, ask them to determine how to record data when variables, such as different ramp angles or surfaces, are introduced

Updated Text: GUIDE STUDENT PLANNING Have students decide whether to set up one ramp with different starting positions for the car or two identical ramps side by side. Remind students that the goal of the activity is to test how the height of a ramp affects the speed of the model car. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • Do you think the car will go faster from a higher or lower starting point on the ramp? • What data do you need to collect? • How can you use these materials to test your prediction?

GUIDE INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these steps to model and support the inquiry process: 1. Set up a cardboard ramp. Mark a finish line at the bottom. 2. Use tape to mark three starting points on the ramp: high medium, low. 3. Drop the car from the low starting point. 4. Record the time it takes to cross the finish line. 5. Repeat steps 3 and 4 from the medium and high starting points. 6. Repeat the procedure two more times.

DIFFERENTIATED INSTRUCTION STRIVING Data Table To support student comprehension, model how to add data to the table. Record the drop height before sending the car down the ramp. Demonstrate how to use the stopwatch accurately and how to determine and record the number of seconds in the table for each run. Then model how to analyze the data to draw a conclusion about the car's speed. CHALLENGE To extend the learning for students seeking a challenge, ask them to determine how to record data when variables, such as different ramp angles or surfaces, are introduced.

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ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 83

Location: Topic 3, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: MECHANICAL ENERGY Students answer questions about mechanical energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: MECHANICAL ENERGY Students answer questions about mechanical energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 83

Location: New content to address TRR rubric feedback.Topic 3, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (new Targeted Instruction box) Targeted Instruction If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: • Roll two balls toward an established finish line. Invite students describe the speed of the balls relative to one another. Ask students why they think one ball may roll faster than the other. • Have students predict what will happen if you roll two cars down two ramps of different heights. Roll the cars down the ramps at the same time. Have students compare the motion of the cars.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 86

Location: Topic 4 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about Earth and space. First, in Experience 1, they investigate the orbits of the sun, Earth, and moon. Then, in Experience 2, students list the planets in our solar system and identify their order from the sun. PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video about the solar system, the orbit of Earth around the sun, and the orbit of the moon around Earth. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does the night sky change?

Updated Text: Preview the Topic In this topic, students learn about Earth and space. First, in Experience 1, they investigate the orbits of the sun, Earth, and moon. Then, in Experience 2, students list the planets in our solar system and identify their order from the sun. As you progress through the topic, connect the activities back to Topic 2 Force and Motion. Students can apply what they learned about how forces act on objects, including gravity (TEKS 3.7A) to explain the orbits of the sun, Earth and moon (TEKS 3.9A). PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video about the solar system, the orbit of Earth around the sun, and the orbit of the moon around Earth. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does the night sky change? Topic Readiness Test and Remediation Students answer questions to show what they already know about Earth and Space by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 87

Location: Topic 4 Topic Overview, ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS ELAR 3.6G Evaluate details read to determine key ideas. ELAR 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS MATH 3.1F Analyze mathematical relationships to connect and communicate mathematical ideas. ELAR 3.6G Evaluate details read to determine key ideas. ELAR 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. SOCIAL STUDIES TEKS SS 3.14F Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic. Also SS 3.15F

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 87

Location: Topic 4 Topic Overview

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (Home Connections Box) Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom."

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 92

Location: Topic 4 Experience 1, At-A-Glance, Objectives

Original Text: Objective Students will construct and explain a model of Earth’s orbit around the sun and compare the orbits of Earth and the moon.

Updated Text: Objectives Students will develop, construct, and explain a model of Earth’s orbit around the sun and compare the orbits of Earth and the moon. Students will identify cause-and-effect relationships to explain Earth’s orbit around the sun and compare the orbits of Earth and the moon.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 95

Location: Topic 4, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns in space.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 96

Location: Topic 4, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record their observations for each part of the STEAM Station Activity so they can explain key ideas at the end. Ask: • What do you want to demonstrate with your model? • How would you explain your model? • What parts of your model are accurate? What parts are not accurate? DIFFERENTIATED INSTRUCTION Model Explanation If students need help understanding the purpose of the activity, begin by modeling the orbit of the moon around Earth. Ensure student understanding before adding to the model the orbit of Earth around the sun. Guide students to explain each orbit.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record their observations for each part of the STEAM Station Activity so they can explain key ideas at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What do you want to demonstrate with your model? • How would you explain your model? • What parts of your model are accurate? What parts are not accurate? DIFFERENTIATED INSTRUCTION STRIVING: Model Explanation If students need help understanding the purpose of the activity, begin by modeling the orbit of the moon around Earth. Ensure student understanding before adding to the model the orbit of Earth around the sun. Guide students to explain each orbit. SPECIAL NEEDS For students who have hearing impairments, make labels for the models of the sun, Earth, and moon. Use these labels as you model the orbit of the moon around Earth and Earth’s orbit around the sun.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 97

Location: Topic 4, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that looking for details as they read informational text can help them better understand the key ideas in the text. They can then evaluate, or judge, which details support these key ideas.

Updated Text: GUIDE STUDENT THINKING Tell students that looking for details as they read informational text can help them better understand the key ideas in the text. They can then evaluate, or judge, which details support these key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 99

Location: Topic 4, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: PATTERNS IN SPACE Students answer questions about patterns in space by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: PATTERNS IN SPACE Students answer questions about patterns in space by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): 99

Location: New content to address TRR rubric feedback, current content does not exist. Topic 4, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: Targeted Instruction If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

- Students can take turns modeling orbits. Have one student stand in the middle of the room and have other students walk around that student to represent satellites and the curved path of an orbit. Caution students to be aware of other students and avoid running into each other.
- Have students build off the orbits model by having one student act as the sun, one as Earth, and one as the moon. The moon should orbit Earth as both the moon and Earth orbit the sun.
- Have students choose an object and draw a model of it. Then, have them trade papers and try to identify the actual object represented by the model. Encourage students to discuss how their models are accurate or not accurate. Ask students what advantage or how their model helps them understand the object. Ask student what is limited by the model.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Key Ideas Presentations

Location: New content to address TRR rubric feedback. Key Ideas Presentations Exit Ticket slide presenter notes

Original Text: Exit Ticket Teacher Support

Updated Text: Exit Ticket Teacher Support If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE and SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Updated Text: Add Topic Readiness Test

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text: Revisit the Anchoring PhenomenonTopic Test

Updated Text: Topic Readiness TestRevisit the Anchoring PhenomenonSpiraling Content ActivityTopic Test

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: top of Topic Planner right pages above table

Original Text: N/A

Updated Text: You will find editable versions of the Topic Planner and Experience At-a-Glance pages, and Daily Planners in your digital course on Realize.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Updated Text: We will add: Spiraling Content Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Updated Text: Below the listed Assessment assets we will add Spiraling Content Activity

Feedback and Publisher Responses

Component: *Grade 3 Student Activity Companion Volume 2*

ISBN: 9781428513846

Page Number(s): 269

URL:

[View Content](#)

Feedback Text: Excellent!

Publisher Response: Thank you for your positive feedback!

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Page Number(s): See Link

URL:

[View Content](#)

Feedback Text: This meets the requirements, but what a question to ask a third grader. I can't imagine just asking a third grader orally, "Hey, go ahead and use a mathematical calculation to analyze that data" without giving them some kind of guidance as to what they will be doing.

Publisher Response: Thank you for your feedback. The question will be revised with prompts to guide students use a mathematical equation that uses subtraction.

Publisher: Savvas Learning

Science, Grade 4

Program: Texas Experience Science Grade 4 (Print with digital): TEKS

Editorial Changes

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 100

Location: blue box

Original Text: Objective Students will collect and analyze data to identify sequences of change in seasons, predict patterns of change in seasons, and connect Earth's movement in space to seasons.

Updated Text: Objective Students will collect and analyze data to identify and develop explanations about sequences of change in seasons, predict patterns of change in seasons, and connect Earth's movement in space to seasons.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 103

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about seasons.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 104

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record or draw their observations for each part of the activity so they can form conclusions based on their observations. Encourage students to notice patterns in the way Earth's tilt affects the amount of sunlight in each hemisphere. (2 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record or draw their observations for each part of the activity so they can form conclusions based on their observations. Encourage students to notice patterns in the way Earth's tilt affects the amount of sunlight in each hemisphere. If students need

additional support, use this scaffolding and guidance for just-in-time learning acceleration. (new third Differentiated Instruction note) SPECIAL NEEDS SPECIAL NEEDS This activity is well suited for students who would benefit from tactile experiences. The students will be using a flashlight and a globe to model how Earth rotates around the sun.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 108

Location: blue box

Original Text: Objective Students will collect and analyze data to identify sequences and predict patterns of change in moon phases. Students will connect patterns in the sun–Earth–moon system to moon phases.

Updated Text: Objective Students will develop and use models to collect and analyze data to identify sequences and predict patterns of change in moon phases. Students will connect patterns in the sun–Earth–moon system to moon phases.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 111

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about moon phases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 112

Location: major column, starting at What to Expect

Original Text: WHAT TO EXPECT Students will collect data to draw the moon in different phases. They may observe the moon to identify the current phase. Students will then create a physical model to demonstrate the pattern of moon phases. They will analyze their data to look for patterns and to determine dates for upcoming moon phases. GUIDE STUDENT PLANNING Explain to students that they will construct a model to help them better analyze the data they collect. Make sure that students understand what each part of the model represents.

Updated Text: WHAT TO EXPECT Students will collect data to draw the moon in different phases. They may observe the moon to identify the current phase. Students will make physical models to demonstrate moon phase patterns. They will analyze data to look for patterns and determine dates for upcoming moon phases. GUIDE STUDENT PLANNING Explain to students that they will construct a model to help them better analyze the data they collect. Make sure that students understand what each part of the model represents. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 118

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth’s water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources. PREVIEW ANCHORING PHENOMENON Students watch and respond the Anchoring Phenomenon Video of a solarpowered device and differentiate between the parts that collect energy and the parts that use energy. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can sunlight power devices? Teacher Background Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Erosion is the process by which particles are broken away and removed by water, wind, or ice. • Deposition is the laying down of eroded particles. • The water cycle is the way that water moves around Earth in different forms. • Renewable resources are natural resources that cannot be used up or that can be replaced. • Nonrenewable resources are natural resources that can be used up or that cannot be easily replaced.

Updated Text: Preview the Topic In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth’s water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 3, Energy, and to Topic 1, Matter. Students can apply what they learned in Topic 1 about the physical states of matter (TEKS 4.6A) and what they learned in Topic 3 about the transfer of energy through waves (TEKS 4.8A) to what they are learning in Topic 5 about how erosion and weathering cause slow changes to Earth’s surface (TEKS 4.10B). PREVIEW ANCHORING PHENOMENON Students watch and respond the Anchoring Phenomenon Video of a solarpowered device and differentiate between the parts that collect energy and the parts that use energy. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can sunlight power devices? (head)Topic Readiness Test and Remediation Students answer questions to show what they already know about Patterns on Earth by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Erosion is the process by which particles are broken away and removed by water, wind, or ice. Deposition is the laying down of eroded particles. • The water cycle is the way that water moves around Earth in different forms. • Renewable resources are natural resources that cannot be used up or that can be replaced. • Nonrenewable resources are natural resources that can be used up or that cannot be easily replaced.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 12

Location: blue box

Original Text: Objective Students will describe physical properties of matter and classify and describe matter according to its temperature, mass, magnetism, and relative density (the ability to sink or float in water).

Updated Text: Objective Students will observe physical properties of matter and use patterns as they classify and describe matter according to its temperature, mass, magnetism, and relative density (the ability to sink or float in water).

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 124

Location: blue box

Original Text: Objective Students will describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle. Students will explain the role of the sun as a major source of energy in the water cycle. Students will differentiate

Updated Text: Objective Students will describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle, using a model to support their ideas. Students will identify the patterns in the water cycle and explain the role of the sun as a major source of energy in the water cycle. Students will differentiate between weather and climate.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 127

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the water cycle and weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 128

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely to achieve the desired results. Encourage students to use their Science Notebooks when making observations about their model. Have students communicate what they think will happen with their model. (2 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely to achieve the desired results. Encourage students to use their Science Notebooks when making observations about their model. Have students communicate what they think will happen with their model. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (new second Differentiated Instruction note)
SPECIAL NEEDS For students who need assistance with organizing their observations, have them record their observations in a circular sequence graphic organizer.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 132

Location: blue box

Original Text: Objective Students will identify the processes of weathering, erosion, and deposition, and define erosion and deposition. Students will model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.

Updated Text: Objective Students will define renewable and nonrenewable resources and identify their advantages and disadvantages. Students will also explain the role of energy resources in modern life and the cause-and-effect relationships of conservation, disposal, and recycling on the environment.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 135

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 136

Location: Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely and use materials as intended. Encourage them to ask for assistance if they need help setting up the investigation. Encourage students to draw what they think will happen to the objects before beginning the experiment.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely and use materials as intended. Encourage them to ask for assistance if they need help setting up the investigation. Encourage students to draw what they think will happen to the objects before beginning the experiment. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 143

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 144

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that they need to use reliable sources when conducting research about a topic. Tell students that not every source of information they find will be reliable. (1 Differentiated Instruction Note)

Updated Text: GUIDE STUDENT PLANNING Remind students that they need to use reliable sources when conducting research about a topic. Tell students that not every source of information they find will be reliable. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (Addition second Differentiated Instruction Note) CHALLENGE Have interested students find out what practices their community has in place for decreasing environmental impact. They can present the information they gather as a written report or as a visual such as a poster or digital slide show.

Component: Grade 4 Teacher Guide

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 15

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: Grade 4 Teacher Guide

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 150

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about ecosystems. First, in Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. Next, in Experience 2, students describe the cycling of matter and the flow of energy through food webs. Finally, in Experience 3, students use fossil evidence to identify and describe past environments. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How does a bamboo plant make food that pandas can eat? Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Animals and plants play important roles in maintaining an ecosystem.
- Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations.
- Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food.
- Food webs are systems of interconnected food chains.
- Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies.

Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Ecosystems do not change over time. Explain that there are several factors that cause ecosystems to change. These factors include environmental changes, such as drought or flooding, and human activity, such as clearing land for building.
- Producers are unable to defend themselves against consumers. Point out that many plants have natural defense structures, such as thorns and spikes or internal poisons intended to sicken, that protect them from consumers.
- Fossils are always the remains of an

organism’s body. Explain that fossils include imprints such as footprints or shapes left by the body of a plant or animal, and that all fossils provide evidence of life in the past.

Updated Text: Preview the Topic In this topic, students learn about ecosystems. First, in Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. In Experience 2, students describe the cycling of matter and the flow of energy through food webs. In Experience 3, students use fossil evidence to identify and describe past environments. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 5, Patterns on Earth. Students can apply what they learned in Topic 5 about the water cycle (TEKS 4.10A) to what they are learning in Topic 6 about cycling matter and producers (TEKS 4.12A). They can also apply what they learn about slow changes to Earth (TEKS 4.10B) in Topic 5 to what they learn in Topic 6 about past environments and fossils (TEKS 4.12C). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How does a bamboo plant make food that pandas can eat? (head)Topic Readiness Test and Remediation Students answer questions to show what they already know about Interactions in Ecosystems by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations. • Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food. • Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Ecosystems do not change over time. Explain that there are several factors that cause ecosystems to change. They include natural changes, such as drought or flooding, and human activity, such as clearing land to build. • Fossils are always the remains of an organism’s body. Explain that fossils include imprints such as footprints or shapes left by plant or animal parts, and that all fossils provide evidence of life in the past.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 156

Location: blue box

Original Text: Objective Students will identify producers and consumers and explain how most producers make their own food using sunlight, water, and carbon dioxide.

Updated Text: Objective Students will identify producers and consumers and explain how most producers make their own food using sunlight, water, and carbon dioxide. They make observations in an investigation and use it as evidence for their explanations.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 159

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about organisms in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 16

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to begin the investigation by making predictions on the Hands-On Activity. Encourage students to keep their objects organized and follow the procedure to test each one separately. Have students record the result after testing each object and draw conclusions about the object's properties.

Updated Text: GUIDE STUDENT PLANNING Remind students to begin the investigation by making predictions on the Hands-On Activity. Encourage students to keep their objects organized and follow the procedure to test each one separately. Have students record the result after testing each object and draw conclusions about the object's properties. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. SPECIAL NEEDS Visually impaired students may have difficulty seeing which objects sink or float in the tray of water. To help them understand the concept of density, allow students to use their sense of touch and hold the different objects in their hands to predict which objects will sink or float. Have a student partner test the predictions.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 160

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Before students complete each part, encourage them to make predictions about how they think the growth of the plants will compare. (1 Differentiated Instruction Note)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Before students complete each part, encourage them to make predictions about how they think the growth of the plants will compare. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (new second Differentiated Instruction note) SPECIAL NEEDS Have students with language disorders work with a partner rather than in a larger group. The pair can communicate using words or drawings. Suggest that each student restate in their own words what the other says to clarify meaning, such as: I think what you said is that _____.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 161

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Guide students to establish a purpose for reading this informational text by pointing out headings and captions. Have students look for important details in the text that help them understand key ideas. EXIT TICKETS Have students answer the question, How does matter cycle from producers to consumers? Collect exit tickets and refer back to them throughout the Experiences.

Updated Text: GUIDE STUDENT THINKING Guide students to establish a purpose for reading this informational text by pointing out headings, captions, important details, and key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. EXIT TICKETS Have students answer the question, How does matter cycle from producers to consumers? Collect and refer to exit tickets throughout the Experiences.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 164

Location: blue box

Original Text: Objective Students will describe the cycling of matter and flow of energy through food webs, including the roles of the sun, producers, consumers, and decomposers.

Updated Text: Objectives Students will describe the cycling of matter and flow of energy through food webs, including the roles of the sun, producers, consumers, and decomposers. Students will engage respectfully in scientific discussion as they talk about the flow of energy in an urban ecosystem.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 167

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy and matter in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 169

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Before students read Energy and Ecosystems, have them make predictions about the types of living and nonliving things they might find in a wetlands ecosystem. Tell students that as they read the text, they should look for information that confirms their predictions. Point out that if the information does not confirm their predictions, they should correct their predictions for accuracy.

Updated Text: GUIDE STUDENT THINKING Before students read Energy and Ecosystems, have them make predictions about the types of living and nonliving things they might find in a wetlands ecosystem. Tell students that as they read the text, they should look for information that confirms or corrects their predictions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 172

Location: blue box

Original Text: Objective Students will identify and describe past environments based on fossil evidence.

Updated Text: Objectives Students will identify and describe past environments based on fossil evidence. Students will identify and use patterns to identify what past environments looked like.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 175

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about fossils.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 177

Location: Guide Student Planning

Original Text: GUIDE STUDENT THINKING Before students read Fossils, have them make predictions about how scientists use fossils to learn about life in past environments. Tell students that as they read the text, they should look for information that confirms their predictions. Point out that if the information does not confirm their predictions, they should correct their predictions for accuracy.

Updated Text: GUIDE STUDENT THINKING Before students read Fossils, have them make predictions about how scientists use fossils to learn about life in past environments. Tell students that as they read the text, they should look for information that confirms or corrects their predictions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 182

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about organisms. First, in Experience 1, they investigate plant structure and function. Then, in Experience 2, they investigate physical traits of organisms. Students explore how different structures help organisms to survive in their environments. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of an agave plant. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does a plant have a growth spurt?

Updated Text: Preview the Topic In this topic, students learn about organisms. First, in Experience 1, they investigate plant structure and function. Then, in Experience 2, they investigate physical traits of organisms. Students explore how different structures help organisms to survive in their environments. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about plant structures and processes (TEKS 4.12A) to what they learn in Topic 7 about how

structures and functions of plants help them survive (TEKS 4.13A). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of an agave plant. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does a plant have a growth spurt? (head)Topic Readiness Test and Remediation Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 184

Location: Topic Planner

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 188

Location: blue box

Original Text: Objective Students will relate structure to function in organisms, explore structures and functions of plants, and explain how plant structures function to enable them to survive in their environment.

Updated Text: Objectives Students will relate structure to function in organisms, explore structures and functions of plants. Students will construct and use models to explain how plant structures function to enable them to survive in their environment.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 188

Location: Explore column of assets

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 191

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about plant structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 192

Location: Differentiated Instruction

Original Text: Make Observations To help students prepare to compare the leaf coatings by touch and sight, spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how wet the paper towels look just by observing them. Challenge For students who are ready for a challenge, have them wrap a leaf of a living plant in plastic wrap so that a small amount of air is trapped in the plastic wrap. Ask students to observe the plastic for several days to look for and explain any changes. Challenge students to explain the droplets that appear on the underside of the plastic wrap, conducting research to confirm their explanations.

Updated Text: STRIVING: Make Observations To help students prepare to compare the leaf coatings by touch and sight, spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how wet the paper towels look just by observing them. CHALLENGE For students who are ready for a challenge, have them wrap a leaf of a living plant in plastic wrap so that a small amount of air is trapped in the plastic wrap. Ask students to observe the plastic for several days to look for and explain any changes. Challenge students to explain the droplets that appear on the underside of the plastic wrap, conducting research to confirm their explanations. SPECIAL NEEDS Help students who would benefit from tactile experiences by having them compare leaf wetness by touch. Spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how each paper towel feels.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 192

Location: bottom of major column

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 196

Location: blue box

Original Text: Objectives Students will identify and compare inherited and acquired physical traits and explain how these traits help organisms survive in their environment.

Updated Text: Objectives Students will identify and compare inherited and acquired physical traits of organisms. Students will explore and communicate explanations of how different structures help organisms to survive in their environments.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 196

Location: Explore column of assets

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 199

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the physical traits of organisms.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 20

Location: blue box

Original Text: Objective Students will classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).

Updated Text: Objective Students will construct graphic organizers to classify, describe and identify patterns of matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 200

Location: Differentiated Instruction

Original Text: Conduct Research To reinforce understanding of the research process, guide students to conduct an Internet search of an animal. Help students identify credible sources, such as government and university sites. Then model evaluating details on each site and recording them as notes.

Updated Text: STRIVING: Conduct Research To reinforce understanding of the research process, guide students to conduct an Internet search of an animal. Help students identify credible sources, such as government and university sites. Then model evaluating details on each site and recording them as notes. CHALLENGE Have interested students research the kinds of plants that grow in your local area. Then have them make a garden plan for a specific kind of local environment, such as a wet or dry one, a shady or sunny one, or a steep bank.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 200

Location: bottom of major column

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 23

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about solids, liquids, and gases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 28

Location: blue box

Original Text: Objectives Students will explain what mixtures and solutions are. Students will investigate and compare three types of mixtures, including solutions that are composed of liquids in liquids and solids in liquids. Students will demonstrate that matter is conserved when mixtures are formed.

Updated Text: Objectives Students will investigate and compare three types of mixtures, including solutions that are composed of liquids in liquids and solids in liquids. Students will use tools to observe, measure, test, and analyze information to identify patterns and demonstrate that matter is conserved when mixtures are formed.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 31

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 38

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn that forces are pushes or pulls that can make things move, change direction, or change shape. First, in Experience 1, students investigate forces that act on objects through direct contact. Then in Experience 2, they explore forces that act on an object at a distance. PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video of a skateboarder moving across different surfaces. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, What happens when skateboards roll across different surfaces? Teacher Background Watch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of the topic: • Pushes, pulls, and friction are contact forces that change the position of an object through direct contact. • Friction pushes against an object to slow it or change its direction. • Gravity and magnetism are noncontact forces that can change the position of an object at a distance, without direct contact. • Stronger forces have a greater effect on the motion of objects than weaker forces do.

Updated Text: Preview the Topic In this topic, students learn that forces are pushes or pulls that can make things move, change direction, or change shape. First, in Experience 1, students investigate forces that act on objects through direct contact. Then in Experience 2, they explore forces that act on an object at a distance. As you progress through the topic, connect the activities back to Topic 1, Matter. Students can apply what they learned in Topic 1 about observable physical properties of matter (TEKS 4.6A) to the questions they ask and investigations they plan and conduct in Topic 2 about contact and noncontact forces acting on objects (TEKS 4.7A). PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video of a skateboarder moving across different surfaces. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, What happens when skateboards roll across different surfaces? Topic Readiness Test and Remediation Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of the topic: • Pushes, pulls, and friction are contact forces that change the position of an object through direct contact. • Friction pushes against an object to slow it or change its direction. • Gravity and magnetism are noncontact forces that can change the position of an object at a distance, without direct contact.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 39

Location: minor column

Original Text: Home Connection Contact Forces at Home Have students make a list of all contact forces that they observe at home. Students should record this information in their Science Notebooks. Provide students with opportunities to share their observations with the class.

Updated Text: Home Connection Contact Forces at Home Have students make a list of all contact forces that they observe at home. Students should record this information in their Science Notebooks. Provide students with opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 4 Student Activity Companion Volume 2*

ISBN: 9781428513853

Type: Editorial Change

Current Page Number(s): 39

Location: Hands-On Station Activity

Original Text: 2. Hold the wood dowel with the foam ball out in front of you with your back to the lamp. 3. Slowly walk counterclockwise around the lamp and notice how the light changes on your model.

Updated Text: 2. Hold the wood dowel with the foam ball out in front of you with your back to the lamp. Make sure the foam ball is a little above your head so that the light from the lamp is shining on the ball. 3. Slowly rotate counterclockwise in place and notice how the light changes on your model.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 44

Location: blue box

Original Text: Objective Students will plan and conduct an investigation to explore and demonstrate patterns caused by friction in contact with an object such as motion decreasing as friction increases.

Updated Text: Objective Students will use scientific practices to plan and conduct an investigation to explore and demonstrate patterns caused by friction in contact with an object, such as motion decreasing as friction increases. Students will analyze data by identifying any significant features, patterns, or sources of error.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 47

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about contact forces. Identify prior knowledge about contact forces.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 52

Location: blue box

Original Text: Objective Students will plan and conduct an investigation to demonstrate the patterns of magnetism and gravity on objects.

Updated Text: Objective Students will plan and conduct an investigation to demonstrate the patterns of magnetism and gravity on objects. Students will use tools (including meter sticks) to observe, measure, test, and analyze their information. They will identify and investigate cause-and-effect relationships to develop explanations and propose solutions.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 55

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about noncontact forces. Identify prior knowledge about magnetism.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 56

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record their observations with detailed descriptions and drawings. This will help them analyze their results and share them with other students. Ask:• How does your drawing help you to construct your car?• What variable can you change?• What do you predict will happen?GUIDED INQUIRY PROCEDURE To support students who are having difficulty preparing their materials for investigation, prepare the base for each model car that students will decorate, and then model these steps for student groups.1. Insert a small dowel in both the front and back of a cardboard tube, halfway between the center point and bottom of the tube when lying horizontal.2. Using the glue gun, attach a bottle cap to each end of the dowels.3. Glue a magnet to the inside of the lower part of the front of the cardboard tube.4. On the end of the large dowel, use the glue gun to attach a magnet so that the end of the dowel lies on the back of the magnet.DIFFERENTIATED INSTRUCTIONChallenge For students ready for a challenge, have them apply their observations from the STEAM Station to real-world situations. Invite students to draw diagrams showing how magnets could be used to control the movement of a monorail or rollercoaster car.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record their observations with detailed descriptions and drawings. This will help them analyze their results and share them with other students. If students need additional support, use the SPECIAL NEEDS Differentiated Instruction note below as scaffolding and guidance for just-in-time learning acceleration.GUIDED INQUIRY PROCEDURE To support students who are having difficulty preparing their materials for investigation, prepare the base for each model car that students will decorate, and then model these steps for student groups.1. Insert a small dowel in both the front and back of a cardboard tube, halfway between the center point and bottom of the tube when lying horizontal.2. Using the glue gun, attach a bottle cap to each end of the dowels.3. Glue a magnet to the inside of the lower part of the front of the cardboard tube.4. On the end of the large dowel, use the glue gun to attach a magnet so that the end of the dowel lies on the back of the magnet.DIFFERENTIATED INSTRUCTIONChallenge For students ready for a challenge, have them apply their observations from the STEAM Station to real-world situations. Invite students to draw diagrams showing how magnets could be used to control the movement of a monorail or rollercoaster car.SPECIAL NEEDS For students who need extra assistance organizing thoughts or notes, have them construct a three-column chart to answer these questions: How does a drawing help me construct a car? What variable can I change? What do I expect to happen?

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 57

Location: Literacy Station

Original Text: Vocabulary Activity Cards, Literacy Station ActivityWHAT TO EXPECT Students will explore the Read About It Noncontact Forces and connect what they read about noncontact forces to their own experiences. They will also respond to questions and summarize the text. GUIDE STUDENT THINKING Tell students that active readers make connections to their own lives. Say As you read, ask yourself whether the text reminds you of something you have experienced before.

Encourage students to use the vocabulary words magnetism and gravity in their discussions. Have students glue the Vocabulary Activity Cards into their Science Notebooks and write a connection to their lives or to the text under each card. As you circulate during stations, support students' exploration of text by asking guiding questions.

Updated Text: What are the effects of forces? STATION SETUP Literary Station Card, Read About It Noncontact Forces, Vocabulary Activity Cards, Literacy Station Activity WHAT TO EXPECT Students will explore the Read About It Noncontact Forces and connect what they read about noncontact forces to their own experiences. They will also respond to questions and summarize the text. GUIDE STUDENT THINKING Tell students that active readers make connections to their own lives. Say As you read, ask yourself whether the text reminds you of something you have experienced before. Encourage students to use the vocabulary words magnetism and gravity in their discussions. Have students glue the Vocabulary Activity Cards into their Science Notebooks and write a connection to their lives or to the text under each card. As you circulate during stations, support students' exploration of text by asking guiding questions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: Grade 4 Teacher Guide

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 6

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about matter. First, in Experience 1, students classify and describe objects by properties, such as whether they sink or float in water. Next, in Experience 2, students compare and contrast the properties of solids, liquids, and gases. Finally, in Experience 3, students demonstrate that mass is conserved when substances are mixed. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape? Teacher Background Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • A mixture is a combination of two or more materials that are easy to identify and separate. • A solution is a type of mixture in which one material is dissolved evenly into another material, and the materials are no longer easy to identify or separate. • Conservation of matter means that when materials are combined, the amount of each material remains the same even if the state of matter changes. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Melting is the same as dissolving. Explain to students that melting occurs when matter changes from a solid to a liquid state as a result of heating, but dissolving occurs when one substance spreads out throughout another substance to form a solution. • Condensation is water that has seeped through something. Explain that the water droplets they observe as condensation have come from water vapor in the air that has become liquid water because of a reduction in temperature.

Updated Text: Preview the Topic In this topic, students learn about matter. First, in Experience 1, students classify and describe objects by properties, such as whether they sink or float in water. Next, in Experience 2, students compare and contrast the properties of solids, liquids, and gases. Finally, in Experience 3, students demonstrate that mass is conserved when substances are mixed. As you progress through the topic, connect the activities back to Grade 3, Topic 1, Matter. Students can apply what they learned last year about properties of matter (TEKS 3.6A) to what they learn in Topic 1 about classifying and describing additional properties of matter (TEKS 4.6A). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape? Topic Readiness Test and Remediation Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background

Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • A mixture is a combination of two or more materials that are easy to identify and separate. A solution is a type of mixture in which one material is dissolved evenly into another material, and the materials are no longer easy to identify or separate. • Conservation of matter means that when materials are combined, the amount of each material remains the same even if the state of matter changes. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Melting is the same as dissolving. Explain to students that melting occurs when matter changes from a solid to a liquid state as a result of heating, but dissolving occurs when one substance spreads out throughout another substance to form a solution. • Condensation is water that has seeped through something. Explain that the water droplets they observe as condensation have come from water vapor in the air that has become liquid water because of a reduction in temperature.

Component: Grade 4 Teacher Guide

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 62

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn that that energy is everywhere and can be observed in cycles, patterns, and systems. First, in Experience 1, students investigate the transfer of energy by moving objects, waves in water, and sound. Next, in Experience 2, students identify conductors and insulators of heat and electrical energy. Finally, in Experience 3, students demonstrate and identify that electrical energy can produce light and thermal energy and travels in a closed path. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video about a pinball machine and then explore different conductors and insulators to explain how energy transfers in a pinball machine. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How does energy move in pinball? Teacher Background Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Mechanical energy can be transferred from moving objects to other objects through collisions or waves. • A conductor is a material through which electrical energy or thermal energy can move easily. An insulator is a material through which electrical energy or thermal energy cannot move easily. • The transfer of electrical energy in a closed path, or circuit, from a source to a device can produce light energy and thermal energy. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Sound can only travel through air. Explain that sound waves actually travel faster through liquids and solids than through air because the particles in solids and liquids are closer together and can transmit the vibrations from sound waves more quickly. • Water cannot conduct electrical energy. Explain that while pure, fresh water does not conduct electrical energy, salt water and most tap water and bottled water contain minerals that act as conductors. • Objects such as blankets are sources of heat. Guide students to understand that temperature is not a property of objects. For example, a blanket and a metal pan have the same temperature under the same conditions. A blanket can keep things warm because it is an insulator that reduces the flow of thermal energy.

Updated Text: Preview the Topic In this topic, students learn that that energy is everywhere and can be observed in cycles, patterns, and systems. First, in Experience 1, students investigate the transfer of energy by moving objects, waves in water, and sound. Next, in Experience 2, students identify conductors and insulators of heat and electrical energy. Finally, in Experience 3, students demonstrate and identify that electrical energy can produce light and thermal energy and travels in a closed path. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned about forces (TEKS 4.7) to

what they learn in Topic 3 about investigating the transfer of energy (TEKS 4.8A). **PREVIEW ANCHORING PHENOMENON** Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape? (head)Topic Readiness Test and Remediation Students answer questions to show what they already know about Energy by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. **Teacher Background** Watch the **Teacher Background Video** Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- A conductor is a material through which electrical energy or thermal energy can move easily. An insulator is a material through which electrical energy or thermal energy cannot move easily.
- The transfer of electrical energy in a closed path, or circuit, from a source to a device can produce light energy and thermal energy.

Teacher Prep In addition to the **Teacher Background Video**, there are **Teacher Prep Videos** to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Sound can only travel through air. Explain that sound waves actually travel faster through liquids and solids than through air because the particles in solids and liquids are closer together and can transmit the vibrations from sound waves more quickly.
- Water cannot conduct electrical energy. Explain that while pure, fresh water does not conduct electrical energy, salt water and most tap water and bottled water contain minerals that act as conductors.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 68

Location: blue box

Original Text: Objective Students will investigate the transfer of energy by moving objects, waves in water, and sound.

Updated Text: Objective Students will ask questions, investigate, and identify patterns to explain the transfer of energy by moving objects, waves in water, and sound.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 7

Location: minor column

Original Text: Home Connection Describe Matter at Home As students learn about the properties of matter, encourage them to work with family members to identify examples of matter in and around their home and list them in their Science Notebooks. Ask students to describe the properties of each example and add information to their descriptions as they learn more about matter. Give students opportunities to share their observations with the class.

Updated Text: Home Connection Describe Matter at Home As students learn about the properties of matter, encourage them to work with family members to identify examples of matter in and around their home and list them in their Science Notebooks. Ask students to describe the properties of each example and add information to their descriptions as they learn more about matter. Give students opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 71

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the transfer of energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 72

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium rock, the pebble, and the marble. This will help them better analyze their results. (1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium rock, the pebble, and the marble. This will help them better analyze their results. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (new second Differentiated Instruction note) SPECIAL NEEDS For students who have difficulty working in groups, pair them with another student who is patient, a good listener, and who is able to help explain procedures clearly.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 76

Location: blue box

Original Text: Objective Students will identify conductors and insulators of thermal energy and electrical energy.

Updated Text: Objective Students will use tools to identify cause-and-effect relationships about conductors and insulators of thermal energy and electrical energy.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 79

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about conductors and insulators.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 80

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that a variable is a factor that can change. Explain to students that they will be controlling some variables and observing changes in one variable. (1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students that a variable is a factor that can change. Explain to students that they will be controlling some variables and observing changes in one variable. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (new second Differentiated Instruction note) SPECIAL NEEDS Visually impaired students might have difficulty using tools that can be hard to read, such as a stopwatch. Pair the student with a sighted student so that student can read the measurement to the visually impaired student.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 84

Location: blue box

Original Text: Objective Students will demonstrate and identify that electrical energy travels in a closed path and can produce light and thermal energy.

Updated Text: Objective Students will develop and use models to demonstrate and identify that electrical energy travels in a closed path and can produce light and thermal energy. Students will investigate how energy flows and matter cycles through systems and how matter is conserved.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 87

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 88

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Ensure that students are familiar with the materials provided. Guide students to understand which materials are which, so they can follow the procedure accurately. Introduce them to a battery and ensure that they know that it has a positive and a negative connector. Ask: • Which materials are you familiar with? • Why is it necessary to complete all steps in the procedure? • How will you know when you have created a circuit? • What do you predict will happen to the light when your circuit is complete? GUIDED INQUIRY PROCEDURE If students have difficulty building their model of a circuit, lay out the materials for them in the order in which they will be used. Then model the steps. 1. Place the light bulb in the light bulb holder. 2. Place the battery in the battery holder. 3.

Connect one wire to one side of the light bulb holder. 4. Connect the other wire to the other side of the light bulb holder. 5. Connect one wire from the light bulb holder to the positive connector of the battery holder and the other wire to the negative connector. (1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Ensure that students are familiar with the materials provided. Guide students to understand which materials are which, so they can follow the procedure accurately. Introduce them to a battery and ensure that they know that it has a positive and a negative connector. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • Which materials are you familiar with? • Why is it necessary to complete all steps in the procedure? • How will you know when you have created a circuit? • What do you predict will happen to the light when your circuit is complete? GUIDED INQUIRY PROCEDURE If students have difficulty building their model of a circuit, lay out the materials for them in the order in which they will be used. Then model the steps. 1. Place the light bulb in the light bulb holder and the battery in the battery holder. 2. Connect one wire to one side and the other wire to the other side of the light bulb holder. 3. Connect one wire from the light bulb holder to the positive connector of the battery holder and the other wire to the negative connector. (new second Differentiated Instruction note) CHALLENGE For students who need an additional challenge, consider asking them to draw their own open and closed circuits. Have students draw the arrows to show the flow of energy through each circuit. Ask students to determine when energy stops flowing in the open circuit.

Component: Grade 4 Teacher Guide

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): 94

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about Earth’s patterns. First, in Experience 1, they investigate the seasons, explore how the tilt of Earth’s axis affects the seasons, and identify seasonal patterns such as changes in temperature and the amount of daylight. Then, in Experience 2, students observe and analyze the phases of the moon to recognize patterns. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video showing phases of the moon. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you predict moon patterns? Teacher Background Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • A season is a time of year with a distinct pattern of temperature and daily sunlight. • Earth’s axis is an imaginary line from the North Pole to the South Pole through the center of Earth. • The seasons show up differently in different parts of the world, but there are still seasonal distinctions. Places closest to the equator will experience a less drastic shift in seasons. • Moon phases are how the moon appears to change shape based on how much of its lit surface we can observe from Earth. • New moon, quarter moon, full moon, and third quarter moon are some wellknown moon phases. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Seasons result from Earth’s distance from the sun. Explain to students that the seasons change because of the angle of Earth’s tilt on its axis. When the North Pole is tilted toward the sun, the Northern Hemisphere gets more direct sunlight than when the North Pole is tilted away from the sun. • Earth revolves around the sun daily. Advise students that a complete revolution around the sun takes Earth one year with many days of light and nights of dark.

Updated Text: Preview the Topic In this topic, students learn about Earth’s patterns. First, in Experience 1, they investigate the seasons, explore how the tilt of Earth’s axis affects the seasons, and identify seasonal patterns such as changes in temperature and the amount of daylight. Then, in Experience 2, students observe and analyze the phases of the moon to recognize patterns. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Forces and Motion. Students can apply what they learned about forces (TEKS 4.7) to what they learn in Topic 4 about identifying sequences and patterns in seasons (TEKS 4.9A). PREVIEW ANCHORING

PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape? (head)Topic Readiness Test and Remediation Students answer questions to show what they already know about Patterns on Earth by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- The seasons show up differently in different parts of the world, but there are still seasonal distinctions. Places closest to the equator will experience a less drastic shift in seasons.
- Moon phases are how the moon appears to change shape based on how much of its lit surface we can observe from Earth.

Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Seasons result from Earth’s distance from the sun. Explain to students that the seasons change because of the angle of Earth’s tilt on its axis. When the North Pole is tilted toward the sun, the Northern Hemisphere gets more direct sunlight than when the North Pole is tilted away from the sun.
- Earth revolves around the sun daily. Advise students that a complete revolution around the sun takes Earth one year with many days of light and nights of dark.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text:

Updated Text:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text:

Updated Text:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: minor column

Original Text: N/A

Updated Text: Topic Readiness Test and Remediation

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: Optional Trade Books

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Standards List

Original Text:

Updated Text:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text: Revisit the Anchoring Phenomenon

Updated Text: Topic Readiness Test Revisit the Anchoring Phenomenon Spiraling Content Activity Topic Test

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Updated Text: Spiraling Content Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Updated Text:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Type: Editorial Change

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Publisher: Savvas Learning

Science, Grade 5

Program: Texas Experience Science Grade 5 (Print with digital): TEKS

Editorial Changes

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 100

Location: blue box

Original Text: Objective Objectives Students will demonstrate that Earth rotates on its axis once approximately every 24 hours. Students will explain how Earth’s rotation causes the day–night cycle and the appearance of the sun moving across the sky.

Updated Text: Objectives Students will demonstrate that Earth rotates on its axis once approximately every 24 hours. Students will develop and use models to explain the cause-and-effect relationship of how Earth’s rotation causes the day–night cycle and the appearance of the sun moving across the sky.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 102

Location: ELPS Targeted Support

Original Text: ELPS TARGETED SUPPORT Listening 2I Write the terms model, rotation, and axis on the board. Read the words aloud and have students repeat after you. Guide students to respond to questions, as needed. • Beginning Model using the words rotation and axis as you spin a globe. Then have students repeat the actions, using the same terms. • Intermediate Display and read aloud these sentence frames for students to complete orally: A globe is a of Earth. To means to spin. Earth on its . Guide students to use forms of the word rotation, as needed, including rotate and rotates. • Advanced Ask students questions for which the answers are the terms on the board. Then guide students to define each of the terms. • Advanced High Have students discuss with a partner their observations of the video. Then have partners take turns asking questions about

Updated Text: ELPS TARGETED SUPPORT Listening 2I Write the terms model, rotation, and axis on the board. Instruct students to repeat the words after you as you read the words aloud. Guide students to respond to increasingly complex directions as needed throughout the activity. • Beginning Model using the words rotation and axis as you spin a globe. Verbally instruct students to repeat the actions when prompted with the terms rotation and axis. Monitor for the student’s ability to follow your directions in order to complete the task. • Intermediate Verbally instruct students to model the words rotation and axis using a globe. Monitor for student’s ability to follow your directions and use the globe to complete the task. • Advanced Instruct students to physically demonstrate the terms rotation and axis using their bodies as models. Monitor for the student’s ability to follow your direction of using their body as a model rather than a globe in order to complete the task. • Advanced High Verbally instruct students to discuss with a partner their observations of the video. After the discussion, instruct partners to draw a model and label it with the words model, rotation, and axis. Monitor for the student’s ability to follow your directions of discussing their observations and drawing a model in order to complete the task.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 103

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about Earth's rotation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 104

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to think about the advantages and limitations of modeling the sun–Earth system before they begin.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to think about the advantages and limitations of modeling the sun–Earth system before they begin. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 105

Location: major column, starting at Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that readers summarize ideas in a text to understand what they read. When readers summarize, they use their own words to restate the main idea and key details in an order that makes sense. Tell students that they can summarize as they are read or after they finish reading a text. After reading, revisit sections of the Read About It and ask questions such as:

Updated Text: GUIDE STUDENT THINKING Explain to students that readers summarize ideas in a text to understand what they read. Readers summarize using their own words to restate a main idea and key details in a way that makes sense. Tell students that they can summarize during or after reading a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration as they revisit the Read About It.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 108

Location: blue box

Original Text: Objective Students will explain how Earth’s rotation causes the appearance of the sun moving across, and demonstrate how the movement of the sun across the sky causes changes in shadow position and shape.

Updated Text: Objective Students will identify and use patterns to explain how Earth’s rotation causes the appearance of the sun moving across the sky, and demonstrate how the movement of the sun across the sky causes changes in shadow position and shape.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 111

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns and shadows.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 112

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about how they think the shadow will change before completing each part. (1 Differentiated Instruction note)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how they think the shadow will change before completing each part of the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (additional second Differentiated Instruction note) SPECIAL NEEDS For students who would benefit from tactile experiences, provide the hands-on materials to them. As you model how to set up the activity and demonstrate how to move the flashlight to model the movement of the sun in the sky, have students follow along using their set of materials.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 117

Location: major column starting at TEKS PRACTICE

Original Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying the Sequence of Events: • Tell students that some assessment items will require them to identify the correct placement of an event in a sequence of events. • Explain to students that they should first try to recall as much of the entire sequence as they can before looking at the answer choices. They can begin to eliminate options that do not make sense. • Students should also look for time-order words such as first, next, then, before, after, or finally to help them put the choices in event order. Writing numbers next to each answer choice can help students

keep track of the events they have already sequenced. • Remind students that they can use the strategy of identifying the sequence of events on any quizzes or tests.

Updated Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying the Sequence of Events: • Tell students that some assessment items will require them to identify the correct placement of an event in a sequence of events. • Explain to students that after reading a TEKS Practice Test question, they should first try to recall as much of the entire sequence as they can before looking at the answer choices. They can begin to eliminate options that do not make sense. • Students should also look for time-order words such as first, next, then, before, after, or finally to help them put the choices in event order. Writing numbers next to each answer choice can help students keep track of the events they have already sequenced.

Component: Grade 5 Teacher Guide

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 118

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about patterns and processes on Earth and natural resources. First, in Experience 1, they explain how the sun and the ocean interact in the water cycle and affect weather. Next, in Experience 2, they identify and model how Earth’s surface changes. Then, in Experience 3, they describe and model processes that lead to the formation of sedimentary rock and fossil fuels. Finally, in Experience 4, they explore how using natural resources impacts the environment. PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video of snorkelers finding and removing trash from the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can we impact the environment in Texas? Topic Readiness Test Students answer questions to show what they already know about patterns on Earth by completing a printed or online Topic Readiness Test. Teacher Background Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • The water cycle is the way water moves around Earth in different forms. The sun provides energy that warms water, causing some water to evaporate into the atmosphere. Water falls back to Earth as precipitation. • Weathering is the process by which Earth’s surface is broken down into sediment. Erosion is the process by which sediment is removed from land. Deposition is the laying down of sediment. • Sedimentary rocks are a type of rock that forms when many layers of sediment build up in one place and harden over a long period of time. Fossil fuels are substances formed from the remains of ancient organisms. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Glaciers are the same as icebergs. Explain that glaciers are huge sheets of ice that move very slowly across land and contribute to the weathering and erosion of rocks in their path. Icebergs are large chunks of ice that may have been part of a glacier but have broken off and float in the ocean. • Plastics are disposed of only on land and retain their original shape and size. Explain that plastic can be broken into smaller pieces and moved to different locations, including bodies of water.

Updated Text: Preview the Topic In this topic, students learn about patterns and processes on Earth and natural resources. First, in Experience 1, they explain how the sun and the ocean interact in the water cycle and affect weather. Next, in Experience 2, they identify and model how Earth’s surface changes. Then, in Experience 3, they describe and model processes that lead to the formation of sedimentary rock and fossil fuels. Finally, in Experience 4, they explore how using natural resources impacts the environment. (additional new paragraph) As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to how forces cause change to Earth's surface in Topic 5 (TEKS 5.10C). PREVIEW ANCHORING PHENOMENON Students watch and respond to the Anchoring Phenomenon Video of snorkelers finding and removing trash from the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can we impact the environment in Texas? Topic Readiness Test and Remediation Students answer

questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- The water cycle is the way water moves around Earth in different forms. The sun provides energy that warms water, causing some water to evaporate into the atmosphere. Water falls back to Earth as precipitation.
- Weathering is the process by which Earth’s surface is broken down into sediment. Erosion is the process by which sediment is removed from land. Deposition is the laying down of sediment.

Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Glaciers are the same as icebergs.** Explain that glaciers are huge sheets of ice that move slowly across land and weather and erode rocks. Icebergs are large chunks of ice in the ocean that may have broken off from a glacier.
- **Plastics are disposed of only on land and retain their original shape and size.** Explain that plastic can be broken into smaller pieces and moved to different locations, including bodies of water.

Component: Grade 5 Teacher Guide

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 12

Location: blue box

Original Text: Objectives Students will measure and observe physical properties. Students will compare and contrast matter based on physical properties.

Updated Text: Objective Students will work with phenomena, hands-on and literacy stations, and key ideas to measure and observe physical properties of matter and compare and contrast matter based on its physical properties.

Component: Grade 5 Teacher Guide

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 124

Location: blue box

Original Text: Objective Students will explain how the sun and the ocean interact with the water cycle and affect weather. Water Cycle and Weather

Updated Text: Objectives Students will explain how the sun and the ocean interact with the water cycle and affect weather. Students will develop and use a model to identify patterns to explain the water cycle.

Component: Grade 5 Teacher Guide

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 127

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the water cycle and weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 131

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment. • Beginning Have students use words that they already know along with pictures to explain the meanings of the words condensation, evaporation, and precipitation. • Intermediate Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary. • Advanced Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know. • Advanced High Have students work independently to define the words condensation, evaporation, and precipitation. Then have partners compare their definitions and tell how the words are related.

Updated Text: ELPS TARGETED SUPPORT Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment. • Beginning Have students use words that they already know along with pictures to explain the meanings of the words condensation, evaporation, and precipitation. Have students demonstrate understanding of the terms by drawing pictures and writing the words next to them. • Intermediate Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary. Have students write their own definitions for the new vocabulary. • Advanced Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know. Have students write their own definitions for the new vocabulary and compare them to definitions in a dictionary. • Advanced High Have students work independently to write definitions for the words condensation, evaporation, and precipitation. Then have partners say what they wrote to compare their definitions and tell how the words are related.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 132

Location: blue box

Original Text: Objective Students will model and identify how changes to Earth’s surface by wind, water, or ice result in the formation of deltas, canyons, and sand dunes. Slow Changes to Earth

Updated Text: Objectives Students will model and identify how changes to Earth’s surface by wind, water, or ice result in the formation of deltas, canyons, and sand dunes. Students will identify and investigate the cause-and-effect relationship between running water and changes to Earth’s land.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 135

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about slow changes to Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 136

Location: major column, starting at SAFETY

Original Text: SAFETY Remind students to wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards. WHAT TO EXPECT Advance preparation is necessary for this activity. You will need to make drain holes in the pans. To save time, consider completing Steps 1–4 of the Hands-On Station Activity under Part 2: Investigate prior to starting. Students will model how running water affects land. They will record their observations on their Hands-On Station Activity. GUIDE STUDENT PLANNING Point out that running water is the most common agent of weathering, erosion, and deposition. These processes have shaped and continue to shape Earth’s landforms. As students conduct the investigation, encourage them to observe how running water changes the land. Facilitate a discussion about how energy and matter interact in this system

Updated Text: SAFETY Remind students to wear goggles and wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards. WHAT TO EXPECT Advance preparation is necessary for this activity. You will need to make drain holes in the pans. To save time, consider completing Steps 1–4 of the Hands-On Station Activity under Part 2: Investigate prior to starting. Students will model how running water affects land. They will record their observations on their Hands-On Station Activity. GUIDE STUDENT PLANNING Point out that running water is the most common agent of weathering, erosion, and deposition. These processes have shaped and continue to shape Earth’s landforms. As students conduct the investigation, encourage them to observe how running water changes the land. Facilitate a discussion about how energy and matter interact in this system. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 136

Location: Hands-On Station, SAFETY

Original Text: SAFETY Remind students to wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Updated Text: SAFETY Remind students to wear goggles and wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 137

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT Reading 4C, 4D Guide students to use prereading supports to enhance and confirm comprehension. • Beginning Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform. • Intermediate Using illustrations from the text, have students locate in the text the key understandings about each type of landform. • Advanced Have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text. • Advanced High Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.

Updated Text: ELPS TARGETED SUPPORT Reading 4C, 4D Guide students to use prereading supports to enhance and confirm comprehension. • Beginning As a prereading activity, display the pictures from the text and ask students to look for connections between the images in order to predict the topic of the reading. Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform. • Intermediate Review the title and have students make predictions about the text as a prereading support. Using illustrations from the text, have students locate in the text the key understandings about each type of landform. • Advanced As a prereading activity, give students five minutes to brainstorm ideas relating to the topic of the reading. Then give them another five minutes to organize their ideas and to form sentences. Once they have completed this, encourage them to get up and move around the room and share their ideas with other learners. During the reading, have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text. • Advanced High As a prereading activity, share the question “What do you know about how Earth’s surface changes over time?” Give students 60 seconds to discuss the question with a partner. Have students find a new partner and repeat the process. Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 140

Location: blue box

Original Text: Objective Objective Students will model and describe processes that lead to the formation of sedimentary rock and fossil fuels.

Updated Text: Objectives Students will model and describe processes that lead to the formation of sedimentary rock and fossil fuels. Students will identify the advantages of modeling the formation of sedimentary rocks and fossil fuels.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 143

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 148

Location: blue box

Original Text: Objectives Students will explain that using natural resources has impacts on the environment and solutions such as conservation, recycling, and proper disposal reduce those impacts. Students will design and explain a solution that reduces environmental impacts from using natural resources.

Updated Text: Objectives Students will explain that using natural resources has impacts on the environment and solutions such as conservation, recycling, and proper disposal reduce those impacts. Students will design and explain a solution that reduces environmental impacts from using natural resources.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 15

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 151

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about conservation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 157

Location: major column starting at TEKS PRACTICE

Original Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategies of Anticipating the Answer or Using the Process of Elimination: • Tell students that before they decide which of these strategies to use, they should read the question to determine whether it is asking about content they know well or content they do not know very well. • Explain to students that when they know the content well, they can use the strategy Anticipating the Answer. Before looking at any of the answer choices, students should reread the question and try to answer it in their head. Then they should compare their own answer with the choices provided. Students may be able to quickly identify the correct choice this way. This strategy is especially useful for questions that test vocabulary. • When students do not know the content very well, they can Use the Process of Elimination strategy to help them. Students should first look at each answer choice and remove the choices that are least likely to be correct. Once they have two answers left, they should reread the question and select the better of the two remaining choices. • Remind students that many tests are timed, so for either strategy, students should be mindful of time management.

They should not spend too long on any one question so that they are able to complete the whole test in a timely manner.

Updated Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategies of Anticipating the Answer or Using the Process of Elimination:

- Students can use the strategy Anticipating the Answer. After reading a TEKS Practice Test question but before looking at any of the answer choices, students should reread the question and try to answer it in their head. Then they should compare their own answer with the choices provided. Students may be able to quickly identify the correct choice this way. This strategy is especially useful for questions that test vocabulary.
- Students can also use the strategy Use the Process of Elimination. Students should first look at each answer choice and remove the choices that are least likely to be correct. Once they have two answers left, they should reread the question and select the better of the two remaining choices.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 158

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how human activities can be beneficial or harmful to an ecosystem. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas? Topic Readiness Test Students answer questions to show what they already know about ecosystems by completing a printed or online Topic Readiness Test. Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment.
- Biotic refers to the living or once-living parts of an ecosystem. Abiotic refers to the parts of an ecosystem that are nonliving and have never been living.
- A healthy ecosystem contains suitable types and amounts of biotic and abiotic factors needed to support the organisms that live there.

Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- An ecosystem is simply a collection of organisms living together. Reinforce the concept that an ecosystem includes not only biotic and abiotic factors, but also the interactions between living and nonliving organisms in their environment.
- Organisms higher in a food web eat all the organisms lower in the food web. Explain that organisms higher in the food web may eat some, but not necessarily all, of the organisms below them in the web. For example, consumers at the top of a food web would not necessarily eat plants, and certainly not all plants.

Updated Text: Preview the Topic In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how human activities can be beneficial or harmful to an ecosystem. (Insert new paragraph)As you progress through the topic, connect the activities back to Topic 3, Energy. Students can apply what they learned in Topic 3 about the transfer of energy within a system (TEKS 5.8A) to the flow of energy through ecosystem interactions in Topic 6 (TEKS 5.12B). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they

will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas? Topic Readiness Test and Remediation Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment. • A healthy ecosystem contains suitable types and amounts of biotic and abiotic factors needed to support the organisms that live there. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • An ecosystem is simply a collection of organisms living together. Reinforce the concept that an ecosystem includes biotic and abiotic factors, and the interactions between living and nonliving things in their environment. • Organisms higher in a food web eat all the organisms lower in the food web. Explain that organisms higher in the food web may eat some, but not necessarily all, of the organisms below them. For example, consumers at the top of a food web would not necessarily eat plants.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 16

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their measurements and observations for each material so they can draw conclusions at the end. Encourage students to make predictions about what material will have the properties the company wants. Ask:• What properties should Toy 1 have? Which material do you think will be best for Toy 1?• What properties should Toy 2 have? Which material do you think will be best for Toy 2?• How will you test the materials?DIFFERENTIATED INSTRUCTIONMeasuring Mass To reinforce understanding, model how to use a balance or scale to find an object’s mass. If using a balance, model how to zero the balance by moving all the sliders to the left along the beams. Point out that the pointer is right at the zero line. Place a block on the balance platform. Ask What happened to the pointer? (It moved away from the zero line.) Model how to find the mass of the block by moving the sliders. Explain how to calculate the mass. If using a digital scale, point out how to tare the scale or how to zeroout the scale. Place a block on the balance pan and explain how to read the display.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their measurements and observations for each material so they can draw conclusions at the end. Encourage students to make predictions about what material will have the properties thecompany wants. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:• What properties should Toy 1 have? Which material do you think will be best for Toy 1?• What properties should Toy 2 have? Which material do you think will be best for Toy 2?• How will you test the materials?DIFFERENTIATED INSTRUCTIONMeasuring Mass To reinforce understanding, model how to use a balance or scale to find an object’s mass. If using a balance, model how to zero the balance by moving all the sliders to the left along the beams. Point out that the pointer is right at the zero line. Place a block on the balance platform. Ask What happened to the pointer? (It moved away from the zero line.) Model how to find the mass of the block by moving the sliders. Explain how to calculate the mass. If using a digital scale, point out how to tare the scale or how to zeroout the scale. Place a block on the balance pan and explain how to read the display.SPECIAL NEEDS For students who are visually impaired, pair them with a sighted student who can clearly explain the procedure for completion of the Hands-On Station.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 164

Location: blue box

Original Text: Objective Students will observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.

Updated Text: Objectives Students will observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Students will listen actively as the class compares terrarium designs and decides on one design the whole class could use to build a habitat for worms.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 167

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the living and nonliving resources organisms need to survive in their ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 168

Location: major column, starting at WHAT TO EXPECT

Original Text: WHAT TO EXPECT Students will conduct research to determine what earthworms need to survive. They will draw a design for a terrarium that will be an ecosystem for earthworms and explain why specific items were included. Students will then compare plans as a class and decide on one design the whole class could use to build a small habitat for earthworms. GUIDE STUDENT PLANNING Remind students that an ecosystem contains both living and nonliving things. Point out that animals live in areas where the temperature and moisture are suitable to their needs. Encourage students to include these conditions in their research. Ask: • Where do earthworms usually live? • What are the characteristics of their natural habitat? • What living and nonliving things do earthworms need to survive? GUIDED INQUIRY PROCEDURE If students need help to design their ecosystem, suggest these guided inquiry steps to model and support the inquiry process: 1. Place soil and sand in the container in alternating layers. Start with a layer of sand on the bottom and finish with a layer of soil. Leave some empty space at the top of the container for food items. 2. Spray the top of the container with water in a spray bottle so the air inside the container stays humid. Continue spraying water on the soil until it is moist. 3. Place plant clippings or leaf litter on top of the soil. 4. Put a lid with holes in it on top of the container. 5. Store the terrarium in a well-lit space out of direct sunlight. 6. Using a spray bottle, add water to the habitat every few days so the soil stays moist.

Updated Text: WHAT TO EXPECT Students will conduct research to determine what earthworms need to survive. They will draw a design for a terrarium ecosystem for earthworms and explain their choices. Students will compare plans and decide on one design the whole class could use. GUIDE STUDENT PLANNING Remind students that an ecosystem contains living and nonliving things where temperature and moisture and suitable to their needs. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • Where do earthworms usually live? • What are the characteristics of their natural habitat? • What living and nonliving things do earthworms need to survive? GUIDED INQUIRY PROCEDURE If students need help to design their ecosystem, suggest these guided

inquiry steps to model and support the inquiry process: 1. Place soil and sand in the container in alternating layers. Start with sand on the bottom and finish with soil. Leave empty space at the top for food items. 2. Spray the top of the container with water so the air inside the container stays humid. Spray until the soil is moist. 3. Place plant clippings on the soil. Put a lid with holes on the container. 4. Store the terrarium in a well-lit space out of direct sunlight. 5. Using a spray bottle, add water to the habitat every few days so the soil stays moist.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 168

Location: DIFFERENTIATED INSTRUCTION

Original Text: STRIVING: Designing an Ecosystem To guide students in planning and designing an ecosystem, draw a T-chart on the board. Ask What do earthworms need to survive? Have students share their research about the living and nonliving things earthworms need. Record students' answers on the board. Ask What type of container should we use? Facilitate a discussion about potential containers. Point out that the container should meet the air, moisture, and temperature needs of the worms. Remind students that the container should also allow for observation of the worms.

Updated Text: STRIVING: Designing an Ecosystem To guide students in planning and designing an ecosystem, draw a T-chart on the board. Ask What do earthworms need to survive? Have students share their research about the living and nonliving things earthworms need. Record students' answers on the board. Ask What type of container should we use? Facilitate a discussion about potential containers. Point out that the container should meet the air, moisture, and temperature needs of the worms. Remind students that the container should also allow for observation of the worms. (add additional DI note)SPECIAL NEEDS To assist students with hearing disabilities, have each group display their proposed habitat for the class. As the groups orally describe their habitat, write key words from their explanation on the board.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 171

Location: ELPS TARGETED SUPPORT

Original Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text. • Beginning Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding. • Intermediate Have student pairs read aloud these sentence frames to demonstrate their understanding of the terms predator and prey: A red-tailed hawk is a . Adult bats are the hawk's .

Updated Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text. • Beginning Have students write the sentence frames and then in pairs read them aloud to demonstrate their understanding of the terms predator and prey: A red-tailed hawk is a _____. Adult bats are the hawk's _____. Then have students write a sentence with each word. • Intermediate Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding. Have students write each vocabulary word and a definition. Then have students write a sentence with each word.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 172

Location: blue box

Original Text: Objectives Students will explain that changes can affect the matter and energy in an ecosystem. Students will predict how changes in the ecosystem will affect the cycling of matter and flow of energy in a food web.

Updated Text: Objectives Students will explain that changes can affect the matter and energy in an ecosystem. Students will predict how changes in the ecosystem will affect the cycling of matter and flow of energy in a food web.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 175

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 176

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully. Encourage students to make predictions about how changes in the ecosystem would affect the organisms that live there. Ask: • How might changes in water quality affect the health of animals that live in a coastal ecosystem? • How could you model the flow of energy in a coastal ecosystem? GUIDED INQUIRY PROCEDURE If students are struggling to design their model, suggest these guided inquiry steps to model and support the inquiry process: 1. Arrange the cards with the organisms that produce their own food at the bottom of the desk. 2. Place cards above other cards to show what organisms eat. 3. Attach yarn to the cards to show which organisms eat other organisms. 4. The cards should be arranged as follows, top to bottom: bull sharks; king mackerel and blackfin tuna; pink shrimp and copepods; diatoms and dinoflagellates. DIFFERENTIATED INSTRUCTION Developing Models To help students set up the activity, begin by placing the diatoms card at the bottom of the table or desk. Ask What organisms eat diatoms? Place the cards for pink shrimp and copepods above the card for diatoms, and model how to connect the cards with string. Ask What other organisms are producers? (dinoflagellates) Ask students where the card for dinoflagellates should be placed and which cards should be connected to it.

Updated Text: GUIDE STUDENT PLANNING Encourage students to make predictions about how changes in the ecosystem would affect the organisms that live there. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • How might changes in water quality affect the health of animals that live in a coastal ecosystem? • How could you model the flow of energy in a coastal ecosystem? GUIDED INQUIRY PROCEDURE If students are struggling to design their model, suggest these guided inquiry steps to model and support the inquiry process: Arrange the cards so the organisms that produce their own food are at the bottom. Place organisms above the organisms they eat. Attach yarn between organisms and the organisms they eat. DIFFERENTIATED INSTRUCTION STRIVING: Developing Models To help students set up the activity, begin by placing the diatoms card at the bottom of the table or desk. Ask What organisms eat diatoms? Place the cards for pink shrimp and copepods above the card for diatoms, and model how to connect the cards with string. Ask What other organisms are producers? (dinoflagellates) Ask

students where the card for dinoflagellates should be placed and which cards should be connected to it. (add additional DI note)CHALLENGE Have interested students research an invasive species common in your area or in Texas. Have them find out how the species affected the natural food web in the area. They can present their information orally or in a visual presentation, such as a poster, presentation slides, or newspaper article.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 177

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that asking questions before, during, and after reading can help them better understand a text. Before they read, have students generate questions about the text and write them in their Science Notebooks. After reading, ask students to write questions they would like to investigate further. Have students ask themselves questions such as these during reading:

Updated Text: GUIDE STUDENT THINKING Explain to students that asking questions before, during, and after reading can help them better understand a text. Have students generate questions about the text. After reading, have students write questions they want to investigate. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Students can ask:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 179

Location: ELPS TARGETED SUPPORT

Original Text: Learning Strategies 1F, Listening 2I Have students demonstrate listening comprehension by summarizing information about organisms and food chains. • Beginning Ask simple yes/no questions about the interactions between organisms in the food chain. Further, encourage students to use accessible language as they are able. • Intermediate Have students summarize the interactions between the organisms in the food chain to a partner. Students should use the words producer, consumer, and decomposer in their sentences. Then have students switch roles. • Advanced Have students discuss with a partner the cycling of matter through the food web. Students should demonstrate understanding of the terms producer, consumer, and decomposer in their sentences. • Advanced High Have students take turns summarizing a specific change in the food web and how that change would affect the flow of energy through the ecosystem.

Updated Text: Learning Strategies 1F, Listening 2I Display a simple food chain or food web. Have students demonstrate listening comprehension by following increasingly complex directions as needed throughout the summarizing activity about organism interactions. • Beginning Instruct students to point to producers, consumers, and decomposers when prompted. Further, encourage students to use accessible language as they are able. Monitor for the student's ability to follow your directions in order to complete the task. • Intermediate Instruct students to write the letter "P" beside producers, the letter "C" beside consumers, and the letter "D" beside decomposers on the model. Monitor for the student's ability to follow your directions in order to correctly label all of the organisms present. • Advanced Verbally instruct students to choose three colors with which to represent producers, consumers, and decomposers. Instruct students to create a legend that explains what each color will represent (for example, green may represent producers). After students have created a legend, instruct students to circle the producers, consumers, and decomposers in their chosen colors. Monitor for the student's ability to follow your directions in order to create the legend and circle the correct organisms. • Advanced High Verbally instruct students to draw one additional producer, consumer, and decomposer on the food web, label each organism accordingly, and include arrows indicating the flow of energy to and

from each additional organism. Monitor for the student's ability to follow this complex set of directions in order to complete the complex task provided.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 180

Location: blue box

Original Text: Objectives Students will describe a healthy ecosystem and how human activities can be harmful and beneficial to an ecosystem.

Updated Text: Objectives Students will describe a healthy ecosystem and how human activities can be harmful and beneficial to an ecosystem. Students will identify and investigate cause-and-effect relationships to explain the impacts of habitat preservation versus habitat fragmentation.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 183

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about human impact on ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 187

Location: ELPS TARGETED SUPPORT

Original Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment. • Beginning Draw a T-chart on the board with the headings beneficial and harmful. Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful. Record the activities in the T-chart based on the students' answers. Encourage students to speak using learning strategies by asking for assistance or by conveying ideas by using synonyms or descriptions for English words. • Intermediate Have students orally complete these sentence frames with the words on the board: can be harmful to an ecosystem. can be beneficial to an ecosystem. Cutting down trees can destroy and decrease the health of an ecosystem. • Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to describe ways in which harmful impacts could be lessened.

Updated Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment. • Beginning Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful verbally. Then have students demonstrate their understanding of a

beneficial and a harmful activity by writing and completing this sentence frame: _____ is a _____ activity. • Intermediate Have students orally complete these sentence frames with the words on the board: _____ can be harmful to an ecosystem. _____ can be beneficial to an ecosystem. Then have students use the terms beneficial and harmful to write new sentences. • Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to write a summary describing ways in which harmful impacts could be lessened.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 189

Location: major column, starting at TEKS Practice

Original Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Unlocking the Data: • Tell students that they will answer questions on a test based on data in graphs and tables. Make sure students understand that graphs are visual representations of data from tables. • Instruct students to read a question on their TEKS Practice Activity and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to make sure they understand the kind of information that the graph or table contains. Students should look for mathematical relationships within the data. • Students should read the title of the graph and any headings of columns and rows. If there is text that accompanies the graph, students should also think about how the text relates to the data. • Once students have chosen an answer, they should look back at the graph or table to make sure there is evidence to support the answer they selected. Remind students that they can use the strategy of unlocking the data on any quizzes or tests that include graphs and tables.

Updated Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Unlocking the Data: • Tell students that they will answer some test questions based on data in graphs and tables. Make sure students understand that graphs are visual representations of data from tables. • Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, they should focus on the information in the graph or table. Students should look for mathematical relationships within the data. • Students should read the title of the graph and any headings of columns and rows. Students should consider how any text relates to the data.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 190

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about the structures and behaviors that help organisms survive within their environments. First, in Experience 1, they analyze and explain how structures and their functions allow different species to survive in the same environment. Then, in Experience 2, they identify and explain how instinctual and learned behaviors increase organisms' chances of survival. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of newly hatched sea turtles crawling toward the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How does crawling help baby sea turtles in Texas?

Updated Text: Preview the Topic In this topic, students learn about the structures and behaviors that help organisms survive within their environments. First, in Experience 1, they analyze and explain how structures and their functions allow different species to survive in the same environment. Then, in Experience 2, they identify and explain how instinctual and learned behaviors increase organisms' chances of survival. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can

apply what they learned about organisms interact in ecosystems (TEKS 5.12A) to what they learn in Topic 7 about how structures and functions of different species help them survive (TEKS 5.13A). PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of newly hatched sea turtles crawling toward the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How does crawling help baby sea turtles in Texas? (insert new blue head)Topic Readiness Test and Remediation Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 196

Location: blue box

Original Text: Objective Students will explain how structures and their functions allow different species to survive in the same environment.

Updated Text: Objectives Students will explain how structures and their functions allow different species to survive in the same environment. Students will use models to represent different mouth structures of animals in different environments and assess which structures work best for picking up food in each environment.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 199

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 20

Location: blue box

Original Text: ObjectivesStudents will compare and contrast matter according to its physical state. Students will illustrate how matter is made up of small particles.

Updated Text: ObjectiveStudents will identify advantages and limitations of models to compare and contrast matter according to its physical state. Students will identify and use patterns to explain and illustrate how matter is made up of small particles.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 204

Location: blue box

Original Text: Objectives Students will identify and describe instinctual and learned behaviors and explain how these behaviors increase organisms' chances of survival.

Updated Text: Objectives Students will identify and describe instinctual and learned behaviors and explain how these behaviors increase organisms' chances of survival. Students will explain how grouping and non-grouping behaviors impact the stability of a population of fish.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 207

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about animal behavior.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 213

Location: major column, starting at TEKS Practice

Original Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying Key Words: • Remind students that while every word on a test is important, some words are extra important. These are the key words. • Instruct students to read a question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look for key words such as vocabulary words, repeated descriptive words, and any important science words. • Suggest that students highlight or underline as they read to help them identify key words throughout the question and answer choices. • As students practice the strategy remind them to pay attention to words that are used in both the question and the answer choices. • When students determine the correct answers, have them explain how identifying the key words helped them. Remind students that they can use the strategy of identifying key words on any quizzes or tests.

Updated Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying Key Words: • Remind students that while every word on a test is important, some words are extra important. These are the key words. • Instruct students to read a question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look for key words such as vocabulary words, repeated descriptive words, and any important science words. • Suggest that students highlight or underline as they read to help them identify key words throughout the question and answer choices. • As students practice the strategy remind them to pay attention to words that are used in both the question and the answer choices. • When students determine the correct answers, have them explain how identifying the key words helped them. Remind students that they can use the strategy of identifying key words on any quizzes or tests.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 23

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about solids, liquids, and gases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 24

Location: major column, starting with Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can produce meaningful models and draw conclusions at the end. Ask: • What do you know about the properties of solids, liquids, and gases? • What do you want to learn about from this investigation? • How can making models help you understand more about the properties of solids, liquids, and gases? DIFFERENTIATED INSTRUCTION Model States of Matter To reinforce understanding, model using a graphic organizer. Draw a three-column chart with the headings Solid, Liquid, and Gas on the board. Invite students to add examples of each state of matter to the chart. Ask What do you know about the properties of solids, liquids, and gases? Add student responses to the chart. Invite student volunteers to draw a representation of each state of matter showing that solids keep their shape, liquids take the shape of the container, and gases fill the container.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can produce meaningful models and draw conclusions at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What do you know about the properties of solids, liquids, and gases? • How can making models help you understand more about those properties? DIFFERENTIATED INSTRUCTION Model States of Matter To reinforce understanding, model using a graphic organizer. Draw a three-column chart with the headings Solid, Liquid, and Gas on the board. Invite students to add examples of each state of matter to the chart. Ask What do you know about the properties of solids, liquids, and gases? Add student responses to the chart. Invite student volunteers to draw a representation of each state of matter showing that solids keep their shape, liquids take the shape of the container, and gases fill the container. ADVANCED For students who need an extra challenge, encourage them to consider the advantages and disadvantages of models. Ask: What do particle models help you understand? How are particle models different from actual particles?

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 28

Location: blue box

Original Text: Objectives Students will compare the properties of substances before and after they are combined. They will demonstrate and explain that some mixtures maintain the physical properties of the individual substances mixed while others do not. Students will also demonstrate and explain that matter is conserved in mixtures and solutions.

Updated Text: Objectives Students will use mathematical calculations to compare the properties of substances before and after they are combined. They will demonstrate and explain that some mixtures maintain the physical properties of the individual substances mixed while others do not.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 30

Location: ELPS Targeted Support

Original Text: Listening 2D Write property and mixture on the board and say the words. Have students repeat after you. Encourage students to monitor their understanding of spoken language and ask for clarification as needed. • Beginning Have students write the words sand and iron on index cards. Then make simple statements that describe the properties of iron or sand before and after they are mixed. Have students hold up the index card to show which substance has that property. • Intermediate Have students describe to a partner one property of iron or sand before and after they are mixed. Then have students switch roles. • Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed. • Advanced High Have students discuss their experiences with other mixtures that maintain the properties of their ingredients.

Updated Text: Listening 2D Write property and mixture on the board and say the words. Have students repeat after you. Monitor student understanding of vocabulary by asking questions. • Beginning Model or list the properties of iron or sand. Ask simple yes/no questions to monitor if students can identify properties of metals. • Intermediate Have students describe to a partner one property of iron or sand before and after they are mixed. After listening to a partner, monitor how students respond using the following sentence frames: I heard you say ____; I think ____ is an example of ____ because _____. Then have students switch roles. • Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed. As students listen to others, remind them to ask themselves questions such as: Do I understand what this person is saying? Monitor if a student knows what that word means. • Advanced High Have small groups pantomime mixing and separating the sand and iron filings. Monitor how each student acts out the process, and have other students narrate the actions.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 31

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about mixtures and solutions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 37

Location: TEKS Practice

Original Text: Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Looking for Picture Clues. When a question is accompanied by a graphic, students can practice this skill. • Tell students that they can gather information from images, such as pictures, graphics, and other visuals, to help them answer questions and solve problems. • Instruct students to read a question in their TEKS Practice Book and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look carefully at the image that goes with it. They should look for any captions and labels, which can provide clues for interpreting the image. •

After selecting an answer, remind students to look back at the image for evidence that supports the answer they chose. • As students complete pages in the TEKS Practice Book, remind them to pay attention to images, as well as their labels and captions, that are used in both the question and the answer choices. • When students determine the correct answers, have them explain how looking for picture clues helped them. Remind students that they can use the strategy of looking for picture clues on any quizzes or tests.

Updated Text: TEKS PracticeHelp prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Looking for Picture Clues. • Tell students that they can gather information from images, such as pictures, graphics, and other visuals, to help them answer questions and solve problems. • Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look carefully at the image that goes with it. They should look for any captions and labels, which can provide clues for interpreting the image. • As students answer questions, remind them to pay attention to any images, labels, and captions.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 38

Location: Preview the Topic

Original Text: Preview the TopicIn this topic, students learn about force and motion. First, in Experience 1, students investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy. Then, in Experience 2, students investigate the effect of force on an object in a system.PREVIEW ANCHORING PHENOMENONStudents watch and respond to the Anchoring Phenomenon Video of a rocket taking off, and then explore the effects of different forces on objects in a system to explain how a rocket lifts off the ground. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How does the rocket lift off the ground?Topic Readiness TestStudents answer questions to show what they already know about force and motion by completing a printed or online Topic Readiness Test.Teacher BackgroundWatch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Equal forces have the same strength. Unequal forces have different strengths. • Unequal forces can change an object’s motion by causing it to speed up, slow down, change direction, change position, or stop. • Some forces can move objects because they transfer energy to them. • Mechanical energy is the sum of kinetic energy and potential energy.

Updated Text: Preview the TopicIn this topic, students learn about force and motion. First, in Experience 1, students investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy. Then, in Experience 2, students investigate the effect of force on an object in a system. As you progress through the topic, connect the activities back to Topic 1, Matter. Students can apply what they learned in Topic 1 about observable physical properties of matter (TEKS 5.6A) to the investigations they conduct in Topic 2 about equal and unequal forces (TEKS 5.7A). PREVIEW ANCHORING PHENOMENONStudents watch and respond to the Anchoring Phenomenon Video of a rocket taking off, and then explore the effects of different forces on objects in a system to explain how a rocket lifts off the ground. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How does the rocket lift off the ground?Topic Readiness Test and RemediationStudents answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.Teacher BackgroundWatch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Unequal forces can change an object’s motion by causing it to speed up, slow down, change direction, change position, or stop. • Mechanical energy is the sum of kinetic energy and potential energy.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 39

Location: minor column

Original Text: Home Connection Identify Forces and Motion at Home Have students make a T-chart about forces and motion in their Science Notebooks. As students learn about forces and motion throughout the topic, encourage them to work with others at home to identify as many examples as they can of how equal forces and unequal forces affect motion. Provide students with opportunities to share their observations with the class.

Updated Text: Home Connection Identify Forces and Motion at Home Have students make a T-chart about forces and motion in their Science Notebooks. As students learn about forces and motion throughout the topic, encourage them to work with others at home to identify as many examples as they can of how equal forces and unequal forces affect motion. Provide students with opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 44

Location: blue box

Original Text: Objective Students will investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Updated Text: Objective Students will use scientific practices to plan and conduct a descriptive investigation and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy. Students will identify cause-and-effect relationships to explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 47

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about patterns of motion. Identify prior knowledge about the cause-and-effect relationship between forces and motion.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 48

Location: major column, starting with Guide Student Planning

Original Text: DIFFERENTIATED INSTRUCTION Model Forces To reinforce understanding, model the forces on a marble at rest. Write the terms normal force, gravitational force, applied force, and frictional force on the board. Under the terms, draw a circle to represent a marble. Next to the circle, draw an upward arrow labeled “normal force” and

a downward arrow labeled “gravitational force.” Point out that the arrows show equal forces acting in opposite directions so the marble is neither moving upward nor downward. Draw an arrow pointing to the right. Label the arrow “applied force.” Then guide students to describe how to represent a marble that is sitting still.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record the procedure for investigations they design. This will help them carry out the procedure accurately and share their procedures with other students. If not using paint, model for students how to observe and record (with a pencil or marker) the paths traveled by the marbles. If students need additional support, use the procedure below as scaffolding and guidance for just-in-time learning acceleration. GUIDED INQUIRY PROCEDURE If students are struggling to design their investigation, suggest this procedure: Use tape to mark off a goal area on one edge of the tray. Place one marble a few centimeters from the goal. Dip two other marbles in paint. Place one between the edge of the tray and the goal area and the other near the edge of the tray. Complete each challenge: • Challenge 1: Use a straw to blow air at the dry marble. Make the marble move into the goal. • Challenge 2: Roll one painted marble at the second painted marble to move it toward the goal. • Challenge 3: Create and try a third challenge using force and marbles. DIFFERENTIATED INSTRUCTION Model Forces To reinforce understanding, model the forces on a marble at rest. Write the terms normal force, gravitational force, applied force, and frictional force on the board. Under the terms, draw a circle to represent a marble. Next to the circle, draw an upward arrow labeled “normal force” and a downward arrow labeled “gravitational force.” Point out that the arrows show equal forces acting in opposite directions so the marble is neither moving upward nor downward. Draw an arrow pointing to the right. Label the arrow “applied force.” Then guide students to describe how to represent a marble that is sitting still. SPECIAL NEEDS For students who need help organizing their thoughts and notes, provide the graphic organizer you created or model how students can create their own.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 49

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Remind students that connecting ideas from a text to their own lives can help them understand what they read. When students summarize Patterns of Motion, be sure they restate the central, or main, idea and details in an order that makes sense. Encourage students to use the vocabulary terms equal forces and unequal forces in their summaries. ELPS TARGETED SUPPORT Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports, as needed, to enhance comprehension. Point out that the Spanish cognate for equal is *igual*. • Beginning Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the circles. Ask students to point to the two sets of circles and read the labels. • Intermediate Provide the following sentence frames for students to complete and read aloud: Equal means the _____ number or size. Unequal means a _____ number or size. • Advanced/Advanced High Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

Updated Text: GUIDE STUDENT THINKING Remind students that connecting ideas from a text to their own lives can help them understand what they read. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. When students summarize Patterns of Motion, be sure they restate the central, or main, idea and details in an order that makes sense. Encourage students to use the vocabulary terms equal forces and unequal forces in their summaries. ELPS TARGETED SUPPORT Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports, as needed, to enhance comprehension. Point out that the Spanish cognate for equal is *igual*. Beginning Review the title, subheads, and captions in the reading, and have students make predictions about the text as a prereading support. Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the circles. Ask students to point to the two sets of circles and read the labels. Intermediate As a prereading activity, display the pictures from the text and ask students to make predictions about the reading. Have student pairs discuss and explain their predictions. Provide the following sentence frames for students to complete and

read aloud: Equal means the _____ number or size. Unequal means a _____ number or size. Advanced/Advanced High As a prereading activity, activate student prior knowledge by having student pairs discuss what they already know about forces, what new information they want to learn from the text, and how they have used forces in their lives. Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 52

Location: blue box

Original Text: Objective Students will design a simple experimental investigation that tests the effect of force on an object in a system.

Updated Text: Objectives Students will design a simple experimental investigation that tests the effect of force on an object in a system and communicate explanations and solutions individually and collaboratively. Students will identify cause-and-effect relationships to explain the effect of force on an object in a system.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 55

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about equal and unequal forces.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 56

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to read all of the instructions before they begin so they understand the goal of the activity. Review the steps, and point out that students must first decide which variable to change. Explain to students that it is important to carefully record the change they make and the amount of force needed each time so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before each change.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to read all of the instructions before they begin so they understand the goal of the activity. Review the steps, and point out that students must first decide which variable to change. Explain to students that it is important to carefully record the change they make and the amount of force needed each time so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before each activity. If students need additional support, use the Extra Support Differentiated Instruction note below as scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 57

Location: Literacy Station

Original Text: GUIDE STUDENT THINKING Identifying and evaluating important details in a text can help students determine key ideas. Have students use the key ideas and details in the text to answer these questions:

Updated Text: GUIDE STUDENT THINKING Identifying and evaluating important details in a text can help students determine key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Student Activity Companion Volume 2*

ISBN: 9781428513860

Type: Editorial Change

Current Page Number(s): 58

Location: Topic 5 Experience 1 Read About It: Water Cycle and Weather, third paragraph

Original Text: Scientists measure and record air and water temperatures all around the world.

Updated Text: Scientists measure and record air and water temperatures around the world using a variety of methods. Scientists have found that Earth's temperature has increased and decreased throughout geologic history.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 6

Location: Preview the Topic

Original Text: Preview the TopicIn this topic, students learn about matter. First, in Experience 1, students measure and observe physical properties of matter and compare and contrast matter based on its physical properties. Then, in Experience 2, students compare and contrast matter according to its physical state and illustrate how matter is made up of small particles. Finally, in Experience 3, students compare the properties of substances before and after they are combined into mixtures and solutions and demonstrate the conservation of matter.PREVIEW ANCHORING PHENOMENONStudents watch and respond to a short Anchoing Phenomenon Video of the mixing of colored water and cornstarch. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoing Phenomenon question, How is this mixture different from its parts?Topic Readiness TestStudents answer questions to show what they already know about matter by completing a printed or online Topic Readiness Test.Teacher BackgroundWatch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:• A conductor is a material through which electrical energy can move easily.• An insulator is a material through which electrical energy cannot move easily.• Particles are the tiny parts that make up matter and are invisible to the naked eye.• Matter can change form through physical or chemical changes, but it cannot be created or destroyed.

Updated Text: Preview the TopicIn this topic, students learn about matter. First, in Experience 1, students measure and observe physical properties of matter and compare and contrast matter based on its physical properties. Then, in Experience 2, students compare and contrastmatter according to its physical state and illustrate how matter is made up of small particles. Finally, in Experience 3, students compare the properties of substances before and after they are combined into mixtures and solutions and demonstrate the conservation of matter.As you progress through the topic, connect the activities back to Grade 4, Topic 1, Matter. Students can apply what they learned last year about properties of matter (TEKS 4.6A) to what they learn in Topic 1 about classifying and describing additional properties of matter (TEKS 5.6A).PREVIEW ANCHORING PHENOMENONStudents watch and respond to a short Anchoing Phenomenon Video of

the mixing of colored water and cornstarch. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is this mixture different from its parts? Topic Readiness Test and Remediation Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Particles are the tiny parts that make up matter and are invisible to the naked eye. • Matter can change form through physical or chemical changes, but it cannot be created or destroyed.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 62

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels. Topic Readiness Test Students answer questions to show what they already know about energy by completing a printed or online Topic Readiness Test. Teacher Background Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Energy transformation refers to the change from one form of energy to another, such as the conversion of electrical energy to light energy. • Reflection occurs when light bounces off of a surface. • Refraction occurs when light passes through a type of material and changes direction. • Absorption occurs when light is taken in by a material so that it is not reflected.

Updated Text: Preview the Topic In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 1 Matter and Topic 2 Forces and Motion. Students can apply what they learned in Topic 1 about materials that conduct or insulate electric energy (TEKS 5.6A) to what they learn in Topic 3 about the transformation of energy in systems and circuits. They can use what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they learn in Topic 3 about how complete circuits can transform energy into motion (TEKS 5.8B). Topic Readiness Test and Remediation Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Energy transformation refers to the change from one form of energy to another, such as the conversion of electrical energy to light energy. Refraction occurs when light passes through a type of material and changes direction. Absorption occurs when light is taken in by a material so that it is not reflected.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 68

Location: blue box

Original Text: Objective Students will investigate and describe the transformations of energy in systems, such as the transformation of chemical energy to electrical energy to light energy in a flashlight.

Updated Text: Objectives Students will investigate and describe the transformations of energy in systems, such as the transformation of chemical energy to electrical energy to light energy in a flashlight. Students will develop and use models to examine and model the parts of a system, such as the transformation of chemical energy to electrical energy to light energy in a flashlight.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 7

Location: minor column

Original Text: Home Connection Identify Properties of Matter Have students make a T-chart in their Science Notebooks about properties of matter. As students learn about matter throughout the topic, encourage them to work with others at home to identify as many examples of matter as they can and to measure, test, and describe the physical properties of the objects, mixtures, and solutions. Provide students with opportunities to share their observations with the class.

Updated Text: Home Connection Identify Properties of Matter Have students make a T-chart in their Science Notebooks about properties of matter. As students learn about matter throughout the topic, encourage them to work with others at home to identify as many examples of matter as they can and to measure, test, and describe the physical properties of the objects, mixtures, and solutions. Provide students with opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 71

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about how energy changes from one form to another and how it flows through a system.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 72

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Read aloud the steps students should follow. Invite students to share questions they may have about the procedure. (1 DIFFERENTIATED INSTRUCTION Note)

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Read aloud the steps students should follow. Invite students to share questions they may have about the procedure. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (additional second DIFFERENTIATED INSTRUCTION note) SPECIAL NEEDS For students who have language impairments such as receptive disorders, they may not understand the connections between the vocabulary terms and

the actual parts of the flashlight. These students may need a more kinesthetic approach. Have them hold each part of the flashlight as you ask: Which part gives off light energy? (bulb) Which part stores chemical energy? (battery) Which parts carry electrical energy? (wires)

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 76

Location: blue box

Original Text: Objective Students will demonstrate that electrical energy in complete circuits can be transformed into motion, light, sound, or thermal energy and identify the requirements for a functioning electrical circuit.

Updated Text: Objectives Students will demonstrate that electrical energy in complete circuits can be transformed into motion, light, sound, or thermal energy and identify the requirements for a functioning electrical circuit. Students will use tools, including materials for building circuits, to observe, measure, test, and analyze information. Students will examine and model the parts of a circuit.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 78

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT Listening 2D Have students monitor their understanding of spoken language and seek clarification as needed. Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Then model the demo again. • Beginning Have students write the words on index cards, and place them near the corresponding parts of the circuit in the demo. • Intermediate After students have described their observations, have them ask partners questions using the words battery, wires, bulb, and circuit. • Advanced/Advanced High Have students use the words battery, wires, bulb, and circuit to discuss with a partner another way to build the circuit they observed.

Updated Text: ELPS TARGETED SUPPORT Listening 2D Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Monitor their understanding by asking them what each word means. Then model the demo again. • Beginning Use a diagram to model how a circuit works. Monitor how students are listening as you say battery, wires, bulb, and circuit. Have students write the words on index cards and place them near the corresponding parts of the circuit in the diagram. • Intermediate Have students describe to a partner each part of the circuit. After listening to a partner, have students respond using the following sentence frames: I heard you say ____; I think this part of the circuit does ____ because _____. Then have students switch roles. Monitor their responses. • Advanced/Advanced High Have students work in small groups to write a list of questions about things they don't understand about circuits. Monitor how students listen to other students and share their lists.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 79

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the components of an electrical circuit and how they function.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 80

Location: major column, starting at SAFETY

Original Text: SAFETY Have students wear safety goggles and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards. WHAT TO EXPECT Students design and build two different circuits that will both light up two LED bulbs. Encourage groups to talk to other groups to share ideas and get help. As needed, assist students with building a series circuit and a parallel circuit. GUIDE STUDENT PLANNING Explain to students that it is useful to draw a plan for the two circuits before they begin to ensure that their circuits are different. GUIDED INQUIRY PROCEDURE If students are having difficulty designing their circuits, suggest these steps to model and support the inquiry process: 1. Use the alligator clips to connect the ends of the wires to the battery. 2. Follow your plan to arrange the 2 LED bulbs to form a series circuit and attach the wires to the bulbs. Note if both bulbs light up. Revise the design if needed and record observations in the activity. 3. Record the diagram of the successful set up in the activity. Include labels for the bulbs, batteries, and wires. 4. Use the plan to rearrange the 2 LED bulbs to form a parallel circuit and attach the wires to the bulbs. Note if both bulbs light up. Revise the design if needed and record observations in the activity. 5. Repeat Step 3. (1 DIFFERENTIATED INSTRUCTION Note)

Updated Text: SAFETY Have students wear safety goggles and gloves and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards. WHAT TO EXPECT Students design and build two different circuits that light up two LED bulbs. Encourage groups to talk, share ideas, and get help. As needed, assist students with building a series circuit and a parallel circuit. GUIDE STUDENT PLANNING Explain to students that it is useful to draw a plan for the two circuits before they begin to ensure that their circuits are different. GUIDED INQUIRY PROCEDURE If students need additional support designing their circuits, use this scaffolding and guidance for just-in-time learning acceleration to model. 1. Use the alligator clips to connect the ends of the wires to the battery. 2. Follow your plan to arrange the 2 LED bulbs to form a series circuit. Attach wires to the bulbs. Record observations. Revise the design if needed. 3. Record the diagram of the successful set up in the activity. Include labels for the bulbs, batteries, and wires. (additional second DIFFERENTIATED INSTRUCTION note) CHALLENGE Ask students who need a challenge to answer these questions how electrical energy can be transformed into light, motion, sound, or thermal energy: What happens when the light switch is off? What does that tell you about the electrical circuit? What happens when the light switch is turned on? What is the role of the switch in the system?

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 80

Location: Hands-On Station, SAFETY

Original Text: SAFETY Have students wear safety goggles and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Updated Text: SAFETY Have students wear safety goggles and gloves and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 84

Location: blue box

Original Text: Objective Students will demonstrate and explain that light travels in a straight line and can be reflected, refracted, and absorbed.

Updated Text: Objectives Students will demonstrate and develop explanations that light travels in a straight line and can be reflected, refracted, and absorbed. Students will use scale, proportion, and quantity to describe, compare, or model how light travels in a straight line and can be reflected, refracted, and absorbed.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 87

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about light.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 88

Location: major column, starting at Guide Student Planning

Original Text: Explain to students that it is useful to read the procedure for an investigation before they begin. Review the steps students should follow. Invite students to share questions they may have about the procedure. Encourage students to make predictions about how they think the different materials will affect the path of light. (1 Differentiated Instruction note)

Updated Text: If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration: Explain to students that it is useful to read the procedure for an investigation before they begin. Review the steps students should follow. Invite students to share questions they may have about the procedure. Encourage students to make predictions about how they think the different materials will affect the path of light. (additional second Differentiated Instruction note) CHALLENGE While completing the Hands-On Station, encourage these students to predict how different materials will affect the path of light. During each test, ask students to describe the path of light.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 93

Location: Major column, starting at TEKS Practice

Original Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Using Information from the Text: • Tell students that as they read a text, they should look for key ideas and important details. This information will help students understand what the text is mostly about, and students should take notes to keep track of the ideas. • Instruct students to read a question on their TEKS Practice Activity and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to reread their notes and look back at the text, as needed, to make sure they clearly understand what the text is mostly about. • Suggest that students also highlight or underline important ideas and details in the text as they read to help them identify key ideas throughout the question and answer choices. • As students complete pages in the workbook, remind them to make sure they understand both the question and the answer choices. • When students determine the correct answers, have them explain how using information from the text helped them. Remind students that they can use the strategy of using information from the text on any quizzes or tests.

Updated Text: TEKS Practice Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Using Information from the Text: • Tell students that as they read a text, they should look for key ideas and important details. This information will help students understand what the text is mostly about, and students should take notes to keep track of the ideas. • Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to reread their notes and look back at the text to make sure they clearly understand what the text is mostly about. • Suggest that students also highlight or underline important ideas and details in the text as they read to help them identify key ideas.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): 94

Location: Preview the Topic

Original Text: Preview the Topic In this topic, students learn about patterns related to Earth’s rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this rotation is related to the day–night cycle and the appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of shadows moving throughout the course of a day. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do shadows move? Topic Readiness Test Students answer questions to show what they already know about Earth and space by completing a printed or online Topic Readiness Test. Teacher Background Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Rotation is spinning in a circle around an axis. Earth completes one rotation about its axis every 24 hours. • Earth’s rotation causes the day–night cycle and the apparent movement of the sun across the sky. • A shadow is a dark area formed when light is blocked by an object. • As Earth rotates, sunlight strikes the surface of the planet at different angles. These different angles cause shadows to move throughout the day. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!

Updated Text: Preview the Topic In this topic, students learn about patterns related to Earth’s rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this rotation is related to the day–night cycle and the appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape. (new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they are learning about the motion of Earth in space in Topic 4 (TEKS 5.9). Topic Readiness Test and Remediation Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of

this topic: • Rotation is spinning in a circle around an axis. Earth completes one rotation about its axis every 24 hours. • As Earth rotates, sunlight strikes the surface of the planet at different angles. These different angles cause shadows to move throughout the day. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!

Component: *Grade 5 Student Activity Companion Volume 2*

ISBN: 9781428513860

Type: Editorial Change

Current Page Number(s): 98

Location: Topic 5 Experience 1 Read About It: Natural Resources, third paragraph

Original Text: Mining and drilling for fossil fuels provides jobs, but it also impacts the environment. Some types of mining remove layers of soil and rock, which can increase erosion and harm habitats. Mining and drilling may pollute nearby water sources. Burning fossil fuels releases carbon dioxide, which impacts the environment.

Updated Text: Mining and drilling for fossil fuels provides jobs and a reliable source of energy, but it also impacts the environment. Some types of mining remove layers of soil and rock, which can increase erosion and harm habitats. Mining and drilling may pollute nearby water sources. Burning fossil fuels releases carbon dioxide, which may impact the environment.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Experience-At-A-Galance

Location: The TEKS box on the right

Original Text: TEKS

Updated Text:

Component: *Grade 5 Digital Components*

ISBN: 9781428553811

Type: Editorial Change

Current Page Number(s): N/A

Location: SEPS and Themes Activity: Plan and Conduct an Investigation, page 4, 5 Graphic Organizers, B-C

Original Text: B. Explain how a bar graph could help someone analyze this data. (answer in drawing space)Sample answer: A bar graph could show the final height of each plant. The x-axis would be the type of soil and the y-axis would be the final height of the plant. The tallest plant would have the tallest bar on the graph.

Updated Text: (Teacher Version) B. Use the data you collected to construct a bar graph. Label your x-axis and y-axis. (answer in drawing space)Sample Graph: Students should construct a bar graph that shows the final height of each plant. The x-axis should be labeled Type of Soil and the y-axis should be labeled Final Plant Height (cm). A bar should be drawn showing the final height of each plant. C. How does the bar graph help you analyze your data? Sample answer: The bar graph quickly shows me which plant is the tallest because I can see which plant has the tallest bar.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text:

Updated Text:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: boxes

Original Text:

Updated Text:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Standards list

Original Text:

Updated Text:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: minor column

Original Text: Topic Readiness Test

Updated Text: Topic Readiness Test and Remediation

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: Optional Trade Books

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text: Revisit the Anchoring PhenomenonTopic Test

Updated Text: Topic Readiness TestRevisit the Anchoring PhenomenonSpiraling Content ActivityTEKS Practice TestTopic Test

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: New Content

Updated Text: Spiraling Content Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.[add new blue head] STAAR® Preparation TEKS Practice Tests A and B

allow you to monitor students' progress toward mastering Grades 3-5 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year. The Grade 5 STAAR® TEKS Preparation Workbook will help your students prepare for the STAAR® end-of-course assessment.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: New Content

Updated Text:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Type: Editorial Change

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Feedback and Publisher Responses

Component: *Grade 5 Station Cards*

ISBN: 9781323222911

Page Number(s): See Link

URL:

[View Content](#)

Feedback Text: Under "What You Need", safety goggles and gloves should be included in the list of required materials.

Publisher Response: Thank you for the feedback. Goggles are listed in this station's Teacher Guide safety note and gloves are being added to that note.

Component: *Grade 5 Station Cards*

ISBN: 9781323222911

Page Number(s): See Link

URL:

[View Content](#)

Feedback Text: "What you need" should include goggles, or should be listed next to "wipe up spills immediately", OR can be included as a guiding question to which safety tools the students should use during the lab.

Publisher Response: Thank you for the feedback. Goggles are being added to this station's Teacher Guide safety note.

Component: *Grade 5 Digital Components*

ISBN: 9781428553811

Page Number(s): See Link

URL:

[View Content](#)

Feedback Text: There is only one question related to safety and it is not specific enough regarding the use of safety equipment.

Publisher Response: Thank you for the feedback. We are adding a new Safety During Field Investigations activity that prompts students in Question 1 steps A-G to describe proper uses of safety equipment.

Component: *Grade 5 Digital Components*

ISBN: 9781428553811

Page Number(s): See Link

URL:

[View Content](#)

Feedback Text: "You might look for patterns in the data..." can be rewritten to explicitly tell the students to create a bar graph to represent the data.

Publisher Response: Thank you for the feedback. We are changing the Science and Engineering Practices and Recurring Themes and Concepts Activity: Plan and Conduct an Investigation Activity Question 5 steps B and C so that students are prompted to construct a bar graph to first represent data and then analyze the data. The particular prompt referenced in your feedback is intentionally broad to allow for students to choose what type of graph they would prefer to make in order to look for patterns in the data.

Program: Texas Experience Science Grade 5 (Print with digital): ELPS

Feedback and Publisher Responses

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Page Number(s): 78

URL:

[View Content](#)

Feedback Text: Include sentence stems or techniques the teacher can share with the students that give them ways to ask for clarification.

Publisher Response: Thank you for the feedback. Sentence stems will be added to this ELPS Targeted Support note.

Publisher: Savvas Learning

Science, Grade 6

Program: Texas Experience Science Grade 6 (Print with digital): TEKS

Editorial Changes

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Location: Biography; Michael Charles

Original Text: He hopes his efforts will increase indigenous representation within both higher education and the movement for climate justice.

Updated Text: (deleted)

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Location: STEAM Activity--student version

Original Text: What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition. 1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues. Determine what research tools are available to you, and read through the next steps outlined on these pages to understand the scope of your assignment. 4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in these communities? For example, how do people store food and medicines? How does it affect schools and businesses? 5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table] New Technology What is the source of energy? What form of energy is delivered? Microgrid Biogas digester LED Solar PV Battery storage 6. SEP Relate Choose one of the technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve such as reducing global energy poverty. 7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources. 9. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in a community. Your presentation should include diagrams, charts, graphs, photographs or videos, or models. 10. Produce and share your presentation with the class. Describe how managing energy resources can reduce poverty and malnutrition. Also describe how technology can help manage energy resources and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions. Analyze and Conclude 1. THEME Cause and Effect Describe why resource management is important in reducing poverty and malnutrition, and global energy use. 2. SEP Identify List any advantages and limitations of your energy technology.

Updated Text: What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of affordable and accessible energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition. 1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce energy poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues related to either affordability or access. Determine what research tools are available to you and read through the next steps outlined on these pages to understand the scope of your assignment. 4. SEP Research As a class, decide which African nation you will focus on. Research the daily lives of people in the African nation the class selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in this community? For example, how do people store food and medicines? How does it affect schools and businesses? 5. SEP Research As a class, decide which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the first column of the table. Then conduct research on the pros and cons of your specific energy technology using current sources and research. Use the data table to organize your research. [table] Type of Energy Technology Pros of Energy Technology Cons of Energy Technology Oil Coal Natural gas Solar Wind 6. SEP Propose

Solutions Based on the current research, how will this energy technology affect societal issues such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy technology could be used and how it can be managed to improve quality of life. [Original Question 7 was removed and questions were renumbered] 8. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in the African nation. Your presentation should include diagrams, charts, graphs, photographs or videos, or models. 9. Produce and share your presentation with the class. Describe how managing your energy technology can reduce global energy poverty and malnutrition. Also describe how technology can help manage this energy resource and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions. 10. Have a class discussion on which nonrenewable or renewable energy technology is the best option for the African nation to reduce energy poverty and malnutrition. Identify which option the class selected and why. Analyze and Conclude 1. THEME Cause and Effect Describe why resource management is important in reducing global energy poverty and malnutrition. 2. SEP Identify Discuss any advantages and limitations of your energy technology.

Component: Grade 6 Digital Components

ISBN: 9781428553880

Type: Editorial Change

Location: Topic Test, Managing Earth’s Resources, Student Edition

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers. A. Tidal waves B. Coal C. Wind D. Solar E. Natural gas F. Geothermal 15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, so using them is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: 11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers. a. Turning off the lights when leaving the room. b. Incorporating some renewable energy sources into daily activities. c. Keeping electronics plugged in when they are not in use. d. Carpooling instead of driving individually. Q15 (deleted)

Component: Grade 6 Digital Components

ISBN: 9781428553880

Type: Editorial Change

Location: STEAM Activity--teacher support

Original Text: In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition. Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community’s access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology. Teaching Tips bullets 6-9 ● For Step 4, to help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or pictures of people doing basic tasks, such as cooking or storing food. ● For Step 5, students can also identify and research a new technology not listed in the table. ● For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes

and exploration. Also remind students what costs and benefits are. Tell students that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions. • For Step 8, students can create a three-dimensional model of their technology for their presentation, if time allows. • After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have?

2. SEP Define Problems Restate the problem that you will be investigating in this activity. Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and businesses? Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table] New Technology What is the source of energy? What form of energy is delivered? Microgrid: sun, wind, water, diesel, batteries to power a small community; electricity Biogas digester: gas from organic waste; methane, or electricity if gas is burned LED: electricity (often from solar); light Solar PV: sun; electricity Battery storage: wind, solar; electricity

6. SEP Relate Choose one of the new energy technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve, such as reducing global energy poverty. Sample answer: Biogas digesters trap a greenhouse gas, methane, as it is produced by decaying organic matter such as manure or human waste, and direct it into a storage tank or network of pipes so the methane can be burned. This reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced, a greenhouse gas is burned, and less biomass needs to be harvested as fuel. Biogas can also be burned to power an electric generator if it is stored or collected at a large enough scale.

7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources. Sample answer: A location in the middle of a desert would benefit from battery storage technology. With energy from the battery, children could have light so they can study longer, use a fan in hot weather, have a small refrigerator for cold drinks.

Analyze and Conclude

1. THEME Cause and Effect Describe why resource management is important in reducing poverty, malnutrition, and global energy use. Sample answer: Poverty and malnutrition are often caused by a lack of resources, such as energy. By helping people gain access to these resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow individuals to travel distances for jobs and increase their ability to support their families.

2. SEP Identify List any advantages and limitations of your energy technology. Sample answer: An advantage of solar PV technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set up the technology and the availability of sunlight. When the sun is down or obscured, battery storage or some other source of energy will be required.

Updated Text: In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition. Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community's access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology. Teaching Tips bullets 6-9 • For Step 4, as a class decide which African nation you will focus on. To help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or

pictures of people doing basic tasks, such as cooking or storing food. ● For Step 5, decide as a class which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the table. ● For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes and exploration. Also remind students what costs and benefits are and how they are related to pros and cons. Tell students that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions. ● After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have?

2. SEP Define Problems Restate the problem that you will be investigating in this activity. Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and businesses? Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research.

| Type of Energy Technology | Pros of Energy Technology | Cons of Energy Technology |
|---------------------------|---|---|
| Oil: | Easy to transport and store, economical to produce, produces a lot of energy, relatively less expensive, abundant; | Not found in every area, nonrenewable energy source, can cause environmental impacts |
| Coal: | Found in a lot of places and is abundant, reliable, affordable, easy to store; | Mining to extract coal can cause environmental impacts, burning coal can cause pollution, dangerous to mine, nonrenewable energy source |
| Natural gas: | Found in a lot of places and is abundant, easy to transport, causes less carbon dioxide emissions than coal, relatively less expensive, technology exists to access it; | Nonrenewable energy resource, accessing natural gas can cause environmental impacts, can cost more to store |
| Solar: | Renewable energy source, reduces energy bills, technology exists, low maintenance; | Depends on weather, cost, expensive to store, takes up a lot of space, can cause environmental impacts |
| Wind: | Renewable energy source, technology exists, turbines in a variety of sizes for different uses, doesn't require any energy to work; | Depends on weather, can be noisy, can impact wildlife, expensive to start |

6. SEP Propose Solutions Based on the current research, how will this energy technology affect society such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy technology could be used and how it can be managed to improve quality of life. Answers will vary depending on the type of energy technology researched. Sample answer: Natural gas technologies will provide access to an energy source that is not super expensive and can be used to heat homes and cook food. By costing less than some other energy technologies, global energy poverty can be reduced. Cooking nutritious foods can help fight malnutrition. Some benefits of using natural gas are that it reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced as is environmental pollution since burning natural gas releases less pollutants. Natural gas can also be used to fuel power stations which can provide electricity to homes and businesses. Expanding the distribution of natural gas can also provide jobs. Some costs are that it can cost a lot to get natural gas to areas that need it and that the prices can fluctuate so it can be expensive to buy. [original question 7 deleted]

Analyze and Conclude

1. THEME Cause and Effect Describe why resource management is important in reducing global energy poverty and malnutrition. Sample answer: Global energy poverty and malnutrition are often caused by a lack of resources, such as energy. By helping people gain access to affordable resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow individuals to travel distances for jobs and increase their ability to support their families.

2. SEP Identify Discuss any advantages and limitations of your energy technology. Answers will vary depending on the type of energy technology researched. Sample answer: An advantage of solar energy technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set

up the technology and the availability of sunlight. When the sun is down or obscured, some other source of energy will be required.

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Location: Topic Test, Managing Earth's Resources, Teacher Support

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers. A. [Answer: Tidal waves] B. Coal C. [Answer: Wind] D. [Answer: Solar] E. Natural gas F. [Answer: Geothermal] 15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, s using htem is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: 11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers. a. Turning off the lights when leaving the room. b. Incorporating some renewable energy sources into daily activities. c. Keeping electronics plugged in when they are not in use. d. Carpooling instead of driving individually.

Q15 (deleted)

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Location: Make Informed Decisions, Are rechargeable batteries a better alternative to disposable batteries?

Original Text: For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, and the limited driving distances.

Updated Text: For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, the limited driving distances, and the materials needed to make electric cars.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 10-37

Location: page numbers at bottom of page

Original Text: Topic 1 Exploring Forces

Updated Text: Topic 2 Exploring Forces (Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Exploring Forces becomes Topic 2 Exploring Forces, pages 58-85.)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 102

Location: Objectives

Original Text: Students will compare and contrast elastic and chemical potential energy with other forms of energy.

Updated Text: Students will compare and contrast elastic and chemical potential energy with other forms of energy. Students will plan and conduct investigations to identify and investigate cause and effect relationships.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 104

Location: Everyday Phenomenon Activity

Original Text: They will revise this model throughout the Topic as they gather new information and evidence.

Updated Text: They will revise this model at the end of Explain as they gather new information and evidence.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 110-185

Location: page numbers at bottom of page

Original Text: Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter (Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Properties and Changes of Matter becomes Topic 1 Properties and Changes of Matter, pages 2-77)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 112

Location: Objectives

Original Text: Students will analyze how energy is transferred through transverse and longitudinal waves.

Updated Text: Students will analyze and explain how energy is transferred through systems as transverse and longitudinal waves by developing models and explanations.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 114

Location: Everyday Phenomenon Activity

Original Text: They will revise their explanations and models throughout the Topic as they gather new information and evidence.

Updated Text: They will revise their explanations and models throughout the Experience as they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 115

Location: bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS Organization Support Students who struggle with organization may benefit from being given multistep tasks, rather than just given the materials, and asked to develop the investigation with their groups.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 120

Location: Identify the Meaning

Original Text: Read each sentence. Match the correct definition to the highlighted word. Write the letter in the space provided.

Updated Text: Read each sentence. Match the correct definition to the bold word. Write the letter in the space provided.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 122

Location: Objectives

Original Text: Students will describe how energy is conserved through transfers and transformations in systems.

Updated Text: Students will describe how energy is conserved through transfers and transformations in systems. Students will collect qualitative data to support their explanations of how energy flows through systems and is conserved.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 124

Location: Everyday Phenomenon Activity

Original Text: They will revisit their choice of explanations throughout the Topic as they gather new information and evidence.

Updated Text: They will revisit their choice of explanations at the end of Explain as they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 125

Location: Hands-On Lab

Original Text: N/A

Updated Text: Guided Lab Materials empty oatmeal-type container with a cardboard bottom and plastic lid, rubber band, 3 steel 12-inch nuts, 2 nails, pipe cleaners or twist ties, a flat board (made of wood or stiff cardboard), blocks

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 138

Location: Anchoring Phenomenon Activity

Original Text: Students use the modeling framework . . .

Updated Text: Students develop a model . . .

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 14

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Original Text: Launch the Anchoring Phenomenon Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will gain knowledge that should help them explain the physical and chemical changes that occur as the dough and other ingredients become a pizza.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will compare the states of matter in terms of structure and shape in order to analyze physical changes of the pizza ingredients. Students will also identify the formation of a new substance as evidenced by chemical changes. By investigating indicators of physical and chemical changes throughout the topic, students will understand how dough and other ingredients can be combined physically, then baked and changed chemically in order to become a pizza.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 140

Location: Objectives section top of page

Original Text: Students will model and explain how Earth’s tilt as it revolves around the sun causes the seasons.

Updated Text: Students will develop models of Earth’s tilt as it revolves around the sun, and use models to explain how Earth’s tilt causes the pattern of the seasons.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 142

Location: Everyday Phenomenon Activity

Original Text: Students eventually should be able to show that, during the summer around the equinox, the “top” of Earth is tilted toward the sun.

Updated Text: Students eventually should be able to show that during summer in the Arctic (around the June solstice), the Northern Hemisphere of Earth is tilted toward the sun.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 149

Location: Bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS Nontraditional Answers Students with speech impairments may benefit from being allowed to answer questions in nontraditional means, such as with drawings or pictures from the Internet.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 150

Location: Objectives section top of page

Original Text: Students will describe and predict how Earth’s interaction with the sun’s and moon’s gravitational force causes the cycle of tides.

Updated Text: Students will analyze the relationship between tidal patterns and the Earth’s interaction with the gravitational forces of the sun and the moon to model and describe what causes the tidal cycles.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 154

Location: Exit ticket

Original Text: Tides are the rising and falling of river water that happen each hour at a location. (replace river with ocean, hour with day)

Updated Text: Tides are the rising and falling of pond water that happen each hour at a location. (replace pond with ocean, hour with day)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 16

Location: Objectives section top of page

Original Text: Students compare the atomic structure, shape, volume, and kinetic energy of solids, liquids, and gases.

Updated Text: Students will make observations to identify patterns and compare the atomic structure, shape, volume, and kinetic energy of solids, liquids, and gases. Students will use models to compare properties of three states of matter and develop an explanation of how energy and matter flow and cycle through, and are conserved in systems.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 162

Location: Preview the Topic, second paragraph

Original Text: Students learned about properties of matter, physical and chemical changes, and density in Topic 3. They will build on this knowledge as they learn about the properties of Earth's layers and the rock cycle.

Updated Text: Students learned about properties of matter, physical and chemical changes, and density in Topic 1 (TEKS 6.6B and 6.6D). They will build on this knowledge as they learn about the properties of Earth's layers and the rock cycle.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will gain knowledge that should help them explain that lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

Updated Text: Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will plan and conduct investigations and develop models to explain how matter is conserved and cycles through Earth's systems, and students will develop explanations and describe how lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 168

Location: Blue Objective box

Original Text: Objective • Students will differentiate among Earth's biosphere, hydrosphere, atmosphere, and geosphere and identify the components of each sphere.

Updated Text: Objective Students will model the Earth's biosphere, hydrosphere, atmosphere, and geosphere to differentiate among each component and identify the interdependence of each within the function of the Earth system.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 170

Location: Everyday Phenomenon Activity, second to last sentence

Original Text: They will revisit their explanation later in the Experience as they gather new information and evidence.

Updated Text: They will revisit their explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 173

Location: N/A

Original Text: N/A

Updated Text: Differentiated Instruction SPECIAL NEEDS Accommodations Students who struggle with organization may benefit from having fewer questions on a page and from not having to complete all the questions at one time. For example, this may involve giving photocopies of only one section at a time and waiting until one section has been answered before giving the next section to the student.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 175

Location: Exit Ticket

Original Text: As an alternative exit ticket, ask students the following questions: 1. Everything on Earth is classified into four main systems. What are they? (atmosphere, biosphere, geosphere, hydrosphere) 2. Which component is part of two spheres? (Water vapor in the air is both a component of the hydrosphere, because it is water, and the atmosphere, because water vapor is a gas that makes up the atmosphere.) 3. What are some examples of spheres interacting with each other? (Humans, part of the biosphere, use rocks, part of the geosphere, to make concrete which they then use to build dams, which affect the flow of water, part of the hydrosphere. Storms, which occur in the atmosphere, can cause heavy rains, part of the hydrosphere, which can cause landslides, geosphere.)

Updated Text: Alternative Exit Ticket Give two examples of different spheres interacting with each other. (Sample answers: Beavers [biosphere] building dams that affect the flow of water [hydrosphere]. Storms form in the atmosphere and produce rain [hydrosphere].)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 176

Location: Blue Objective box

Original Text: Objective • Students will describe Earth's four layers.

Updated Text: Objectives • Students will model and describe Earth's four layers. • Students will analyze data to identify patterns in the density of materials that make up the Earth's layers to explain how it relates to the organization of the Earth's interior.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 18

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 180

Location: Everyday Phenomenon Activity, first paragraph

Original Text: You will find an editable/printable version of this activity online and also in the Experience Science Activity Companion. Students develop a model to explain why the hot springs are hot. They use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Photo as preliminary evidence. Remind students that when they initially draw their models, they are not expected to know the correct answer. They will revise this model throughout the Topic as they gather new information and evidence.

Updated Text: You will find an editable/printable version of this activity online and also in the Experience Science Activity Companion. Students develop a model to explain why the hot springs are hot. They use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Photo as preliminary evidence. Remind students that when they initially draw their models, they are not expected to know the correct answer. They will revise this model at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 185

Location: Exit Ticket

Original Text: As an alternative exit ticket, ask students the following questions: 1. Suppose we had an instrument that could explore all layers of Earth. The probe is descending, moving down, from Earth’s crust to the inner core. What sort of changes in density would the probe detect going from one layer to the next? (The probe would detect increasing density.) 2. Is the change in density similar to the changes in heat and pressure? Explain. (Yes. Temperature, pressure, and density all increase the farther down you go, or the closer you get to the inner core.)

Updated Text: Alternative Exit Ticket Ask students to put their thumbs up if the answer is increasing or put their thumbs down if the answer is decreasing. When going from the crust to the mantle, to the outer core, and then the inner core temperature _____. (thumbs up for increases) When going from the innermost layer of Earth to the outermost layer of Earth, pressure _____. (thumbs down for decreases)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 188

Location: Blue Objective box

Original Text: Objective Students will learn explore how metamorphic, igneous, and sedimentary rock form and change through the rock cycle.

Updated Text: Objectives • Students will model the rock cycle to collect, analyze, and interpret data, to explain the differences between metamorphic, igneous, and sedimentary rocks and how they form. • Students will explore the cause-and-effect relationships within Earth’s materials to describe the flow of energy and matter within the rock cycle.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 188

Location: Revised Find Pictures prompt

Original Text: Find an image that shows two of the vocabulary terms. Insert the image in the space provided. Then write two sentences explaining your choice.

Updated Text: Find or draw an image that shows two of the vocabulary terms. Insert the image in the space provided. Then write two sentences explaining how your choice illustrates the vocabulary terms.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 190

Location: Everyday Phenomenon Activity

Original Text: They use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon video as preliminary evidence. Remind students that when they first answer the questions, they are not expected to know the correct answer. They will revise their written explanation or model throughout the Topic as they gather new information and evidence.

Updated Text: They use prior knowledge, personal experiences, and observations from the Everyday Phenomenon video as preliminary evidence. Remind students that when they first answer the questions, they are not expected to know the correct answer. They will revise their written explanation or model at the end of Explain.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 193

Location: Added map handout to materials list

Original Text: N/A

Updated Text: map handout

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 196

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to the STEAM Activity information) Materials model house; stream table or pan; two books; sand, gravel, pebbles, clay, topsoil; water, pitcher, bucket

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 197

Location: Revisit Anchoring Phenomenon

Original Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that lava is formed during the rock cycle when sedimentary, metamorphic, or igneous rock melts to form magma. Magma can be forced to Earth's surface where it flows as lava.

Updated Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that lava is magma that has come to the surface of Earth. Magma forms during the rock cycle when sedimentary, metamorphic, or igneous rock melts.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 198

Location: Revised Q4 prompt to mention map handout

Original Text: Print or download a map of North America and South America. Identify six cities: two in North America, two near the equator, and two in South America. Research their latitudes and average high daily temperature in July. Organize your data by adding this information to your map.

Updated Text: Using the map handout of North America and South America, identify six cities: two in North America, two near the equator, and two in South America. Research their latitudes and average high daily temperature in July. Organize your data by adding this information to your map.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 2-185

Location: page numbers at bottom of page

Original Text: Topic 1 Exploring Forces; Topic 2 Energy; Topic 3 Properties and Changes of Matter

Updated Text: We have changed the first three topics to the following order: Topic 1 Properties and Changes of Matter; Topic 2 Exploring Forces; Topic 3 Energy

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 2-41

Location: page numbers at bottom of page

Original Text: Topic 1 Exploring Forces

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Topic 2 Exploring Forces (Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Exploring Forces becomes Topic 2 Exploring Forces, pages 78-117.)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 201

Location: In This Topic

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 206

Location: Blue objective box

Original Text: Objective Students will learn about air as a resource, causes and effects of air pollution, air quality monitoring, and resource management and technological approaches to air pollution control.

Updated Text: Objectives • Students will apply scientific and engineering practices to observe and collect data on air quality and air quality monitoring approaches. • Students will investigate the cause and effects of air pollution, how air is a resource, and evaluate the technological approaches to air pollution and resource management.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 207

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 21

Location: Bottom of page

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION Support Students with Special Needs Students with hearing impairments may benefit from having a peer act as a notetaker to assist them with recording the information found in the Key Ideas video.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 215

Location: N/A

Original Text: N/A

Updated Text: (adding after other Differentiated Instruction notes on the page) SPECIAL NEEDS Selected Questions Students with language impairments may benefit from being given a choice of questions, or fewer questions, instead of completing the entire Experience Review section.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 216

Location: Blue objective box

Original Text: Objective • Students will learn about water as a resource, causes and effects of water pollution, water quality monitoring, and resource management and technological approaches to water pollution control.

Updated Text: Objective Students will develop explanations about how water is used as a resource, model causes and effects of water pollution, conduct investigations involving water quality monitoring, and design technological solutions for water management and pollution control.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 217

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 218

Location: Everyday Phenomenon Activity

Original Text: N/A

Updated Text: (Added a sentence to the end of the paragraph) Remind students that they will come back to this activity at the end of Explain to revise their answers.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 218

Location: Revised title of Key Ideas Take Notes asset (SAC)

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 219

Location: Materials list

Original Text: Materials pan or tray, spray bottle of water, colored chalk dust, heavy construction paper or printer paper (Safety, third line) dust (Expected Outcomes, third line) dust (Hands-on Lab Video, second bullet) dust

Updated Text: Materials pan or tray, spray bottle of water, colored chalk powder, heavy construction paper or cardstock (Safety, third line) powder (And Expected Outcomes, third line) powder (Hands-on Lab Video, second bullet) powder

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 226

Location: Blue objective box

Original Text: Objective • Students will learn about soil as a resource, causes and effects of soil pollution, soil quality monitoring, resource management, and technological approaches to soil management.

Updated Text: Objective (bullet) Students will develop explanations about how soil is a resource, model causes and effects of soil pollution, use quantitative data relationships to conduct investigations involving soil quality monitoring, and design technological solutions for soil management.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 227

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 229

Location: Materials list

Original Text: Materials 6 paper cups, potting soil, pollutant solution, bean seeds, graduated cylinder, ruler, marker

Updated Text: Materials 6 paper cups, potting soil, pollutant solution, sprouted bean seeds, graduated cylinder or beaker, ruler, marker

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 236

Location: Blue objective box

Original Text: Objective • Students will learn about energy resources, differences between renewable and nonrenewable resources, energy resource management, energy resources as tools to reduce poverty and malnutrition, and the importance of efficiency in energy resource technology.

Updated Text: Objective • Students will develop explanations for differences between renewable and nonrenewable energy resources, explore how managing energy resources can reduce poverty and malnutrition, and conduct investigations to analyze how energy efficiency impacts stability and change.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 237

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 240

Location: Data Analysis bullet

Original Text: Point out the break symbol on the graph's y-axis to students. Explain that this symbol is used to indicate a break or disruption in the continuity of the values on a graph's axis. In this case, the symbol indicates that the values for 5, 10, and 15 are not included on the y-axis since the data starts above 20 gigatons for 1990.

Updated Text: To extend student learning, you could ask students to research world events that may have contributed to declines in emissions seen in the graph. Students may indicate that the Great Depression, World War II, the second oil shock in 1979, and the 2008 financial crisis contributed to a decline in emissions due to lack of available resources.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 241

Location: Key Ideas Video

Original Text: ENERGY RESOURCES Students will discover renewable and nonrenewable sources of energy and explore their importance in meeting worldwide energy needs.

Updated Text: ENERGY RESOURCES Students will discover renewable and nonrenewable sources of energy and explore their importance in meeting worldwide energy needs and reducing global energy poverty

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 242

Location: Read About It Last Bullet

Original Text: Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy demands, poverty, malnutrition, and pollution.

Updated Text: Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy poverty, malnutrition, and pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 243

Location: Exit Ticket

Original Text: Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such as pollution, poverty, malnutrition, and global energy use. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss student answers and any revisions that should be made. Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent poverty. (false)

Updated Text: Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such as pollution, malnutrition, and global energy poverty. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss

student answers and any revisions that should be made. Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent global energy poverty. (false)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 244

Location: STEAM Activitybullet 2bullet 3 Careers

Original Text: N/A Step 2 Step 4 rocks and the rock cycle

Updated Text: (added Materials list to STEAM Activity) Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software Step 3 Step 5 managing and conserving energy resources

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 244

Location: STEAM Activity

Original Text: HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on how managing energy resources can reduce poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and what new technologies are being developed to improve people’s access to energy around the world. Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software. • Discuss the introductory paragraph before getting started to ensure student understanding. • In Step 3, you may want to assign groups different European and African countries to research so that the class has access to more data about energy needs and reliable energy access. • Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered. • Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person’s ability to earn a living and eat? (Answers will vary, but make sure students understand that reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.) • Discuss with students the advantages and limitations of their energy technologies.

Updated Text: HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on how managing energy resources can reduce global energy poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and how different nonrenewable and renewable energy technologies can help improve quality of life. Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software. • Discuss the introductory paragraph before getting started to ensure student understanding. • In Step 3, you may want to assign groups different European and African countries to research so that the class has access to more data about energy needs and reliable energy access. • In Step 4, have a class discussion comparing students research of the different countries. As a class, decide which African nation they will focus on for the rest of the activity. • Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered. • Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing global energy poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person’s ability to earn a living and eat? (Answers will vary, but make sure students understand that by reducing global

energy poverty and increasing reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.) • Discuss with students the advantages and limitations of their energy technologies."

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 245

Location: Revisit Anchoring Phenomenon

Original Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that designing processes that generate energy from waste is an example of how design can help manage resources, since most of the waste we generate goes into landfills and can pollute the air, water, and land. Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during the Experience.

Updated Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that construction that uses technologies and methods that increase energy efficiency help to manage resources. Students may also note that the trees growing on balconies of the Bosco Verticale building help to conserve energy by creating shade to cool the building without requiring energy. Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during the Experience.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 254

Location: Blue Objective box

Original Text: Objective • Students will investigate how organisms, such as mold growing on bread, are composed of one or more cells, new cells come from preexisting cells, and that cells are the basic unit of structure and function in all living things.

Updated Text: Objective Students will investigate how organisms are composed of one or more cells, explain why cells are the basic unit of structure and function in all living things, and identify the impact of cause-and-effect relationships on past and current research involving cell theory, including contributions of diverse scientists.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 256

Location: Last sentence in Everyday Phenomenon Activity

Original Text: Remind students that they will revisit this activity later in the Experience to revise their responses.

Updated Text: Remind students that they will revisit this activity at the end of Explain to revise their responses.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 257

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Microscope Alternatives Students with visual impairments may struggle with the use of a microscope. Therefore, there should be some alternatives such as high-contrast prints or digital images of what is seen under the microscope.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 26

Location: Objectives section top of page

Original Text: Objective Students explore the physical properties of matter, compare densities of substances, and differentiate between pure substances and types of mixtures. Student compare the relative densities of various fluids.

Updated Text: Objectives Students will use appropriate tools to investigate the physical properties of matter, compare densities of substances, and differentiate between pure substances and types of mixtures. Students will compare the relative densities of various fluids to identify patterns and analyze how differences affect a system’s structure or performance.

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ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 264

Location: Blue Objective box

Original Text: Objective • Students will identify the characteristics of living things. They will compare unicellular and multicellular organisms, prokaryotic and eukaryotic cells, and autotrophic and heterotrophic organisms.

Updated Text: Objective Students will identify patterns to understand and develop explanations about the characteristics of living things, based on observations and comparisons of unicellular and multicellular organisms, prokaryotic and eukaryotic cells, and autotrophic and heterotrophic organisms.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 266

Location: Last sentence in Everyday Phenomenon Activity

Original Text: Remind students that they will come back to this activity later in the Experience to revise their responses.

Updated Text: Remind students that they will come back to this activity at the end of Explain to revise their responses.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 272

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to the STEAM Activity information) Materials • bottles, containers, boxes, and tubing • clay, fabric, foil, plastic wrap, and buttons • thick construction paper or card stock • chenille stems, streamers, and googly eyes^[SEP] • art supplies • scissors, tape, glue • reading material

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 279

Location: Experience 3

Original Text: N/A

Updated Text: Make Informed Decisions Are pesticides safe to use in your garden? p. 310

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 28

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 280

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them make and use observations to predict which bear variation would be more likely to increase in number in this region.

Updated Text: Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them describe and investigate the organization and relationships in ecosystems and describe how variations can be an advantage or disadvantage. In addition, they will also be able to make and use observations to predict which bear variation would be more likely to increase in number in this region.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 280

Location: Experience 4

Original Text: poverty

Updated Text: global energy poverty

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 282

Location: Objectives

Original Text: Students will describe the hierarchical organization of an ecosystem in increasingly specific levels from community, to population, to organism.

Updated Text: • Students will describe the hierarchical organization of an ecosystem in increasingly specific levels from community, to population, to organism. • Students will model the parts of an ecosystem and identify patterns to develop an explanation of its hierarchical organization.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 283

Location: Question 2

Original Text: SEP Ask Questions Record 1–2 questions you have about how a city might be able to maintain good air quality as daily activities, such as commuting to work, return to normal levels after the pandemic.

Updated Text: SEP Ask Questions Record 1–2 questions scientists could ask to determine what caused the difference in outdoor air quality during the height of the COVID-19 pandemic.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 284

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework

Updated Text: Students develop explanations to

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 285

Location: Hands-On Lab

Original Text: N/A

Updated Text: Guided Lab Materials sheet with 9 images, scissors, tape or glue, pencil

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 290

Location: Question 1

Original Text: THEME Cause and Effect A new power plant has opened near Monica’s house. Monica notices that the air in the sky seems dustier and smells different. How might she determine if the factory is the source of the change in the air quality?

Updated Text: THEME Cause and Effect A new factory has opened near Monica’s house. Monica notices that the air in the sky seems dustier and smells different. How might she determine if the factory is the source of the change in the air quality?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 292

Location: Objectives

Original Text: • Students will investigate how organisms in an ecosystem depend on and compete for biotic factors, such as food, and abiotic factors, such as rocks. • Students will describe and give examples of competitive relationships between organisms.

Updated Text: • Students will model and investigate how organisms in an ecosystem depend on and compete for biotic factors, such as food, and abiotic factors, such as rocks. • Students will analyze and explain how competitive relationships between organisms impact stability and change.

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ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 292

Location: Paragraph 3, 2nd to last sentence

Original Text: This mixture is called smog.

Updated Text: This mixture is called smog, and can include gases such as nitrous oxide and carbon monoxide.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 294

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework to show

Updated Text: Students use develop explanations to show

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ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 294

Location: Paragraph 5

Original Text: N/A

Updated Text: Clean Air Act In 1963, the United States government enacted the Clean Air Act. Since then, it has been amended many times. The purpose of the act is to control and reduce air pollution across the country by regulating emissions from various sources. The Clean Air Act is one of the earliest environmental laws established in the United States. [caption and image of power plants removed from page; acid rain image enlarged]

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 295

Location: Paragraph 2, 2nd sentence

Original Text: It can convert car exhaust into less harmful gases, such as carbon dioxide and water vapor.

Updated Text: It can convert car exhaust into gases that are not pollutants, such as water vapor and carbon dioxide.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 300

Location: Question 1

Original Text: d. methane gas from herds of cattle on many large ranches

Updated Text: d. ozone released by idling trucks across a county

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 302

Location: Objectives

Original Text: Students will describe and give examples of predatory, competitive, and symbiotic relationships between organisms.

Updated Text: • Students will describe and give examples of predatory, competitive, and symbiotic relationships between organisms, using evidence from multiple sources. • Students will model relationships between organisms and identify patterns to develop explanations for the interactions of organisms in ecosystems.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 304

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence- Reasoning framework to explain why they think a tarantula would let a frog live with it. Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon video as preliminary evidence.

Updated Text: Students develop explanations to show why they think a tarantula would let a frog live with it. Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon photo as preliminary evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 305

Location: entire Page

Original Text: N/A

Updated Text: Guided Lab Materials sheet of organism cards, sheet of emoji cards, tape, pencil, scissors SPECIAL NEEDS Collaboration Support Students who struggle working in a group may benefit from having set expectations and roles for each member of the group. This allows each student in the group to know their personal expectations and facilitates collaboration within the group.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 312

Location: Objectives

Original Text: Students will describe how variations within a population can be an advantage or disadvantage when it comes to survival in a changing environment.

Updated Text: • Students will model how variations within a population can be an advantage or disadvantage when it comes to survival in a changing environment. • Students will analyze and explain how a variation in an organism is related to its ability to survive and how this relationship impacts stability and change.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 314

Location: Everyday Phenomenon Activity

Original Text: Students view the video and use the Claim-Evidence-Reasoning framework to explain how they think claw size affects fiddler crab populations as the environment changes. Remind students that when they first answer the questions, they are not expected to know the correct answer. They should use the evidence in the image and prior knowledge to consider the phenomenon.

Updated Text: Students view the video and develop explanations to show how they think claw size affects fiddler crab populations as the environment changes. Remind students that when they first answer the questions, they are not expected to know the correct answer. They should use the evidence in the video and prior knowledge to consider the phenomenon.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 320

Location: STEAM Activity

Original Text: N/A

Updated Text: Materials computer with Internet access, magazines with nature photos, tape or glue, scissors, assorted building materials

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 324-328

Location: Index, throughout pages

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 329

Location: Credits, throughout page

Original Text: Page references to Topics 1-3 and order of Topics

Updated Text: Updated page references and order to reflect the new order of Topics 1-3

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 342

Location: Paragraph 1, 2nd to last sentence

Original Text: The graph shows the global energy-related CO₂ emissions from 1990 to 2020. [graph with data from 1990 to 2020]

Updated Text: The graph shows the global energy-related CO₂ emissions from energy combustion and industrial processes from 1900 to 2021. [graph updated to show data from 1900 to 2020]

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 343

Location: Questions 2-4

Original Text: 2. Predict If the trend of the graph continues, in about what year will global CO₂ emissions double as compared to the value in 1990? Explain your answer. 3. SEP Engage in Argument If countries around the world committed to reducing their reliance on fossil fuels for energy, how do you think the shape of this graph would change in the future? 4. THEME Stability and Change The two time periods where CO₂ emissions decreased were related to global economic issues: a recession (period of reduced trade) in 2008 and the COVID-19 pandemic in 2020. How do these events help suggest how to reduce CO₂ emissions in the future?

Updated Text: 2. Stability and Change In which year did the emissions double from the emissions level in 1900? 3. SEP Ask Questions Compare global CO2 emissions in 1900 to emissions in 2020. Record 1–2 questions about the change you observe. Then describe what additional data you would need to answer your questions. [Question 4 removed]

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 347

Location: Paragraphs 1-2

Original Text: Most sources of oil, coal, and natural gas are found deep below Earth’s surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth’s surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems. Fossil fuels release a great deal of energy when they are burned. However, they also release gases and chemicals that can pollute the air, water, and soil.

Updated Text: Most sources of oil, coal, and natural gas are found deep below Earth’s surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth’s surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems. Fossil fuels release a great deal of energy when they are burned. They also release gases and chemicals, such as sulfur dioxide, nitrogen oxides, and mercury, that can pollute the air, water, and soil. However, measures can be taken to reduce the pollution generated from burning fossil fuels. Renewable energy sources also have environmental impacts. Manufacturing and transporting parts for renewable energy equipment produces pollutants that can harm air, water, and soil resources. Building sites for renewable energy installations can also disrupt water, land, soil,

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 348

Location: Paragraph 2, last sentence

Original Text: N/A

Updated Text: Recall that renewable energy sources can also cause pollution and have environmental impacts. All energy resources need to be managed and conserved.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 349

Location: Entire page

Original Text: Using energy resources more efficiently is another way to manage energy resources. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money. The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more affordable and efficient. In areas that have limited access to energy, poverty can result. Poverty is the condition of those who don't have enough money to meet basic needs such as food, clothing, and shelter. If energy is required to work or if it costs too much, then people may lack the money to provide for their needs. Renewable energy sources are some of the most promising ways to meet global

energy demand. They not only reduce pollution but also reduce social, political, and economic impacts from extracting and using fossil fuels.[caption] Fuel Efficiency Engineers have improved existing engine technology to increase the fuel efficiency of cars. They have also developed new technologies such as electric engines, which do not require fuel at all.[caption] Energy Technology Lack of access to reliable electricity in rural or remote areas contributes to poverty and malnutrition. Engineers are developing new energy technologies that use solar, wind, and water to provide electricity to individual communities.

Updated Text: Across the globe, people are faced with energy challenges. Energy poverty is a condition where people lack access to enough energy to meet their basic needs such as lighting and the ability to cook food or heat their homes. There are generally two factors that contribute to energy poverty: the unavailability of energy resources and not having enough money to pay for the energy. In some areas of the world nonrenewable energy sources are very expensive or cannot be delivered to homes. Energy poverty can make it difficult to access clean water, healthy food, and medical treatment. Using energy resources more efficiently is one way to manage energy resources and reduce energy poverty. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money. The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more accessible, affordable, and efficient. By managing and increasing access to all energy resources, along with reducing costs for energy, energy poverty can be reduced.[caption] Fuel Efficiency Engineers have improved existing engine technology to increase the fuel efficiency of cars, so it costs less to fill up. They have also developed new technologies such as electric engines, which do not require fuel at all.[caption] Energy Technology Lack of access to affordable electricity in rural or remote areas contributes to poverty and malnutrition. Engineers are developing new energy technologies that increase energy efficiency and use solar, wind, and water to provide electricity to individual communities.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 351

Location: Top title & last sentence starter

Original Text: How is energy produced?

Updated Text: What are energy resources? Renewable energy sources contribute to pollution by...

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 352

Location: Top title & 2nd section sentence starters

Original Text: How are energy resources managed and conserved? Efficiency is... Technology can help manage energy resources by... Renewable energy resources can help reduce poverty by... Other information:

Updated Text: What are energy resource management and conservation? Global energy poverty is... Efficiency is... Technology can help manage energy resources by... Renewable energy resources can help reduce global energy poverty by...

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 353

Location: Experience Vocabulary

Original Text: poverty

Updated Text: global energy poverty

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 357

Location: Question 3

Original Text: 3. Conserving resources is important to eliminating poverty because a. people in poverty have no access to air, water, and soil resources. b. then more resources can be given to people that desperately need them. c. the less food that can be grown in soil, the more food can be made available. d. storing resources for use later prevents them from being used as needed.

Updated Text: 3. Conserving resources is important to eliminating global energy poverty because a. people in global energy poverty have no access to air, water, and soil resources. b. then more resources can be given to people that desperately need them. c. the less food that can be grown in soil, the more food can be made available. d. storing resources for use later prevents them from being used as needed.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 36

Location: Objectives section top of page

Original Text: Students will identify metals, nonmetals, and metalloids on the period table of elements using their physical properties and describe the position and importance of rare earth elements.

Updated Text: Students will use appropriate tools to identify metals, nonmetals, and metalloids on the periodic table of elements using their physical properties and use data to explain the position and importance of rare earth elements.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 38

Location: Everyday Phenomenon Activity

Original Text: After students complete the activities in the Experience, they will revise their original explanations.

Updated Text: Students will revisit their original explanations at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 38-85

Location: page numbers at bottom of page

Original Text: Topic 2 Energy

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Topic 3 Energy (Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energy becomes Topic 3 Energy, pages 86-133.)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 397

Location: Academic Vocabulary

Original Text: Read the following sentence and then write a sentence using the term advantage.

Updated Text: Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 42

Location: Read About It, 2nd bullet point

Original Text: Refer students to the figure of copper. Explain that while metals are lustrous, they can be tarnished or made dull by reacting with other metals, including oxygen in the air.

Updated Text: Refer students to the figure of copper. Explain that while metals are lustrous, they can be tarnished or made dull by reacting with nonmetals, including oxygen in the air.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 42-109

Location: page numbers at bottom of page

Original Text: Topic 2 Energy

Updated Text: Topic 3 Energy (Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energy becomes Topic 3 Energy, pages 119-185.)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 46

Location: Objectives section top of page

Original Text: Students will identify the formation of a new substance by recognizing and using the evidence of a possible chemical change.

Updated Text: Students will identify the formation of a new substance by recognizing and using the evidence from investigating a possible chemical change, and communicating an explanation individually and collaboratively.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 48

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 64

Location: Objectives

Original Text: Students will Identify types of forces and explore how they act on objects using real-world applications.

Updated Text: Students will identify types of forces and use models to investigate how they act on objects using real-world applications. Students will investigate cause-and-effect relationships, and communicate explanations individually and collaboratively in a variety of settings and formats.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 66

Location: Everyday Phenomenon Activity

Original Text: They will revise this explanation at the end of the Experience..."

Updated Text: They will revise this explanation at the end of Explain

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 74

Location: Objectives

Original Text: Students explore balanced and unbalanced forces, calculate net force, and identify force pairs using Newton's third law of motion.

Updated Text: • Students explore balanced and unbalanced forces, calculate net force, and identify force pairs, using Newton's third law of motion. • Students conduct experimental investigations to analyze how differences in proportion affect a system.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 80

Location: Bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS Matching Support Students who need more tactile experiences may benefit from having a physical matching activity where they are given cards and instructed to match the types of forces and other important concepts with their definitions.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 80

Location: Share with a Partner

Original Text: If you have the same terms checked off, discuss the definitions with your partner

Updated Text: If you have the same terms highlighted or circled, discuss the definitions with your partner

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 86-133

Location: page numbers at bottom of page

Original Text: Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter (Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Properties and Changes of Matter becomes Topic 1 Properties and Changes of Matter, pages 10-57)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 88

Location: Experience 1

Original Text: N/A

Updated Text: Make Informed Decisions Are rechargeable batteries a better alternative to disposable batteries?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 90

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them compare and contrast kinetic energy and potential energy. In addition, they will be able to explain that the ball's kinetic energy is converted into elastic potential energy when the ball hits the ground. This elastic potential energy is converted back into kinetic energy as the ball moves back up in the air after bouncing.

Updated Text: Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them compare and contrast kinetic energy and potential energy. Students will analyze how energy is conserved through transformations and be able to explain that the ball’s kinetic energy is converted into elastic potential energy when the ball hits the ground. Students will describe how elastic potential energy is converted back into kinetic energy within the model of the ball moving back up in the air after bouncing.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 92

Location: Objectives

Original Text: Students will compare and contrast the forms energy can take as kinetic and gravitational potential energy.

Updated Text: Students will compare and contrast the forms energy can take as kinetic and gravitational potential energy, analyze the effects of differences in scale, proportion, and quantity, and evaluate evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 93

Location: Elaborate

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Are rechargeable batteries a better alternative to disposable batteries?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): 94

Location: Everyday Phenomenon Activity

Original Text: They will revise this model at the end of the Experience after they gather new information and evidence.

Updated Text: They will revise this model at the end of the Explain after they gather new information and evidence.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): 97

Location: Q2 Anno

Original Text: N/A

Updated Text: (Anno) Magnetism is a non-contact force. This means that objects do not have to be touching for the force to act on them. When the refrigerator door is cracked open, it will close on its own because the non-contact force of magnetism attracts the door to the refrigerator. The strength of the magnet in the door and the distance between the magnets in the door and the refrigerator influence the strength of the magnetic force.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): iii

Location: page numbers at bottom of page and page references

Original Text: TOC pages for Topic 1 Exploring Forces

Updated Text: This is now on page v and is the TOC for Topic 2 Exploring Forces

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): iv

Location: Table of Contents for Topics 1-3

Original Text: Topic 1 Exploring Forces TOC; Topic 2 Energy TOC; Topic 3 Properties and Changes of Matter TOC

Updated Text: Updated to reflect new order of topics. Topic 1 Properties and Changes of Matter, Topic 2 Exploring Forces, Topic 3 Energy

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): iv-v

Location: page numbers at bottom of page and page references

Original Text: TOC pages for Topic 2 Energy

Updated Text: This is now on page vi-vii and is the TOC for Topic 3 Energy

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience at a Glance.

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate standards to many places to include a more comprehensive list.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): N/A

Location: Added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity Title of activity

Updated Text: STRIVING Title of activity CHALLENGE Title of activity

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): N/A

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 1 Exploring Forces

Updated Text: Topic 2 Exploring Forces Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 1 Exploring Forces becomes Topic 2 Exploring Forces

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 2 Energy

Updated Text: Topic 3 Energy (Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 2 Energy becomes Topic 3 Exploring Forces)

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter (Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 3 Properties and Changes of Matter becomes Topic 1 Properties and Changes of Matter)

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Current Page Number(s): Slides 12 & 13

Location: Slides 12 & 13 (Student and teacher support)

Original Text: What roles do efficiency and technology play in managing energy resources? Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand. Reducing demand can help reduce stress from social and economic issues such as poverty (the condition of those who don't have enough money to meet their basic needs such as food, clothing, and shelter), malnutrition, and pollution. Teacher Support: Explain Another way to manage energy resources is to use them more efficiently. Efficiency is a measure of how well a device uses energy to perform a task, usually represented as the percentage of energy used to perform the task and not wasted or lost to the environment. In most cases, energy is lost to the environment as heat. Discuss examples of light bulbs with students to help them understand efficiency. An LED bulb, for example, is more efficient than an incandescent bulb because it uses less energy to produce the same amount of light. Incandescent bulbs lose a great deal of energy to the environment as heat, so they are not as efficient. Technology (both improving existing technologies and developing new technologies) plays an important role in increasing the efficiency of devices. Cars, for example, have changed a great deal since they were first introduced. Explain that fuel efficiency is a measure of how far a vehicle can travel on one gallon fuel. It is usually measured in miles per gallon (mpg). Engineers first improved existing engines to make them more efficient by burn less fuel. Later, they developed new engine technology that runs on batteries and does not require fuel at all. New technologies using renewable energy sources (such as solar, wind, and water) are more efficient than nonrenewable resources and can help conserve fossil fuels, which reduces pollution. These technologies may also allow areas that have limited access to energy and electricity to gain access to readily available energy. Access to energy and electricity can increase employment opportunities, healthcare, cooking, and education which can help combat poverty. Ask students to discuss what they think the relationship between energy, poverty, and malnutrition is.

Updated Text: What roles do efficiency and technology play in managing energy resources? Managing energy resources and developing energy technologies can help meet global energy demands and reduce global energy poverty (the condition of those who don't have enough energy to meet their basic needs such as lighting, cooking, and heating). Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand. Teacher Support: Explain Across the globe, people are faced with energy challenges. Energy poverty is a condition where people lack access to enough energy to meet their basic needs such as lighting and the ability to cook food or heat their homes. There are generally two factors that contribute to energy poverty: the unavailability of energy resources and not having enough money to pay for the energy. In some areas of the world nonrenewable energy sources are very expensive or cannot be delivered to homes. Energy poverty can make it difficult to access clean water, healthy food, and medical treatment. Using energy resources more efficiently is one way to manage energy resources and reduce energy poverty. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money. The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more accessible, affordable, and efficient. By managing and increasing access to all energy resources, along with reducing costs for energy, energy poverty can be reduced. Ask students to discuss what they think the relationship between global energy poverty and malnutrition is.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): Throughout Topic Overview Pages

Location: New line at end of Home Connection box

Original Text: N/A

Updated Text: N/A

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: Bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-7 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Type: Editorial Change

Current Page Number(s): vi-vii

Location: page numbers at bottom of page and page references

Original Text: TOC pages for Topic 3 Properties and Changes of Matter

Updated Text: This is now on page iii-iv and is the TOC for Topic 1 Properties and Changes of Matter

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Current Page Number(s): worksheet, student

Location: Revised title of Key Ideas Take Notes asset (SE)

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Type: Editorial Change

Current Page Number(s): worksheet, teacher

Location: Revised title of Key Ideas Take Notes asset (TE)

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): xxvi-xxvii

Location: Course Planner and Pacing Guide, Topics 1-3

Original Text: Topic 1 Exploring Forces; Topic 2 Energy; Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter, Topic 2 Exploring Forces, Topic 3 Energy

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Original Text: Page references to Topics 1-3; pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Type: Editorial Change

Current Page Number(s): xxxviii-xl

Location: ELPS correlation, throughout pages

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Feedback and Publisher Responses

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Page Number(s): 17

URL:

[View Content](#)

Feedback Text: Please add static friction. I usually use that as the 3rd one instead of fluid friction.

Publisher Response: We will add a short description of the term static friction to the Read About It.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Page Number(s): 198

URL:

[View Content](#)

Feedback Text: please consider adding the map for students to utilize

Publisher Response: We will add a map to our digital platform that teachers can access and provide to students.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Page Number(s): 269

URL:

[View Content](#)

Feedback Text: When talking about how it forms bands or can be arranged randomly, I suggest adding the terms foliated and non-foliated.

Publisher Response: We will add the terms foliated and non-foliated at point of use in the Read About It so that the terms are there for teachers who would like to introduce them.

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Page Number(s): Worksheet link

URL:

[View Content](#)

Feedback Text: would be good to offer details regarding all parts of Africa so students don't think the entire continent is one way

Publisher Response: We do see how the activity as written may set up students to assume that every country in Africa is the same in regards to energy use. We will adjust the Teacher Support document and the Student STEAM Activity so that students will likely choose two countries in Africa that differ in their overall energy use.

Publisher: Savvas Learning

Science, Grade 7

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

Editorial Changes

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Location: STEAM Activity

Original Text: HOW CAN YOU REMOVE PLASTIC DEBRIS FROM WATER? Students design and build a model of a device that can remove plastic pollution from a body of water.

Updated Text: HOW CAN YOU REMOVE PLASTIC DEBRIS FROM WATER? Students design and build a model of a device that can remove plastic pollution from a body of water. Materials plastic container, such as an empty tub; screen mesh, fish netting, small fishing bobbers, pipe cleaners, wide container, string, plastic bottle caps, corks, water, filter-type material, such as cheesecloth; coffee filters, other upcycled craft materials

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Location: First 2 paragraphs of Authentic Reading - Einstein's Refrigerator

Original Text: By that time, researchers in the United States had developed a better conventional refrigerator that used a new, nontoxic refrigerant. But that’s not the end of the story. That new nontoxic refrigerant was called “Freon.” Decades later came the discovery that this chlorofluorocarbon (CFC) destroys Earth’s ozone layer and endangers life on the planet. Back to the drawing board and time to dust off those designs for Einstein-Szilard refrigerators.

Updated Text: By that time, researchers in the United States had developed a better conventional refrigerator that used a new, nontoxic refrigerant called "Freon." That new refrigerant, Freon, is a type of substance called a chlorofluorocarbon (CFC). CFCs destroy Earth's ozone layer, which endangers life on the planet. Scientists such as Mario Molina sounded the alarm, and governments created laws to strictly regulate CFCs.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781428553897

Type: Editorial Change

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “precaution.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Location: Elaborate Column

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is bottled water better than tap water? Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of drinking bottled versus tap water.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Location: Differentiated Instruction

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Peer Assistance Students with language impairments may benefit from having a peer take notes for them while watching the Key Ideas Video on Groundwater.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Experience. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers about how water under the ground is used now that they have completed the Experience. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that groundwater is used in agriculture for growing crops and as water for livestock that are used for food.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Location: Blue Objective box

Original Text: Objective • Students will learn about the parts of the ocean system, the ways humans depend on this system, and how human activities influence it.

Updated Text: Objectives • Students will investigate the parts of the ocean system, the ways humans depend on this system, and how human activities influence it. • Students will engage respectfully in scientific argumentation to communicate explanations on the cause-and-effect relationships between the ocean system and human activities.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that human activities, like developing artificial reefs, can impact the ocean in a positive way by increasing opportunities to grow types of seafood like oysters and provide jobs and income.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 10-47

Location: page numbers at bottom of page

Original Text: Topic 1 Force and Motion

Updated Text: Topic 2 Force and Motion (Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Force and Motion becomes Topic 2 Force and Motion, pages 48-85.)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 103

Location: Heading Interpreting Distance-Time Graphs and art, and art text

Original Text: A distance-time graph plots an object’s distance from a starting point over time. Distance is on the vertical (y) axis, and time is on the horizontal (x) axis. The slope of a graph at a point is the steepness of the graph at that point. If the graph is a line segment, the slope of that segment is calculated as “the rise over the run,” or the change in y divided by the change in x. Slope may be positive or negative. In both cases, steepness of the slope reflects speed. For an object with a constant speed, the graph would only be a straight line. But if the speed of the object varies, a graph is an excellent way to show the changes. Graphs are also a good way to identify patterns in motion. Label 1 The positive slope of the first segment indicates motion away from the starting point. Label 2 The steeper slope of the third segment shows a higher speed than in the first segment. Label 3 The negative slope of the fourth segment indicates that the object is returning to the starting point.

Updated Text: A distance-time graph plots the distance an object travels over time. Distance is on the vertical (y) axis, and time is on the horizontal (x) axis. The slope of a graph at a point is the steepness of the graph at that point. If the graph is a line segment, the slope of that segment is calculated as “the rise over the run,” or the change in y divided by the change in x. The slope of a line can vary. In a distance-time graph, a steep slope indicates a faster speed, while a shallow slope indicates a slower speed. For an object with a constant speed, the graph would be a steady line. But if the speed of the object varies, its slope will become steeper or shallower. Graphs also help to identify patterns in motion. (Graph was updated so that the last segment with a negative slope was changed to a positive slope.) Label 1 The positive slope of the first segment indicates that the object is traveling over a distance. Label 2 The steeper slope of the third segment shows that the object is moving at a higher speed than in the first segment. Label 3 The shallower slope of the fourth segment shows the object is moving at a slower speed.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 105

Location: Heading Plotting Distance-Time Graphs

Original Text: Graphing motion requires knowing where an object is at a given time. If speed is steady, a straight line can be drawn through the plotted points. Of course, you want to be sure to define your starting point and positive and negative distance when you make a graph. Graphing Nonuniform Motion For a more complicated case of motion, the distance-time graph can be irregular. For example, the way a sandpiper moves up and down on a beach is represented by a jagged line. Distance

Updated Text: Graphing motion requires knowing the distance a moving object has traveled at a given time. If an object's speed is steady, a straight line can be drawn through the plotted points. Of course, you want to be sure to define your units of time and distance when you make a graph. A displacement-time graph shows the velocity of a moving object. The vertical (y) axis shows the displacement rather than distance. A negative slope means that the object is moving back toward the starting point. Graphing Nonuniform Motion This displacement-time graph represents the way a sandpiper moves toward and away from the water on a beach. Note that the sandpiper is moving only forward and backward, not right or left.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 106-161

Location: page numbers at bottom of page

Original Text: Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions (Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Matter and Solutions becomes Topic 1 Matter and Solutions, pages 2-57)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 108

Location: Q2

Original Text: 2. Half of a pendulum swing is shown by the distance-time graph below. Which of the following sets of phrases best describe the motion sequence?

Updated Text: 2. Three students run a 10-km race. Saavi runs 5 km in 20 minutes, stops for 10 minutes, then runs 5 km in 30 minutes. Sal runs 10 km in 55 minutes. Sara runs 5 km in 30 minutes, then runs 5 km in 25 minutes. Use this data to create a graph describing the students' motion. Then interpret the graph to answer the questions. Which runner reaches the fastest speed during the race? Who wins the race? (graph of pendulum swinging was removed, replaced with space for students to construct their own graph using the above data)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 109

Location: Revisit Anchoring Phenomenon

Original Text: Think back to the Anchoring Phenomenon, How can you represent the motion of the cars? Now that you have collected more evidence and information, use the Claim-Evidence- Reasoning framework to write your final explanation of the phenomenon.

Updated Text: Think back to the Anchoring Phenomenon, How can you represent the motion of the cars? Now that you have collected more evidence and information, review your model and write your final explanation of the phenomenon.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): 109

Location: Topic 2, Experience 1 Quiz: Q6 answer

Original Text: 130 m / 100 s West = 1.3 m/s West]

Updated Text: 130 m West /120 s = 1.08 m/s West]

Component: Grade 7 Digital Components

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): 110

Location: Topic 2, Experience 2 Quiz: Q1 and Q5

Original Text: Q1 A distance-time graph shows how an object’s distance from a starting point changes over time. Speed is equal to the value of the _____ of the line on a distance-time graph. If the slope is positive, the distance from the starting point is _____. If the slope is negative, the distance from the starting point is _____. If the slope is zero, the distance from the starting point is _____. Which terms, in order of appearance, best complete the sentences about distance-time graphs? A. slope; decreasing; decreasing; decreasing B. [Answer: slope; increasing; decreasing; not changing] C. x-axis; not changing; increasing; not changing D. x-axis; decreasing; not changing; increasing Q5 Between which two times is the toy car moving at the greatest acceleration? Explain your answer.

Scoring Rubric: 1 pt: Student identifies the time interval with the fastest speed as 9–11 s. 1 pt: Student explains that the value of slope is equal to speed. 1 pt: Student explains that the steeper the slope, the higher the speed. The car is moving fastest between 9–11 s. . . .

Updated Text: Q1 A distance-time graph shows how the distance an object travels changes over time. Speed is equal to the value of the _____ of the line on a distance-time graph. If the slope is flat, the object’s speed is _____. If the slope is shallow, the object’s speed is _____. If the slope is steep, the object’s speed is _____. Which terms, in order of appearance, best complete the sentences about distance-time graphs? A. slope; faster; slower; zero B. [Answer: slope; zero; slower; faster] C. x-axis; not changing; increasing; not changing D. x-axis; decreasing; not changing; increasing Q5 [description of art change: Original showed third line segment from (x7,y2) to (x9,y2) and final line segment from (x9,y2) to (x11,y0). New art shows third line segment from (x7,y2) to (x10,y2) and final line segment from (x10,y2) to (x11,y3)] Between which two times is the toy car moving at the greatest speed? Explain your answer.

Scoring Rubric: 1 pt: Student identifies the time interval with the fastest speed as 10–11 s. 1 pt: Student explains that the value of slope is equal to speed. 1 pt: Student explains that the steeper the slope, the higher the speed. The car is moving fastest between 10–11 s. . . .

Component: Grade 7 Digital Components

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): 112

Location: Topic 2, Experience 1 Quiz: Q6 answer

Original Text: 130 m / 100 s West = 1.3 m/s West]

Updated Text: 130 m West /120 s = 1.08 m/s West]

Component: Grade 7 Digital Components

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): 112

Location: Topic 2, Experience 2 Quiz: Q1 and Q5

Original Text: Q1 A distance-time graph shows how an object's distance from a starting point changes over time. Speed is equal to the value of the _____ of the line on a distance-time graph. If the slope is positive, the distance from the starting point is _____. If the slope is negative, the distance from the starting point is _____. If the slope is zero, the distance from the starting point is _____. Which terms, in order of appearance, best complete the sentences about distance-time graphs? A. slope; decreasing; decreasing; decreasing B. [Answer: slope; increasing; decreasing; not changing] C. x-axis; not changing; increasing; not changing D. x-axis; decreasing; not changing; increasing Q5 Between which two times is the toy car moving at the greatest acceleration? Explain your answer. Scoring Rubric: 1 pt: Student identifies the time interval with the fastest speed as 9–11 s. 1 pt: Student explains that the value of slope is equal to speed. 1 pt: Student explains that the steeper the slope, the higher the speed. The car is moving fastest between 9–11 s. . . .

Updated Text: Q1 A distance-time graph shows how the distance an object travels changes over time. Speed is equal to the value of the _____ of the line on a distance-time graph. If the slope is flat, the object's speed is _____. If the slope is shallow, the object's speed is _____. If the slope is steep, the object's speed is _____. Which terms, in order of appearance, best complete the sentences about distance-time graphs? A. slope; faster; slower; zero B. [Answer: slope; zero; slower; faster] C. x-axis; not changing; increasing; not changing D. x-axis; decreasing; not changing; increasing Q5 [description of art change: Original showed third line segment from (x7,y2) to (x9,y2) and final line segment from (x9,y2) to (x11,y0). New art shows third line segment from (x7,y2) to (x10,y2) and final line segment from (x10,y2) to (x11,y3)] Between which two times is the toy car moving at the greatest speed? Explain your answer. Scoring Rubric: 1 pt: Student identifies the time interval with the fastest speed as 10–11 s. 1 pt: Student explains that the value of slope is equal to speed. 1 pt: Student explains that the steeper the slope, the higher the speed. The car is moving fastest between 10–11 s. . . .

Component: Grade 7 Digital Components

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): 119

Location: Key Ideas Presentation, Slides 2, 3; art & Teacher Notes

Original Text: Teacher Notes How can you interpret a distance-time graph? Teacher Support Use the first slide to ask students to make some initial observations about the graph. Then use the second slide to define slope and the different types of slopes that appear. Ask What does the vertical axis show? (distance from a starting point) What does the horizontal axis show? (time) Explain • When the slope is positive, the line slants upward from left to right; distance increases with time. That means the object is moving away from the starting point, so velocity is positive. • When the line is flat, the object has zero speed. The distance-time graph of a car that is stopped at a red light will have a plateau. The longer that flat line, the longer the object is motionless. • A steeper slope means greater speed. • When a line slants downward from left to right, it means the object is moving back toward the starting point. If it drops all the way back to the x-axis, the 2 • object is back at the starting point. Ask Could you find a vertical line on a distance-time graph? Explain why or why not. (It is impossible because a vertical line would mean the object moves a distance without any time passing. It would be in many places at the same time. But depending on the scales of the graph, a slope could look very steep.)

Updated Text: graph revised so that final line segment has a positive slope Teacher Notes How can you interpret a distance-time graph? Teacher Support Use the first slide to ask students to make some initial observations about the graph. Then use the second slide to define slope and the different types of slopes that appear. Ask What does the vertical axis show? (distance from a starting point) What does the horizontal axis show? (time) Explain When the distance an object travels increases with time, the line slants upward from left to right: we say the slope is positive. A steeper slope means greater speed. A steeper slope means greater speed—the object is traveling faster. A shallower slope means less speed—the object is traveling slower. When the line is flat, we say it has a flat or zero slope. A flat slope means the object has zero speed (it has stopped). The distance-time graph of a car that is stopped at a red light will

have a plateau. The longer that flat line, the longer the object is motionless. Ask Could you find a vertical line on a distance-time graph? Explain why or why not. (It is impossible because a vertical line would mean the object moves a distance without any time passing. It would be in many places at the same time. But depending on the scales of the graph, a slope could look very steep.)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): 119

Location: Key Ideas Presentation, Slides 6, 7; art & Teacher Notes

Original Text: Teacher Notes How can you plot a distance-time graph? Teacher Support Use the first slide text to ask students to make some initial observations of the two distance-time graphs. Use the second slide to discuss what the different graphs represent. Ask What do you make of the up-and-down shape of the second graph shown here? What does it tell you about the object? (Something was moving away from and back toward the starting point, four different times.) Explain • The upper graph shows a swimmer’s progress and speed. • The lower graph shows a sandpiper, a small shorebird, moving toward the water to find food, and then scurrying away as waves come in. Because some waves wash farther up the beach than others, the second and third peaks on the graph are smaller. The bird has less time and space in which to run toward the water and peck at the sand for food. Ask What do you think the flat plateaus on the graph represent? What was the 9 bird doing? (standing in place and pecking at the sand; not moving toward or away from the water) Try It Out Develop Models As a class, have a student model the motion of the sandpiper while others record distances and time. The student can be tasked with some kind of feeding activity, such as picking up twenty marbles or pennies at three pre-determined “feeding grounds” set at specific distances from a starting point.

Updated Text: y-axis label changed to "Displacement" How can you plot a distance-time graph? Teacher Support Use the first slide text to ask students to make some initial observations of the two distance-time graphs. Use the second slide to discuss what the different graphs represent. Ask What is different between the first graph and the second graph? (The first graph has "distance" on the y axis; the second graph has "displacement" on the y axis. The first graph has a straight line going up, but the second graph has a jagged line going up and down.) If the second graph shows displacement, what does the jagged line tell you about the object's motion? (The object was moving away from and back toward the starting point, four different times.) Explain The upper graph shows a swimmer’s progress and speed. The lower graph is a displacement-time graph. It shows the velocity of a moving object. The vertical (y) axis shows the displacement (distance from a specific starting point). The horizontal (x) axis shows time. This graph can have a positive, zero, or negative slope. In a displacement-time graph, a negative slope means that the object is moving back toward the starting point. This graph represents the way a sandpiper (a small shore bird) moves toward and away from the water on a beach. It moves toward the water and stops to find food, then it scurries away as waves come in. Some waves wash farther up the beach than others, so the second and third peaks on the graph are smaller. The bird has less time and space in which to run toward the water and peck at the sand for food. Ask What do you think the flat plateaus on the graph represent? What was the bird doing? (standing in place and pecking at the sand; not moving toward or away from the water) Try It Out Develop Models As a class, have a student model the motion of the sandpiper while others record distances and time. The student can be tasked with some kind of feeding activity, such as picking up twenty marbles or pennies at three pre-determined “feeding grounds” set at specific distances from a starting point.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 124

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the Topic, students will gain knowledge that should help them explain the roles that thermal energy and thermal energy transfer play in the production of glass objects.

Updated Text: Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the Topic, students will gain knowledge by investigating methods of thermal energy transfer. Students will also investigate the patterns of thermal energy movement, which should help them explain the relationship between kinetic energy and temperature, and the roles that thermal energy and thermal energy transfer play in the production of glass objects.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 125

Location: Blue Objective box

Original Text: Objective • Students will explore the relationship between temperature and the kinetic energy of the molecules within a substance.

Updated Text: Objective Students will use models to analyze and develop explanations about the relationship between temperature and the kinetic energy of the molecules within a substance.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 130

Location: Everyday Phenomenon Demo

Original Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives, including rug or rope burns. Invite students to describe observations or experiences throughout the Experience.

Updated Text: Ask students to brainstorm any related phenomenon they may have seen in their everyday lives, including times when they rubbed their hands together for warmth. Invite students to describe observations or experiences throughout the Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 137

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Students may refer back to the Hands-On Lab, citing what they observed about temperature and kinetic

energy as they explored diffusion. Students may also bring up what they read about sliding friction in the Read About It. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 14

Location: Launch the Anchoring Phenomenon

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a bath bomb dissolving in water. Throughout the Topic, students learn to compare and contrast elements and compounds and this knowledge will help them explain that the bath bomb and the water are compounds. Students also learn to distinguish between physical and chemical changes in matter and this knowledge will help them identify that a chemical change occurs as the bath bomb, a solute, dissolves in the water, a solvent. Anchoring Phenomenon Video. . . Students may have trouble explaining what is going on, since there is something a bit like an explosion occurring.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a bath bomb dissolving in water. Throughout the topic, students recognize that, like all matter, the bath bomb is composed of elements and compounds. They compare and contrast elements and compounds in terms of chemical symbols and chemical formulas, and they identify atoms in a chemical formula using a periodic table. Students distinguish between the evidence of chemical and physical changes that they observe as the bath bomb dissolves and produces bubbles. Students also describe the aqueous solution of a bath bomb in water in terms of solvent, solute, and concentration. Students model the factors that affect the rate of dissolution of the bath bomb in water. Anchoring Phenomenon Video Students may have trouble explaining what is going on, since it may appear that something like an explosion is occurring.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 140

Location: Blue Objective box

Original Text: Objective • Students will explore how thermal energy moves into, out of, and within systems through conduction, convection, and radiation.

Updated Text: Objective Students will use models to analyze and explain how thermal energy moves into, out of, and within systems through conduction, convection, and radiation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 147

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Group Work Students who struggle with group work may benefit from having an extension of time for the SEP Plan an Investigation questions of this Hands-On Lab.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 147

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students may think about the Hands-On Lab, where they investigated how different liquids cooled differently based on their properties. They may also refer back to the Key Ideas Presentation, where they learned about conduction, convection, and radiation. Support students as they explain their reasoning. Encourage other students to contribute their different perspectives to the conversation. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 150

Location: STEAM Activity

Original Text: Students work in groups to design and build a model of a thermal chimney. The chimney is a passive solar device that produces an updraft of warm air out of a home and thus draws cooler air inside. • Discuss the objective of the activity and show the image of a how a thermal chimney works.

Updated Text: Students work in groups to design and build a model of a thermal chimney. The chimney is a passive solar device that produces an updraft of warm air out of a home and thus draws cooler air inside. Materials assorted building materials, construction paper (various colors), tape, scissors, thermometer, incandescent light or heat lamp, tissue paper • Discuss the objective of the activity and show the image of a how a thermal chimney works.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 157

Location: Blue Objective box

Original Text: Objective • Students will explore how thermal energy flows in a predictable pattern in systems from warmer to cooler objects until thermal equilibrium is reached.

Updated Text: Objective Students will identify patterns to analyze and explain how thermal energy flows in a predictable pattern in systems from warmer to cooler objects until thermal equilibrium is reached.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 157

Location: N/A

Original Text: N/A

Updated Text: Revisit Everyday Phenomenon Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Have students reconsider the question, why will both objects reach the same temperature? During the class discussion, students may refer back to the Data Analysis activity where they observed patterns related to the movement of thermal energy. Encourage students to share their different perspectives during the conversation. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 158

Location: Exit Ticket

Original Text: You pour room temperature water (78°C) into a cup of ice that is 32°C. After some time, what is the temperature of your beverage most likely to be? Explain your answer choice. a. 85°C b. 78°C c. 55°C d. 32°C (c. 55°C; As energy moves from the water to the ice, energy transfer will continue to occur until the two have met equilibrium. The thermal energy of the water will decrease and the thermal energy of the ice will increase, resulting in a final temperature that is somewhere in the middle.)

Updated Text: You have a cup with 500 mL of room temperature water (78°C). You add several ice cubes that are 32°C. After some time, what will be the temperature of the contents of the cup? a. 85°C b. 55°C c. 32°C (b. 55°C; Thermal energy moves from the water to the ice. The thermal energy of the water will decrease and the thermal energy of the ice will increase, resulting in a temperature between the two original temperatures.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 16

Location: Objective section top of page

Original Text: ObjectiveStudents compare and contrast elements and compounds in terms of structure, chemical symbols, and chemical formulas. Students use the periodic table to identify the chemical symbols of elements.

Updated Text: ObjectivesStudents will use models to compare and contrast elements and compounds in terms of structure, chemical symbols, and chemical formulas. Students will use the periodic table to identify patterns in the chemical symbols and structures of elements.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 164

Location: Share with a partner/Identify the meaning

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner's definitions. Discuss any differences and see whether you can agree on a

definition. Identify the Meaning Read each sentence. Match the correct definition to the highlighted word. Write the letter in the space provided.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner’s definitions. Discuss any differences and see whether you can agree on a definition. Identify the Meaning Read each sentence. Match the correct definition to the bold word. Write the letter in the space provided.

Component: Grade 7 Teacher Guide

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will learn to describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic activity. This knowledge will help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

Updated Text: Launch the Anchoring Phenomenon In this Topic, students will analyze data and identify patterns to describe how plate tectonics has caused Earth to change over time. Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will learn to describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic activity. This knowledge will help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

Component: Grade 7 Teacher Guide

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 168

Location: Blue Objective box

Original Text: Objective • Students will learn about and describe how fossils, plate tectonics, and superposition provide evidence that Earth has changed over time.

Updated Text: Objectives • Students will identify patterns to connect how fossils, plate tectonics, and superposition provide evidence that Earth has changed over time. • Students will relate evidence from past and current research to the development of hypotheses and theories about Earth’s change over time.

Component: Grade 7 Teacher Guide

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 175

Location: Exit Ticket

Original Text: As an alternative exit ticket, have students draw and label one or more diagrams for a poster that shows evidence from fossils and rock layers that supports the idea that Earth has changed over time. Provide poster paper and colored pencils or markers for making posters.

Updated Text: Alternative Exit Ticket Have students draw and label a diagram of rock layers and fossils depicting superposition. Have students label the rock layers from oldest to youngest.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 178

Location: Blue Objective box

Original Text: Objective • Students will learn about how Earth’s tectonic plates interact and are responsible for mountain building and ocean basin formation.

Updated Text: Objective • Students will investigate and model cause-and effect relationships between interacting tectonic plates and changes to Earth’s surface, such as mountain building and ocean basin formation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 18

Location: Everyday Phenomenon Activity

Original Text: Students write an explanation or draw and label a picture to describe how the starting substances change when they form water. Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Video as preliminary evidence. They will revise their explanation throughout the Topic as they gather new information and evidence.

Updated Text: Students write an explanation or draw and label a picture to describe how the starting substances changed when they formed water. Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Video as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 181

Location: Differentiated Instruction

Original Text: N/A

Updated Text: SPECIAL NEEDS Act It Out Students who need more tactile experiences may need to use their hands or materials to act out the different types of plate boundaries while going through the Virtual Lab.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 188

Location: Blue Objective box

Original Text: Objective • Students will learn about how interacting tectonic plates can cause earthquakes.

Updated Text: Objectives • Students will use models to develop explanations about how interacting tectonic plates can cause earthquakes. • Students will evaluate limitations of using models to explain how stress relates to stability and change at the tectonic plate boundary.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 195

Location: Revisit Everyday Phenomenon

Original Text: . . . Remind students that their final models should explain why Iceland is tearing apart.

Updated Text: . . . Remind students that their final explanation should describe the geological processes that caused similar fossils to be found on distant continents.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 198

Location: Blue Objective box

Original Text: Objective • Students will learn about how interacting tectonic plates can cause volcanoes and volcanic eruptions, including supervolcanoes and hot spots.

Updated Text: Objective • Students will develop and use models to investigate how interacting tectonic plates can cause volcanoes and volcanic eruptions, including supervolcanoes and hot spots.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 2-161

Location: page numbers at bottom of page

Original Text: Topic 1 Force and Motion; Topic 2 Thermal Energy; Topic 3 Matter and Solutions

Updated Text: We have changed the first three topics to the following order: Topic 1 Matter and Solutions; Topic 2 Force and Motion; Topic 3 Thermal Energy

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 2-53

Location: page numbers at bottom of page

Original Text: Topic 1 Force and Motion

Updated Text: Topic 2 Force and Motion (Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Force and Motion becomes Topic 2 Force and Motion, pages 58-109.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 214

Location: Launch the Anchoring Phenomenon

Original Text: PHENOMENON INTRODUCTION Students watch a video that introduces energy and defense of the human body through the circulatory, respiratory, digestive, urinary, integumentary, and immune systems and how athletes know when their body is competition ready. Throughout the Topic, students will gain knowledge that would help them explain that athletes utilize all these body systems to ensure that their body is competition ready while gaining knowledge on the main functions of the six body systems.

Updated Text: Students watch a video that introduces energy and defense of the human body and how athletes know when their body is competition ready. Throughout the Topic, students will learn to identify the main functions of the circulatory, respiratory, digestive, urinary, integumentary, and immune systems. This knowledge will help them explain that athletes utilize all these body systems to ensure that their body is competition ready while gaining knowledge on the main functions of the six body systems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 216

Location: Blue Objective box

Original Text: Objective • Students will identify and model the main functions of the human circulatory and respiratory systems.

Updated Text: Objectives • Students will identify the main functions of the human circulatory and respiratory systems.
• Students will use models to examine the parts of the human circulatory and respiratory systems and their interdependence in the function of the human organism.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 22

Location: Bottom of page

Original Text: N/A

Updated Text: Differentiated Instruction SPECIAL NEEDS Students with speech impairments may benefit from having frequent checks for understanding, especially during the Key Ideas Presentation on Elements and Compounds.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 223

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students

to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that training at high altitudes helps to strengthen an athlete's circulatory and respiratory systems to aid in getting more oxygen to the body.

Component: Grade 7 Teacher Guide

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 226

Location: Blue Objective box

Original Text: Objective • Students will identify and model the main functions of the human digestive and urinary systems.

Updated Text: Objectives • Students will identify the main functions of the human digestive and urinary systems. • Students will use models to examine the parts of the human digestive and urinary systems and their interdependence in the function of the human organism.

Component: Grade 7 Teacher Guide

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 227

Location: Elaborate Column

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is there a benefit to taking vitamins and supplements? Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of taking vitamins or supplements. Students make an informed decision about whether people should consider taking vitamins or supplements.

Component: Grade 7 Teacher Guide

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 23

Location: Revisit Everyday Phenomenon

Original Text: Remind students that their final answers need to explain the difference between the gases, which are elements, and water, a compound.

Updated Text: Remind students that their final answers should explain what happened to the starting substances (hydrogen gas and oxygen gas) and identify the difference between the gases, which are elements, and water, which is a compound.

Component: Grade 7 Teacher Guide

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 231

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Multi-step Tasks Students who struggle with organization may benefit from being given multi-step tasks, rather than being given the materials outright, and asked how they can model how their body digests food, absorbs nutrients, and eliminates waste.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 233

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that different colors of urine could indicate dehydration or a nutrient deficiency that could impact an athlete's performance in competition.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 236

Location: Blue Objective box

Original Text: Objective • Students will identify and model the main functions of the human integumentary and immune systems.

Updated Text: Objectives • Students will identify and model the main functions of the human integumentary and immune systems. • Students will use models to examine the parts of the human integumentary and immune systems and their interdependence in the function of the human organism.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 243

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their

reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that the skin acts a barrier to keep out infectious agents that can cause illness and impact how well an athlete can compete.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 244

Location: STEAM Activity

Original Text: WHY IS CLEAN DRINKING WATER IMPORTANT? Students work in groups and use map scales to compare the Soho area of London with an area in their city. They will research and compare how waste was handled in 1854 and today. Finally, students will write a persuasive letter to explain what they learned from their research and why clean drinking water is important.

Updated Text: WHY IS CLEAN DRINKING WATER IMPORTANT? Students work in groups and use map scales to compare the Soho area of London with an area in their city. They will research and compare how waste was handled in 1854 and today. Finally, students will write a persuasive letter to explain what they learned from their research and why clean drinking water is important. Materials Internet access, computer, writing materials, library resources, ruler, 1854 cholera data map

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 248

Location: Find Pictures

Original Text: Find Pictures Find an image that shows four or five of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Updated Text: Find Pictures Find or draw an image that shows four or five of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 249

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word nutrients. Miguel eats a lot of vegetables to get nutrients to make him strong.

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold. Miguel eats a lot of vegetables to get nutrients to make him strong.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 259

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of the “disappearance” of wastes in Earth’s ecosystems. Throughout the Topic, students will gain knowledge that helps them explain that some organisms obtain their nutrients from wastes and remains. These organisms come from every kingdom of living things except Plantae.

Updated Text: Students watch a video that introduces the phenomenon of the “disappearance” of wastes in Earth’s ecosystems. Throughout the Topic, students will gain knowledge that should help them describe the characteristics and importance of the different kingdoms in ecosystems. In addition, they will be able construct explanations about how some organisms obtain their nutrients from wastes and remains. These organisms come from every kingdom of living things except Plantae.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 26

Location: Objectives section top of page

Original Text: Objective Students will explore changes in matter and distinguish between physical and chemical changes.

Updated Text: Objectives Students will investigate patterns and changes in matter to distinguish between physical and chemical changes. Students will observe cause-and-effect relationships and develop explanations supported by data to distinguish between physical and chemical changes.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 261

Location: Blue Objective box

Original Text: Objective • Students will describe the taxonomic system that categorizes organisms based on shared similarities and differences among groups.

Updated Text: Objective • Students will describe and identify patterns in the taxonomic system that categorizes organisms based on shared similarities and differences among groups.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 264

Location: Differentiated Instruction

Original Text: N/A

Updated Text: SPECIAL NEEDS Signaling Students who have speech impairments may benefit from having special signals with the teacher to show that they understand or that they need some help with a concept, especially during the Key Ideas Presentation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 27

Location: Entire page

Original Text: Everyday Phenomenon Demo. . . burning a candle, glow sticks, tearing or dyeing paper, invisible ink, hot or cold pack.

Updated Text: Everyday Phenomenon Demo. . . burning a candle, lighting glow sticks, tearing or dyeing paper, writing with and revealing invisible ink, activating a hot or cold pack. Conduct the demonstration for students. Ask How did the substance change? (Answers will vary based on the demonstrations chosen. Students should describe the changes they observe.) Everyday Phenomenon Activity Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Video as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 274

Location: Blue Objective box

Original Text: Objective • Students will describe the characteristics of organisms in the domains Archaea and Bacteria and their importance in ecosystems.

Updated Text: Objective • Students will model and describe the characteristics of organisms in the domains Archaea and Bacteria and their function in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 284

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should be able to conclude that the colors in the hot spring are caused by archaebacteria that can live in extreme environments.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 291

Location: Blue Objective box

Original Text: Objective • Students will describe the characteristics of organisms in the domain and their importance in ecosystems.

Updated Text: Objective • Students will model and describe the characteristics of organisms in the domains Archaea and Bacteria and their function in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 292

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Ask students to revise their initial answers now that they have completed the Explain activities. Students should be able to conclude that mushrooms belong to the Kingdom Fungi and that their network of mycelia can be used to form packaging that can decompose.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 296

Location: STEAM Activity

Original Text: HOW CAN I GET DECOMPOSERS TO WORK AT HOME? Students explore compost devices and then design and build a prototype composting device. After three weeks, students evaluate, compare, and refine their designs. Students later display their production portfolio and revised prototype for other students, while discussing the role decomposers play in building soil.

Updated Text: HOW CAN I GET DECOMPOSERS TO WORK AT HOME? Students explore compost devices and then design and build a prototype composting device. After three weeks, students evaluate, compare, and refine their designs. Students later display their production portfolio and revised prototype for other students, while discussing the role decomposers play in building soil. Materials 3 gallon or larger plastic container or tub with lid for kitchen scraps, 5 gallon or larger plastic container or tub with lid for composting, earthworms, topsoil, kitchen scraps, water, hand shovel, shredded newspaper, thermometer, dissecting microscope, Petri dish, plastic gloves, computer, Internet access or library resources

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 296

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a different sentence using the word “essential.” Sleep, exercise, and diet are three things that are essential to good health.

Updated Text: Academic Vocabulary Read the following sentence and then write a different sentence using the term in bold. Sleep, exercise, and diet are three things that are essential to good health.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): 300

Location: Slides 6-8

Original Text: N/A

Updated Text: Updated classification art

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 302

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will learn how all organisms are connected in ecosystems and how energy moves throughout the system. They will understand that matter and nutrients are recycled.

Updated Text: Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will diagram energy roles and describe the continuous flow of energy and the cycling of matter in ecosystems. In addition, they will also learn how all organisms are connected in ecosystems and how energy moves throughout the Texas Plains ecosystem. They will understand that matter and nutrients are recycled.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 309

Location: Blue Objective box

Original Text: Objective • Students will diagram energy roles in an ecosystem and explain how the available energy decreases from one trophic level to the next in an energy pyramid. • Students will construct explanations on the cycling of matter and energy in ecosystems.

Updated Text: Objectives • Students will diagram and analyze energy roles in an ecosystem and explain how the available energy decreases from one trophic level to the next in an energy pyramid. • Students will develop and use models to construct explanations on the cycling of matter and energy in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 312

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Student Assistant Students who need tactile experiences may benefit from being the teacher’s assistant while doing the demonstration, which involves pouring the water from one beaker to another to show how energy flows through the system.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 313

Location: Hands-On Lab

Original Text: N/A

Updated Text: Open Lab Materials energy diagram template, scissors, removable clear tape, nature magazines, Internet and printer access

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 315

Location: Blue Objective box

Original Text: Objective • Students will explore how energy, matter, and nutrients flow and are recycled within the biosphere.

Updated Text: Objective • Students will explore and develop explanations for how energy, matter, and nutrients flow and are recycled within the biosphere.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 319

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should have enough information to answer the second question. Have students do a Think, Pair, Share before recording their answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should have enough information regarding the cycling of matter and energy in an ecosystem to identify the role of worms in a garden in the second question. Have students do a Think, Pair, Share before recording their answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 322

Location: STEAM Activity

Original Text: HOW CAN YOU SHOW HOW ENERGY MOVES THROUGH A TEXAS ECOSYSTEM? Students research a Texas ecosystem or region and identify organisms from that area to build a food chain and food web. Then, students will build a scaled 3-D model of an energy pyramid, which includes the names of the organisms placed in the appropriate trophic level. Students will depict the flow of energy within and between trophic levels.

Updated Text: HOW CAN YOU SHOW HOW ENERGY MOVES THROUGH A TEXAS ECOSYSTEM? Students research a Texas ecosystem or region and identify organisms from that area to build a food chain and food web. Then, students will build a scaled 3-D model of an energy pyramid, which includes the names of the organisms placed in the appropriate trophic level. Students will depict the flow of energy within and between trophic levels. Materials construction paper, ruler, scissors, glue or paste, adhesive tape, colored pencils, calculator, Internet access, images of organisms found in Texas food chains or food webs

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 329

Location: Mastering Scientific and Engineering Practices Box

Original Text: Disadvantages of Models Ask students to discuss the limitations of the models they built in the STEAM activity. Ask Why is it important to identify these limitations?

Updated Text: Disadvantages of Models Ask students to discuss the limitations of the models they built in the STEAM activity. Ask Why is it important to identify these limitations? (Models are not an exact replication of nature. They rely on approximations, inferences, and assumptions which may affect how valid the data and information they provide is.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 340

Location: Objectives section top of page

Original Text: Objective • Students will compare the diversity of offspring and population changes over time that result from sexual versus asexual reproduction.

Updated Text: Objectives • Students will develop explanations to compare the diversity of offspring and population changes over time that result from sexual versus asexual reproduction. • Students ask questions to identify and investigate the cause-and-effect relationships between asexual and sexual reproduction and the diversity of offspring and the changes in a population over time.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 342

Location: Exit Ticket bottom of page, added answer

Original Text: EXIT TICKET Ask How similar to its parent is a young organism produced by asexual reproduction?

Updated Text: EXIT TICKET Ask How similar to its parent is a young organism produced by asexual reproduction? (In asexual reproduction, the young organism is identical to its parent.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 344

Location: top side column reference

Original Text: Lessons from the Potato Famine

Updated Text: Interactivity

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 345

Location: bottom of page

Original Text: N/A

Updated Text: Differentiated Instruction SPECIAL NEEDS Visual Aids Students with hearing impairments may benefit from having additional visual aids during the Key Ideas Video, such as picture handouts or tactile materials to model how the traits are passed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 349

Location: Quiz section

Original Text: Quiz INHERITANCE AND CHANGES IN POPULATIONS For a summative assessment of this Experience, assign the Quiz. The Quiz is available as a digital version and an editable document version.

Updated Text: Quiz HOW TRAITS ARE PASSED For a summative assessment of this Experience, assign the Quiz. The Quiz is available as a digital version and an editable document version.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 350

Location: Objectives section top of page

Original Text: Objective • Students will describe and give examples of how natural and artificial selection change the occurrence of traits in populations over generations.

Updated Text: Objectives• Students will describe and give examples of how natural and artificial selection change the occurrence of traits in populations over generations. • Students will develop and use models to represent the cause and effect relationship between natural and artificial selection and the change in occurrence of traits in populations over generations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 352

Location: Exit Ticket bottom of page, added answer

Original Text: EXIT TICKETAsk How are artificial selection and natural selection different?

Updated Text: EXIT TICKETAsk How are artificial selection and natural selection different? (Artificial selection is a process done by humans while natural selection is a natural process.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 354

Location: Quick Lab

Original Text: Quick Lab ARTIFICIAL SELECTION IN DOGS Students investigate how to select dog parents to cross to obtain offspring with specific traits. Humans often choose to breed plants and animals with certain characteristics to produce desired traits in the offspring. Students then apply their understanding of selective breeding to answer questions about artificial selection and its effects on populations. • If necessary, remind students that artificial selection is used to breed both plants and animals. • To extend student learning, you could ask students to research a plant and an animal that has been developed through artificial selection. Have students prepare a slide presentation that describes the desired traits of the organism they researched.

Updated Text: Quick Lab ARTIFICIAL SELECTION IN DOGS Students investigate how to select dog parents to cross to obtain offspring with specific traits. Humans often choose to breed plants and animals with certain characteristics to produce desired traits in the offspring. Students then apply their understanding of selective breeding to answer questions about artificial selection and its effects on populations. Materials none • If necessary, remind students that artificial selection is used to breed both plants and animals. • To extend student learning, you could ask students to research a plant and an animal that has been developed through artificial selection. Have students prepare a slide presentation that describes the desired traits of the organism they researched.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 359

Location: Revisit Anchoring Phenomenon section

Original Text: Revisit Anchoring PhenomenonAs a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that the longhorn cattle’s horns changed size due to natural and artificial selection. This relates to the idea that offspring do not always resemble their parents. Longhorn cattle offspring with shorter horns would be less likely to survive and reproduce than those with longer horns since the horns were naturally selected for, even though the cattle were also artificially selected for the long horn trait. Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Updated Text: Revisit Anchoring Phenomenon As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that the longhorn cattle’s horns changed size due to natural and artificial selection. This relates to the idea that offspring do not always resemble their parents. Longhorn cattle offspring with shorter horns would be less likely to survive and reproduce than those with longer horns since the horns were naturally selected for, even though the cattle were also artificially selected for the long horn trait. Students should also indicate that the zedonk in the Anchoring Phenomenon may also be due to artificial selection and since the donkey and zebra reproduced asexually, the zedonk has traits from each parent but does not look identical to either one. Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 36

Location: Objectives section top of page

Original Text: Objective Students describe aqueous solutions in terms of solute and solvent, concentration, and dilution. Students investigate how temperature, surface area, and agitation affect the rate of dissolution solutes in solutions.

Updated Text: Objectives Students describe aqueous solutions in terms of solute and solvent, concentration, and dilution. Students investigate how temperature, surface area, and agitation affect the rate of dissolution solutes in solutions.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 362

Location: N/A content added to side column

Original Text: N/A

Updated Text: Home Connection Physical Therapy Ask students if anyone has ever had physical therapy to address an injury, such as a broken bone or damaged muscle. If students are willing to share, ask what types of exercises they performed and the effect it had on their injury. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 362

Location: Blue Objective box

Original Text: Objective • Students will describe the hierarchical organization of cells, tissues, organs, and organ systems in plants and animals.

Updated Text: Objective • Students will analyze and explain the hierarchical organization of cells, tissues, organs, and organ systems in plants and animals individually and collaboratively in a variety of settings and formats. • Students will explore and develop explanations for how energy, matter, and nutrients flow and are recycled within the biosphere.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 366

Location: Everyday Phenomenon Photo, third bullet

Original Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience.

Updated Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. For example, students may note that they have a large tree in their yard with small birds living in it. They can discuss how the tree and birds are similar although they appear to be so different. Invite students to share throughout the Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 368

Location: N/A Address Misconceptions

Original Text: N/A All cells perform the same function. Many students will be unaware that all cells are not the same. Cells vary in shape and function. Specialized cells perform specific functions in the body. Cells often have special features that allow them to perform their individual functions effectively. For example, red blood cells do not have nuclei and are concave on both sides. These qualities enable them to carry oxygen through the body.

Updated Text: SPECIAL NEEDS Create a Flip Book To prepare for the Read-About-It section, students who struggle with organization may benefit from creating a type of flip book using different-sized pieces of paper, with the largest being an organism and the smallest being a cell, to show the different levels of organization in multicellular organisms. Address Misconceptions All cells perform the same function. Many students will be unaware that all cells are not the same. Cells vary in shape and function. Specialized cells perform specific functions in the body. Cells often have special features that allow them to perform their individual functions effectively. For example, red blood cells do not have nuclei and are concave on both sides. These qualities enable them to carry oxygen through narrow vessels in the body.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 375

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes they made to their initial answers.

Updated Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have

them discuss the changes they made to their initial answers. Students should consider that both plants and animals have the same levels of organization.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 378

Location: Blue Objective box

Original Text: Objective • Students will identify and model the main functions of the nervous system in the human organism.

Updated Text: Objective • Students will identify and model the main functions of the nervous system in the human organism by constructing appropriate tables and charts

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 38

Location: Everyday Phenomenon Activity

Original Text: Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Video as preliminary evidence. They will revise this explanation throughout the Topic as they gather new information and evidence.

Updated Text: Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Demo as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 385

Location: Blue Objective box

Original Text: Objective • Students will identify and model the main functions of the endocrine and reproductive systems in the human organism.

Updated Text: Objective • Students will analyze and model the main functions of the endocrine and reproductive systems in the human organism and identify the advantages and limitations of those models.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 388

Location: Blue Objective box

Original Text: Objective • Students will identify and model the main functions of the skeletal and muscular systems of the human organism.

Updated Text: Objective • Students will identify and model the main functions of the skeletal and muscular systems of the human organism and examine the parts of those systems and their interdependence.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 395

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to STEAM Activity) Materials poster board, writing materials, scissors, tape, glue, magazines, computer, Internet access

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 406

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a meteor in the sky above Texas. Throughout the Topic, students will gain knowledge that should help them describe the properties and characteristics of objects in the solar system such as meteoroids, which become meteors when they enter Earth’s atmosphere. Gravity affects all objects in the solar system and governs their movements, which helps explain why meteoroids sometimes strike Earth.

Updated Text: Students watch a video that introduces the phenomenon of a meteor in the sky above Texas. Throughout the Topic, students will investigate the properties and characteristics of objects in the solar system such as meteoroids, which become meteors when they enter Earth’s atmosphere. They will also discover how gravity affects all objects in the solar system and governs their movements. This knowledge will help them identify the object that streaked across the Texas sky and describe that gravity was the reason the meteoroid fell to Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 408

Location: Blue Objective box

Original Text: Objective Students will learn about the physical properties, locations, and movements of the sun, planets and their moons, and other major objects within the solar system.

Updated Text: Objectives • Students will model the physical properties, locations, and movements of the sun, planets and their moons, and other major objects within the solar system. • Students will analyze quantitative data to determine a scale for their model of the solar system and will communicate their explanations in a group discussion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 409

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Remind students that they were asked why the planets appear in a straight line at the start of the Experience. Encourage students to discuss their thoughts, calling on information gained through activities they completed during the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. For example, students may think about what they read in the Read About it, or what they observed during the Hands-On Lab where they investigated scale and distance in the solar system. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 416

Location: Blue Objective box

Original Text: Objective • Students will learn how gravity affects the orbital motion of solar system objects.

Updated Text: Objectives • Students will model how gravity affects the orbital motion of solar system objects. • Students will use models to conduct investigations to analyze how differences in the quantity of mass and distance affect gravitational force between objects.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 422

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students if they want to choose a different explanation now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their choice should correctly explain why Saturn’s moons move at different speeds around the planet.

Updated Text: Review the question about the moons around Saturn moving at different speeds. Encourage students to share their thoughts. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Students can use information they gained from activities throughout the Experience, such as the Hands-On Lab where they explored gravity in the solar system. Ask students if they want to choose a different explanation now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their choice should correctly explain why Saturn’s moons move at different speeds around the planet.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 423

Location: Exit Ticket

Original Text: Have students write a script for a short video that explains why Earth orbits the sun. As an alternative exit ticket, have students draw a diagram with labels and captions that explains why Earth orbits the sun. TEKS 7.9B Take Notes Experience

Updated Text: Have students write a script for a short video that explains why Earth orbits the sun. Alternative Exit Ticket Have students draw a diagram with labels and captions that explains why Earth orbits the sun.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 423

Location: Blue Objective box

Original Text: Objective • Students will learn about the characteristics of Earth, including its proximity to the sun, that allow life to exist.

Updated Text: Objectives • Students will analyze data about characteristics of Earth, including its proximity to the sun, that allow life to exist. • Students will explore astronomical research to identify factors and define problems that could impact stability and change of life on Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 424

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their final answers should explain why life as we know it is not possible on Venus.

Updated Text: Remind students of the question they were asked at the start of the Experience. Students considered why humans can't live on Venus, even though it is considered Earth's twin. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Encourage students to join the discussion to add their logic or provide different perspectives based on activities from the experience, such as the Data Analysis activity where students examined the characteristics of Earth that support living things. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their final answers should explain why life as we know it is not possible on Venus.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 424

Location: Exit Ticket

Original Text: Have students draw and label a diagram of Earth. They should use labels and captions to explain how the planet supports life. As an alternative exit ticket, have students write a 5–6 sentence paragraph that explains the conditions that support life on Earth.

Updated Text: Have students draw and label a diagram of Earth. They should use labels and captions to explain how the planet supports life. Alternative Exit Ticket Have students write a 5–6 sentence paragraph that explains the conditions that support life on Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 428-433

Location: Index, throughout pages

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 43

Location: Revisit Everyday Phenomenon

Original Text: Remind students that their final answers need to explain the difference between the gases, which are elements, and water, which is a compound.

Updated Text: Remind students to use vocabulary such as "solution," "solute," and "concentration" in their revised answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 434

Location: Credits, throughout page

Original Text: Page references to Topics 1-3 and order of Topics

Updated Text: Updated page references and order to reflect the new order of Topics 1-3

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 478

Location: Share with a Partner, bottom of page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 479

Location: Academic Vocabulary, top of page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence. When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence. When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 48-85

Location: page numbers at bottom of page

Original Text: Topic 2 Thermal Energy

Updated Text: Topic 3 Thermal Energy (Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Thermal Energy becomes Topic 3 Thermal Energy, pages 86-123.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 517

Location: STEAM Activity

Original Text: WHAT WOULD IT TAKE FOR HUMANS TO COLONIZE ANOTHER PLANET? Students research and prepare a brochure detailing the steps needed to make another place in our solar system habitable for human colonization. Students develop a solution for solving problems humans would face colonizing a new celestial body.

Updated Text: WHAT WOULD IT TAKE FOR HUMANS TO COLONIZE ANOTHER PLANET? Students research and prepare a brochure detailing the steps needed to make another place in our solar system habitable for human colonization. Students develop a solution for solving problems humans would face colonizing a different celestial body. Materials paper, drawing materials, scissors, ruler, glue, and tape, reading materials, computer and printer, Internet access, online brochure templates

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 52

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 54

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 54-105

Location: page numbers at bottom of page

Original Text: Topic 2 Thermal Energy

Updated Text: Topic 3 Thermal Energy (Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Thermal Energy becomes Topic 3 Thermal Energy, pages 110-161.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 57

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience at a Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate standards to many places to include a more comprehensive list.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 61

Location: We added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity Title of activity

Updated Text: STRIVING Title of activity CHALLENGE Title of activity

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 64

Location: Preview the Topic, first paragraph

Original Text: In Experience 1, students learn the difference between speed and velocity. They practice calculating average speed using distance and time data. In Experience 2, they become familiar with distance-time graphs. Finally, in Experience 3, they explore Newton’s first law of motion.

Updated Text: In this topic, students will measure and interpret an object's speed and motion and analyze how balanced and unbalanced forces impact the state of an object's motion. In Experience 1, students learn the difference between speed and velocity. They practice calculating average speed using distance and time data. In Experience 2, they become familiar with distance-time graphs. Finally, in Experience 3, they explore Newton’s first law of motion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 70

Location: Preview the Topic, second paragraph

Original Text: N/A

Updated Text: Students explored how different forces act on objects in Grade 6 (6.7A). They will build on that knowledge in this topic as they relate force to motion and learn how to graph and calculate speed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 71

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of cars racing at the Texas Motor Speedway. Throughout the Topic, students will gain knowledge that should help them explain how the average speed of the cars is calculated and distinguish between the speed and the velocity of the cars. They should also be able to explain how balanced and unbalanced forces affect the motion of the cars.

Updated Text: Students watch a video that introduces the phenomenon of cars racing at the Texas Motor Speedway. Throughout the Topic, students will gain knowledge that should help them calculate average speed and collect quantitative data to measure, record, and interpret the speed and the velocity of the cars using distance-time graphs. They should also be able to use Newton’s first law of motion to analyze the effects of balanced and unbalanced forces on an object’s state of motion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 72

Location: Blue Objective box

Original Text: Objective • Students will calculate the average speed of objects by using distance and time measurements. • Students will distinguish between speed and velocity in linear motion.

Updated Text: Objectives • Students will calculate the average speed of objects by using distance and time measurements and consider how scale and proportion affects speed. • Students will analyze data and observations to distinguish between speed and velocity in linear motion. They will use scientific practices to plan an experimental investigation and assess the factors that could affect an object’s constant speed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 74

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Video Support To help students who have hearing impairments, turn on the subtitles for the Hands-On Lab Video, which makes it easier for students to follow along.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 84

Location: Blue Objective box

Original Text: Objective • Students will measure, record, and interpret an object’s motion using distance-time graphs.

Updated Text: Objectives • Students will collect quantitative data to measure, record, and interpret an object’s motion using distance-time graphs. • Students will use mathematical relationships and identify patterns in data to analyze and describe the motion of an object.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 85

Location: Read About It

Original Text: Use these strategies to help students make sense of the images and text, as well as to engage science skills. • Refer students back to the Interpreting Distance-Time Graphs section of the text. Ask What does the first segment show? (It shows a constant speed away from the starting point.) • Direct students to look at the first segment and the last segment. Ask What is similar about the first and last segments of the graph? What is different? Encourage students to look at their text for supporting evidence. (The first segment shows a steady motion away from the starting point, and the last segment shows a return to the starting point at a faster speed.)

Updated Text: Use these strategies to help students make sense of the images and text, as well as to engage science skills. • Refer students back to the Interpreting Distance-Time Graphs section of the text. Ask What does the first segment show? (It shows that the object is moving at a constant speed of 15 km/hr.) • Direct students to look at last two segments of the graph. Ask What is different about the object's motion in the third and fourth segments of the graph? Encourage students to look at their text for supporting evidence. (The third segment has a steeper slope, so it shows faster speed. The fourth segment has a shallower slope, so it shows a slower speed.) • Draw students' attention to the graph with the sandpiper. Students should understand that the bird is going back and forth toward and away from the water, not moving across the beach. Have students identify what is indicated on the vertical (y) axis and the horizontal (x) axis. Ask How is this graph different from the graph on the first page? (It has displacement on the y axis instead of distance; it has lines with positive slope and negative slope.) Ask In the displacement-time graph, what does positive slope mean? What does negative slope mean? (Positive slope means that the object is moving away from the starting point; negative slope means that the object is moving back toward the starting point.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 86-123

Location: page numbers at bottom of page

Original Text: Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions (Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Matter and Solutions becomes Topic 1 Matter and Solutions, pages 10-47)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 90

Location: Exit Ticket

Original Text: Alternative exit ticket Use this ticket for a quick check on student understanding. Complete the sentence. On a distance-time graph, a line with positive slope represents _____ speed, and a level line represents _____ speed. (positive, zero)

Updated Text: Alternative Exit Ticket Use this ticket for a quick check on student understanding. Complete the sentences. On a distance-time graph, a line with a steep slope indicates that an object is traveling _____ than when the line has shallow slope. (faster) A level line indicates that the object is _____. (not moving)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 92

Location: STEAM Activity

Original Text: Students use digital photography to record images of an object’s motion over time and assemble a series of images into a distance-time graph. • Discuss the introductory paragraphs of the activity before getting started to ensure student understanding.

Updated Text: Students use digital photography to record images of an object’s motion over time and assemble a series of images into a distance-time graph. Materials digital camera, tripod, masking tape, meter stick or measuring tape, an object that will roll or can be dragged on a string (e.g. rubber ball, marble, or toy car), computer with video and photo software • Discuss the introductory paragraphs of the activity before getting started to ensure student understanding.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): 94

Location: Blue Objective box

Original Text: Objective • Students will analyze the effect of balanced and unbalanced forces on an object’s state of motion using Newton’s first law of motion.

Updated Text: Objective • Students will investigate the effects of balanced and unbalanced forces on an object’s state of motion and use Newton’s first law of motion to analyze these effects.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): 99

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a new sentence using the word magnitude. He did not understand the magnitude of the leak until part of the ceiling fell.

Updated Text: Academic Vocabulary Read the following sentence and then write a new sentence using the term in bold. He did not understand the magnitude of the leak until part of the ceiling fell.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): iii-iv

Location: page numbers at bottom of page and page number references

Original Text: TOC pages for Topic 1 Force and Motion

Updated Text: This is now on page v-vi and is the TOC for Topic 2 Force and Motion

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): iii-iv

Location: Table of Contents, Bottom of page iii, top of page iv

Original Text: Topic 1 Force and Motion TOC; Topic 2 Thermal Energy TOC; Topic 3 Matter and Solutions TOC

Updated Text: Updated to reflect new order of topics. Topic 1 Matter and Solutions, Topic 2 Force and Motion, Topic 3 Thermal Energy

Component: *Grade 7 Student Activity Companion*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): N/A

Location: Find Pictures

Original Text: Find Pictures Find an image that shows two or three of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Updated Text: Find or draw an image that shows two or three of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): N/A

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of human impact on water resources. Throughout the Topic students will gain knowledge that should help them explain that many products used by humans, like detergents, contain harmful products that go down the drain and make their way into surface water, groundwater, and the ocean. These pollutants impact the health of the organisms in aquatic environments and the quality of the water we consume, cook with, and bathe in.

Updated Text: Students watch a video that introduces the phenomenon of human impact on water resources. Throughout the Topic students will investigate sources of surface water and groundwater. Students will also explore aspects of resource management and how humans can impact water systems on Earth. This knowledge will help them explain that many products used by humans, like detergents, contain harmful products that go down the drain and make their way into surface water, groundwater, and the ocean. Students will explore human dependence on ocean systems and understand that pollutants impact the health of the organisms in aquatic environments and the quality of the water we consume, cook with, and bathe in.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): N/A

Location: Blue Objective box

Original Text: Objective • Students learn about surface water in a watershed and how human activity can benefit or harm it.

Updated Text: Objectives • Students will identify beneficial and harmful effects of human activity on surface water in a watershed. • Students will develop models and conduct experimental investigations to investigate cause-and-effect relationships involving surface water and human activity.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): N/A

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers about the Barton Springs salamander now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that human activities can negatively impact surface water which in turn can affect the health of the Barton Springs salamander.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 2 Thermal Energy

Updated Text: Topic 3 Thermal Energy (Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 2 Thermal Energy becomes Topic 3 Force and Motion)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions (Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 3 Matter and Solutions becomes Topic 1 Matter and Solutions)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 1 Force and Motion

Updated Text: Topic 2 Force and Motion Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 1 Force and Motion becomes Topic 2 Force and Motion

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): Slides 6-8

Location: Blue Objective box

Original Text: Objective • Students will learn about groundwater forms and how human activity can benefit or harm groundwater.

Updated Text: Objectives • Students will identify beneficial and harmful effects of human activity on groundwater in a watershed. • Students will develop models and conduct experimental investigations to investigate cause-and-effect relationships involving groundwater and human activity.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): Throughout Topic Overview

Location: New line at end of Home Connection box

Original Text: N/A

Updated Text: Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-7 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): v-vi

Location: page numbers at bottom of page and page number references

Original Text: TOC pages for Topic 2 Thermal Energy

Updated Text: This is now on page vii-viii and is the TOC for Topic 3 Thermal Energy

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Type: Editorial Change

Current Page Number(s): vii-viii

Location: page numbers at bottom of page and page number references

Original Text: TOC pages for Topic 3 Matter and Solutions

Updated Text: This is now on page iii-iv and is the TOC for Topic 1 Matter and Solutions

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): worksheet, student

Location: Share with a Partner, bottom of 1st page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): worksheet, student

Location: Academic Vocabulary, top of 2nd page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence. When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence. When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): worksheet, teacher

Location: Share with a Partner, bottom of 1st page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Type: Editorial Change

Current Page Number(s): worksheet, teacher

Location: Academic Vocabulary, top of 2nd page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence. When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence. When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): xxvi

Location: Course Planner and Pacing Guide, Topics 1-3

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Topic 1 Force and Motion; Topic 2 Thermal Energy; Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions, Topic 2 Force and Motion, Topic 3 Thermal Energy

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Original Text: Page references to Topics 1-3; pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS. The latter change added one page to the correlation. Blank page xxxvii became a correlations page.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Type: Editorial Change

Current Page Number(s): xxxviii-xl

Location: ELPS correlation, throughout pages

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Publisher: Savvas Learning

Science, Grade 8

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

Editorial Changes

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Location: STEAM Activity, Student Edition

Original Text: Illustration of Power Plant SEP Define Problems A small farm is suffering from degraded soil and low crop yields. Many plants appear to be withering up and dying even though the soil is fertilized and there's been plenty of rainfall. The farmer thinks acid rain is to blame, and points to a new power plant that is upwind from the farm. It seems the combustion of coal in the power plant is producing pollutants that mix with water in the atmosphere, leading to acid rain downwind from the plant. You are an agronomist—a soil scientist—who has been hired as a consultant to help the farm. You must advise the farmer on how to mitigate the damage that his farm is suffering due to the acid rain. What recommendations can you make to help reduce the effects of low-pH rainfall on the farm and its soil? (Step 5) Assume the power plant and the acid rain are not going away.

Updated Text: (replace image of power plant with photograph of leaves showing acid rain damage)SEP Define Problems You are an agronomist working abroad who helps small farms thrive. A farmer comes to you with a serious problem; the plants are withering and dying even though there's been plenty of rain. You visit the farm and take samples. One of the samples you take is of rain water and your test results show that the rain water has a pH of 4.2. Acid rain is falling onto the fields. You must advise the farmer on how to mitigate the damage caused by acid rain. What recommendations can

you make that will help reduce the effects of low-pH rainfall on the farm and its soil? (Step 5) Assume the acid rain is not going away.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Location: STEAM Activity, Teacher Support

Original Text: Assume that the power plant and the acid rain are not going away. A more viable approach for large-scale change in acid rain and ocean acidification is reducing the sources of the acids, namely emissions from power plants and the transportation sector.

Updated Text: Assume that the acid rain is not going away. A more viable approach for large-scale change in acid rain and ocean acidification is reducing the sources of the acids, namely emissions from the transportation sector.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Location: Make Informed Decisions

Original Text: For example, before deciding whether to install solar panels on your home, you might consider the high initial cost, their dependence on the weather, and their space requirements.

Updated Text: For example, before deciding whether to install solar panels on your home, you might consider the high initial cost, their dependence on the weather, their space requirements, and the materials used to make them.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 10

Location: Preview the Topic

Original Text: In this topic, students will use models to explain the classification of matter and the conservation of mass in chemical reactions. Students will also develop explanations about the properties of water and will compare and contrast the properties of acids and bases. In Experience 1, students are introduced to the classification of matter into elements, compounds, and mixtures. In Experience 2, they discover why water is such an important compound by examining its unique properties. In Experience 3, they classify certain compounds according to whether they are acids or bases, based on their properties. Finally, they examine chemical reactions and how such reactions exhibit conservation of matter. In Grade 6, students learned about physical properties of matter and distinguished between pure substances and mixtures. In Grade 7, students learned about elements and compounds and contrasted them in terms of chemical symbols and chemical formulas (TEKS 7.6A). They contrasted chemical and physical changes of matter (TEKS 7.6C). They will build on that knowledge in this Topic as they investigate the classification of matter and the conservation of mass in chemical reactions.

Updated Text: In this Topic, students will use models to explain the classification of matter and will investigate the conservation of mass in chemical reactions. Students will also develop explanations about the properties of water and compare and contrast the properties of acids and bases. In Experience 1, students investigate the classification of matter as elements, compounds, and mixtures. In Experience 2, they explore the properties of water. In Experience 3, they compare and contrast acids and bases based on their properties. Finally, in Experience , they investigate conservation of mass in chemical reactions. In Grade 6, students learned about physical properties of matter and distinguished between pure substances and mixtures. In Grade 7, students learned about elements, compounds, chemical symbols, and chemical formulas (TEKS 7.6A). They contrasted chemical and physical changes of matter (TEKS 7.6C). They will build on that

knowledge in this Topic as they investigate the classification of matter and the conservation of mass in chemical reactions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 101

Location: Middle of page (after Wrap Up)

Original Text: NA

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Vocabulary Review Students with speech impairments may benefit from spending extra time on reviewing the vocabulary in the Experience Vocabulary section, especially on their pronunciation of the terms but also on their definitions.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 101

Location: Analyze and Interpret Data

Original Text: 1. THEME Patterns Analyze your data to identify a relationship between an object's mass and acceleration. Which of these statements best describes how mass is related to acceleration? a. The greater the mass an object has, the more acceleration it has. b. The greater the mass an object has, the less acceleration it has. Use evidence from the investigation to support your answer

Updated Text: 1. THEME Patterns Analyze your data to identify a relationship between an object's mass and acceleration, assuming force stays the same. Which of these statements best describes how mass is related to acceleration? a. As the mass of an object increases, the acceleration increases. b. As the mass of an object increases, the acceleration decreases.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 102

Location: Objectives section top of page

Original Text: Students will learn about the electromagnetic spectrum and how EM waves are useful in astronomy.

Updated Text: Students will conduct investigations and identify patterns to compare the characteristics of amplitude, frequency, and wavelength in waves in the electromagnetic spectrum and research how EM waves are useful in astronomy.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 109

Location: Revisit Everyday Phenomenon

Original Text: . . . Remind students that they need to explain how color can be produced by colorless substances.

Updated Text: . . . Remind students that they should consider what wave properties are associated with light's color. Elicit student inferences about the formation of a rainbow; for example, a rainbow forms because of refraction, different wavelengths of light refract at different angles, sunlight consists of many different wavelengths of light, etc.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 112

Location: Objectives section top of page

Original Text: Objective • Students will learn about the specific applications of electromagnetic wave technology.

Updated Text: Objectives • Students will research specific applications of electromagnetic wave technology. • Students will conduct investigations and apply patterns to use electromagnetic waves to design solutions to problems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 124

Location: Preview Topic - Entire Page

Original Text: Preview the Topic In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth's solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory. PREVIEW ANCHORING PHENOMENON Students consider the 2005 discovery and captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use information and data about an exploding star to learn about the universe. Topic Readiness Test Students answer questions to show what they already know about the universe by completing a printed or online Topic Readiness Test.

Updated Text: Preview the Topic In this topic, students will describe the life cycle of stars, categorize galaxies, and research and analyze data used to support theories for the origin of the universe. In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth's solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory. In Grade 7, students explored evidence that Earth has changed over time (7.7A). They also explored physical properties and locations of objects in space, as well as how gravity governs movement in Earth's solar system (7.9A, 7.9B). They will build on that knowledge in this topic as they explore stars, galaxies, and the origin of the universe. PREVIEW ANCHORING PHENOMENON Students consider the 2005 discovery and captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use information and data about an exploding star to learn about the universe. Topic Readiness Test Students answer questions to show what they already know about the universe by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 128

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of astronomer Robert Quimby’s 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will gain knowledge that should help them explain how astronomers use information and data about an exploding star to learn about the universe. Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion.

Updated Text: Students watch a video that introduces the phenomenon of astronomer Robert Quimby’s 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will describe the life cycle of stars, explore and categorize galaxies, and research theories about the origin of the universe. By completing activities throughout the topic, they will gain knowledge that should help them explain how astronomers use information and data about an exploding star to learn about the universe. Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 130

Location: Objectives section top of page

Original Text: Objective • Students explore the life cycle of stars and compare and classify stars according to luminosity and temperature using the Hertzsprung-Russell diagram.

Updated Text: Objectives • Students explore the life cycle of stars and compare and classify stars according to luminosity and temperature using the Hertzsprung-Russell diagram, and use models to investigate patterns in the relationship between a star’s color and temperature. • Students will analyze data and use the Hertzsprung-Russell Diagram to classify stars, explore their life cycle, and explain the relationship between a star’s temperature and luminosity.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 137

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, ask students to explain their original reasoning for choosing the explanation they did. Then encourage students to revise their initial answers as needed now that they have completed the Explain activities and answer the second question using evidence gathered from the Experience. Invite students to share why they revised their original answers.

Updated Text: During the class discussion, ask students to explain their original reasoning for choosing the explanation they did. Then encourage students to revise their initial answers as needed now that they have completed the Explain activities and answer the second question using evidence gathered from the Experience. Encourage students to think about activities they completed during the experience, such as the Hands-On Lab where students related the color of a star to its temperature. Invite students to share why they revised their original answers.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 140

Location: Objectives section top of page

Original Text: Objective Students will explore galaxies and categorize them as spiral, elliptical, and irregular and locate Earth’s solar system within the Milky Way galaxy.

Updated Text: Objectives • Students will use models to explore galaxies and categorize them as spiral, elliptical, and irregular and locate Earth’s solar system within the Milky Way galaxy. • Students will investigate the effects of gravity and the relationship between gas and dust to the structure (shapes and sizes) of galaxies.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 143

Location: Hands-on Lab

Original Text: Materials colored glitter, 3 paper plates, coffee mug, scissors, tablespoon, colored pencils, duct tape, ruler, spray glue

Updated Text: Materials colored glitter, 3 paper plates, large or wide-mouth coffee mug, scissors, teaspoon, colored pencils, masking tape, ruler

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 147

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Conduct a class discussion about students’ original written explanations or drawn pictures, and ask students to explain their reasoning for their work. Then ask students to revise their initial answers now that they have completed the Explain activities. Suggest they answer any of their questions if possible, or add new questions that they have about the phenomenon.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Conduct a class discussion about students’ original written explanations or drawn pictures, and ask students to explain their reasoning for their work. Then ask students to revise their initial answers now that they have completed the Explain activities. Encourage students to think about the activities they completed during the Experience, such as the Hands-On Lab where they explored the arrangement of stars in the galaxy using models. Suggest they answer any of their questions if possible, or add new questions that they have about the phenomenon.

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ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 150

Location: Objectives section top of page

Original Text: Objective • Students explore and analyze scientific data used as evidence to develop the Big Bang theory on the origin of the universe.

Updated Text: Objectives • Students will explore and analyze scientific data to explain the Big Bang theory and the origin of the universe. • Students will investigate the relationship between stability and change and the origin and expansion of the universe.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 157

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, instead of focusing on wrong or right answers, invite student volunteers to explain their reasoning for the answers they provided. You may also wish to invite other students to join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, instead of focusing on wrong or right answers, invite student volunteers to explain their reasoning for the answers they provided. You may also wish to invite other students to join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Encourage students to think about the activities they completed during the experience, such as the Data Analysis activity where students analyzed spectra to learn about galaxies and how they move. Consider pairing students and have them discuss the changes each of them made to their initial answers.

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ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 158

Location: STEAM Activity

Original Text: WHAT ARE THE ORIGINS OF THE UNIVERSE? Students work in groups to research a scientist who studied the origin of the universe and the evidence they used to develop their theory. Then students develop a multimedia presentation and present it to the class.

Updated Text: WHAT ARE THE ORIGINS OF THE UNIVERSE? Students work in groups to research a scientist who studied the origin of the universe and the evidence they used to develop their theory. Then students develop a multimedia presentation and present it to the class. Materials poster board or other materials for a presentation, multimedia presentation software, Internet access

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 162

Location: Preview the Topic - Entire Page

Original Text: Preview the Topic In Experience 1, students are introduced to the weather and climate. They become familiar with how energy from the sun warms Earth, interacts with the hydrosphere and atmosphere, and influences weather and climate. In Experience 2, they discover global patterns of atmospheric movement and how they influence weather. In Experience 3, they learn about features of local weather including air masses and fronts. Finally, in Experience 4, they explore tropical cyclones, typhoons, and hurricanes. Topic Readiness Students answer questions to show what they already know about natural and human influences on climate by completing a printed or online Topic Readiness Test.

Updated Text: Preview the Topic In this Topic, students will develop and use models to describe how energy from the sun interacts with the atmosphere and hydrosphere, influencing weather and climate. They will identify global patterns of atmospheric movement and identify their effect on local weather. They will also describe the factors that lead to the formation of tropical cyclones. In Experience 1, students are introduced to the weather and climate. They become familiar with how energy from the sun warms Earth, interacts with the hydrosphere and atmosphere, and influences weather and climate. In Experience 2, they discover global patterns of atmospheric movement and how they influence weather. In Experience 3, they learn about features of local weather including air masses and fronts. Finally, in Experience 4, they explore tropical cyclones, typhoons, and hurricanes. In Grade 5, students learned about weather and climate and investigated how the sun and ocean interact in the water cycle and affect weather. They will build on their prior understanding to describe factors that affect global climate and local weather as well as the formation of tropical cyclones. **Topic Readiness** Students answer questions to show what they already know about natural and human influences on climate by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of Texas experiencing more hurricanes than Maine. Throughout the Topic, students will gain knowledge that should help them explain that hurricanes typically form in warm, tropical waters in the Atlantic or near the Gulf of Mexico, where Texas is located. Texas is in the path of trade winds that move hurricanes from east to west.

Updated Text: Students will analyze data and use evidence to develop explanations about factors that lead to the development of hurricanes and cause more hurricanes to make landfall in Texas than in Maine. Students watch a video that introduces the phenomenon of Texas experiencing more hurricanes than Maine. Throughout the Topic, students will gain knowledge that should help them explain that hurricanes typically form in warm, tropical waters in the Atlantic or near the Gulf of Mexico, where Texas is located. Texas is in the path of trade winds that move hurricanes from east to west.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 168

Location: Objectives section top of page

Original Text: Objective Students will explore how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.

Updated Text: Objectives • Students will use models to investigate how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate. • Students will identify patterns and analyze data to describe how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 178

Location: Objectives section top of page

Original Text: Objective • Students will describe how solar energy, hydrosphere, and atmosphere interact and influence weather and climate. • Students will identify global patterns of atmospheric movement and how they influence local weather.

Updated Text: Objectives • Students will use models to explain how solar energy, hydrosphere, and atmosphere interact and influence weather and climate. • Students will investigate global patterns of atmospheric movement and use data to explain how they influence local weather.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 180

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner’s definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner’s definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 185

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During a class discussion, do not focus on wrong or right answers. Instead, ask students to explain their original reasoning for their answers. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers and answer the questions they posed.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During a class discussion, do not focus on wrong or right answers. Instead, ask students to explain their original reasoning for their answers. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers and answer the questions they posed. Students should understand that the air in the atmosphere presses down on everything beneath it, causing atmospheric pressure. The flat newspaper and the crumpled paper have the same mass, but when the flat paper is placed on top of the ruler, a lot more air presses on the surface of the paper. This pins the ruler in place and makes it harder to knock off the desk.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 188

Location: Objectives section top of page

Original Text: Objective Students will identify global patterns of atmospheric movement and how they influence local weather.

Updated Text: Objectives • Students will use models to explain how energy from the sun, hydrosphere, and atmosphere interact and influence weather and climate. • Students will analyze global patterns of atmospheric movement and use data to explain how they influence local weather.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 198

Location: Objectives section top of page

Original Text: Objective • Students will explore the interactions among ocean currents and air masses that produce tropical cyclones. • Students will explore where tropical cyclones, hurricanes, and typhoons form.

Updated Text: Objectives • Students will investigate the interactions among ocean currents and air masses that produce tropical cyclones. • Students will use models to represent where tropical cyclones, hurricanes, and typhoons form.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 205

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should now revise their explanations based on information indicated by the symbols on the weather map and what they have learned about the cause-and-effect relationship between weather fronts and weather. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students to discuss revisions.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. New explanations should reflect an understanding that hurricanes, also known as tropical cyclones, form in conditions of low atmospheric pressure when warm, moist air rises over ocean water. As more air rises, winds start to form, eventually developing into a tropical storm and then a hurricane. Hurricanes get stronger over warm ocean water and weaken over cold ocean water. They also weaken after they make landfall. Students should understand that tropical cyclones can occur in different regions of the world and that they may be called typhoons or cyclones based on where they occur. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students to discuss revisions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 210

Location: Preview the Topic

Original Text: In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with the use of scientific evidence to describe how volcanic eruptions, meteor impacts,

and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate.

Updated Text: In this Topic, students will plan and conduct an experimental investigation to identify the cause-and-effect relationship between carbon dioxide in the atmosphere and warmer average global climate. Students will use scientific evidence and analyze data to examine factors that can affect global climate. In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with the use of scientific evidence to describe how volcanic eruptions, meteor impacts, and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate. Students learned about weather and climate in Grade 4. In Grade 7, they learned about thermal energy transfer and the cycling of matter in ecosystems. In this Topic, they will build on their prior knowledge to understand how natural events and human activity can impact climate.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 214

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them explain that natural events and human activities affect the climate, which affects how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

Updated Text: Students will analyze data and use evidence to describe how natural events and human activities can affect global climate. Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them explain that natural events and human activities affect the climate, which affects how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 216

Location: Objectives section top of page

Original Text: Objective • Students explore how natural events, such as volcanic eruptions, meteor impacts, and changes in ocean currents, can influence global climate. • Students investigate how carbon cycles through Earth's spheres.

Updated Text: Objectives Students will use scientific evidence to explain how natural events, such as volcanic eruptions, meteor impacts, and changes in ocean currents, can influence global climate. Students will analyze how carbon cycles through Earth's spheres and evaluate experimental and engineering designs that measure effects on Earth's temperature.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 223

Location: Multiple areas, second half of page

Original Text: REVISIT EVERYDAY PHENOMENON Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, encourage students to share their original choices and explain their reasoning. Then ask students if they want to choose another explanation now that they have completed the Explain activities, especially to add evidence from the Experience to their explanation. Consider having students form small groups to discuss the changes each of them made to their initial answers. EXIT TICKET Give students 3–5 minutes to create a story board or story outline about a natural event that influences climate. As a class, discuss each response and any revisions that should be made. As an alternative exit ticket, ask students to answer the following questions: • Which is part of the carbon cycle? a. Carbon is taken in by plants during photosynthesis. b. Forest fires and burning fossil fuels release CO₂ into the atmosphere (correct). c. Carbon enters the geosphere when organisms die and decay. d. All of the above • Give a thumbs up if you think that an abrupt change in an ocean current can cause the climate to change because ocean currents moderate Earth’s climate by moving warm water away from the equator and cold water toward the equator. (thumbs up)

Updated Text: REVISIT EVERYDAY PHENOMENON Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, encourage students to share their original choices and explain their reasoning. Then ask students if they want to choose another explanation now that they have completed the Explain activities, especially to add evidence from the Experience to their explanation. Students should conclude that B is the best explanation. Volcanoes emit materials that disperse for great distances. These materials reflect sunlight back into space, which can lead to lower a lower global temperature. EXIT TICKET Give students 3–5 minutes to create a story board or story outline about a natural event that influences climate. As a class, discuss each response and any revisions that should be made. Alternative Exit Ticket Ask students to answer the following question: Which is part of the carbon cycle? a. Carbon is taken in by plants during photosynthesis. b. Forest fires and burning fossil fuels release CO₂ into the atmosphere. c. Carbon enters the geosphere when organisms die and decay. d. All of the above (correct).

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 224-226

Location: Read About It, multiple areas

Original Text: The universe as we know it began around 13.8 billion years ago. Before this moment, everything that makes up the universe existed in a tiny volume, no bigger than a period at the end of a sentence. In a fraction of a second, the universe expanded from a tiny point. As the universe expanded, it slowly cooled. Evidence for the Big Bang Theory

Updated Text: Evidence suggests that the universe as we know it began around 13.8 billion years ago. Before this moment, most astronomers think that everything that makes up the universe existed in a tiny volume, no bigger than a period at the end of the sentence. According to the Big Bang theory, the universe expanded from a tiny point in a fraction of a second. As the universe expands, it cools. Evidence for the Origin of the Universe

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 226

Location: Objectives section top of page

Original Text: Students explore how human activities, including the release of greenhouse gases, deforestation, and urbanization, can influence global climate.

Updated Text: Students will analyze data and develop explanations to explore how human activities, including the release of greenhouse gases, deforestation, and urbanization, can impact the stability and change of climate.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 229

Location: Question at top of the page

Original Text: What evidence supports the Big Bang theory?

Updated Text: What scientific evidence is there for the origin of the universe?

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 23

Location: Exit Ticket, Bottom of page

Original Text: N/A

Updated Text: Alternative Exit Ticket Ask students whether air can be best described as a compound, an element, a heterogeneous mixture, or a homogeneous mixture, and why. (A homogeneous mixture, because it is uniform throughout.)

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 231

Location: Experience Review, Q1, Q3

Original Text: 1. Astronomers have concluded all of the following about the Big Bang except 3. SEP Develop Explanations Priya baked raisin bread over the weekend. She noticed that as the bread baked and expanded, the raisins moved further apart. Using the raisin bread as a model, explain how universe has changed overtime. Your explanation should be consistent with the Big Bang theory and evidence that supports it.

Updated Text: 1. Astronomers think all of the following about the origin of the universe except 3. SEP Develop Explanations Priya baked raisin bread over the weekend. She noticed that as the bread baked and expanded, the raisins moved further apart. Using the raisin bread as a model, explain how universe has changed overtime. Your explanation should be consistent with a theory regarding the origin of the universe and evidence that supports it.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 232

Location: Replace Vocabulary Support Box

Original Text: Vocabulary Support Root Words Remind students that word parts include root words, which are words onto which prefixes and suffixes are added. Have students identify the root words in deforestation (forest) and urbanization (urban). Then have them explain to a partner how the meaning of these root words is related to the meaning of the vocabulary terms.

Updated Text: Mastering Scientific and Engineering Practices Engaging in Scientific Argumentation Various strategies, from carbon capture technology to reducing carbon emissions, have been proposed but not yet adopted on a large enough scale. Have students research specific strategies to address climate change. Students should develop an argument advocating for their chosen technology or policy. Students can consider various types of data, including data related to emissions sources, amount of greenhouse gases emitted in the atmosphere, time frame for implementing and seeing effects of a technology, etc. Remind students that their arguments should be supported by data and evidence.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 233

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Ask students to revise their initial answers now that they have completed the Explain activities. Then, during a class discussion, invite students to contrast their initial and revised answers. Ask students to explain their reasoning for any revisions. Other students may then join the discussion to add their logic or provide different perspectives.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Ask students to revise their initial answers now that they have completed the Explain activities. Then, during a class discussion, invite students to contrast their initial and revised answers. Ask students to explain their reasoning for any revisions. Other students may then join the discussion to add their logic or provide different perspectives. Student responses should indicate that they understand removing trees can affect global temperatures because trees remove carbon dioxide from the atmosphere and they can affect very local temperatures because they provide shade.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 235

Location: Differentiated Instruction

Original Text: Ask students to help you complete the table by comparing and contrasting the phenomena of Mount Pinatubo and Glacier Lagoon. Lead students to observe that a change in global temperatures and thus climate connects both places.

Updated Text: Ask students to help you complete the table by comparing and contrasting the phenomena of deforestation and Glacier Lagoon. Lead students to observe that changes that occur in one part of the world can affect another part of the world.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 244

Location: Objectives section top of page

Original Text: Objectives

- Students will identify the function of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts and vacuoles in plant or animal cells.
- Students will describe the function of genes within chromosomes in determining inherited traits of offspring.

Updated Text: Objectives • Students will use models to identify and explain the function of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts and vacuoles in plant or animal cells. • Students will use models to describe the function of genes within chromosomes in determining inherited traits of offspring.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 245

Location: TEKS box, top of page

Original Text: 8.3A Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories.

Updated Text: 8.5B Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 247

Location: Bottom of page

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION SPECIAL NEEDS Physical Model Students with visual impairments may benefit from having tactile models of animals and plant cells, with their key cell structures, to use instead of looking through a microscope.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 251

Location: Exit ticket, bottom of page

Original Text: EXIT TICKET Give students 3–5 minutes to summarize what they have learned about cell structures and their functions. Students can draw and label a picture of a plant cell with captions to describe the structures and organelles and their functions. Or, students can write a descriptive story about what one would encounter if they could shrink down to the size of an organelle and voyage into a cell. Alternative exit ticket Use this ticket for a quick check on student understanding. a. chloroplast b. cell wall c. ribosome d. vacuole (correct) Is this statement true or false?: Genes are segments of chromosomes that determine the inheritance of traits. (true)

Updated Text: EXIT TICKET Give students 3–5 minutes to summarize what they have learned about cell structures and their functions. Students can draw and label a picture of a plant cell with captions to describe the structures and organelles and their functions. Or, students can write a descriptive story about what one would encounter if they could shrink down to the size of an organelle and voyage into a cell. Alternative Exit Ticket Use this ticket for a quick check on student understanding. Is this statement true or false?: Genes are segments of chromosomes that determine the inheritance of traits. (true)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 254

Location: Objectives section top of page

Original Text: Objectives • Students will identify examples of structural, physiological, and behavioral adaptations. • Students will explain how variations of traits in a population lead to structural, physiological, and behavioral adaptations that increase the likelihood of survival.

Updated Text: Objectives • Students will identify and describe examples of structural, physiological, and behavioral adaptations and consider the complementary relationship between structure and function. • Students will evaluate evidence to explain how variations of traits in a population can affect structural, physiological, and behavioral adaptations that increase the likelihood of survival.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 256

Location: Everyday Phenomenon Video, top of page

Original Text: Everyday Phenomenon Video HOW DO ADAPTATIONS HELP THE BIRD OF PARADISE FIND A MATE? Students can watch the video, or you can project and play the video. Then they can preview the image in their activity sheet or you can project the image from Realize. The background text explains that over thirty-five different species of birds-of-paradise live on the island of New Guinea. Use the following questions to guide student observation. • Ask What adaptations do you think help male birds of paradise find a mate? (Students should say that the way they danced, moved their bodies, arranged their body, and their display of bright colors and long feathers aide in male bird’s courtship of a female.) • Have students brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience.

Updated Text: "Everyday Phenomenon Video HOW DO ADAPTATIONS HELP THE BIRD OF PARADISE FIND A MATE? Students can watch the video, or you can project and play the video. Then they can preview the image in their activity sheet or you can project the image on the sheet from Realize. The background text explains that over thirty-five different species of birds-of-paradise live on the island of New Guinea. Use the following questions to guide student observation. • Ask What adaptations do you think help male birds of paradise find a mate? (Students should say that the way they danced, moved their bodies, arranged their body, and their display of bright colors and long feathers aide in male bird’s courtship of a female.) • Have students brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 257

Location: Hands-On Lab, materials list

Original Text: Materials toothpicks, plastic spoons, tweezers, clothespins, paper plate, beads, 5-mm squares of corrugated cardboard, plastic cups, and timer

Updated Text: Materials toothpicks, plastic spoons, tweezers, clothespins, paper plate, beads, 5-mm squares of foam, plastic cups, and timer

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 262

Location: STEAM Activity

Original Text: STEAM Activity WHICH ANIMAL HAS THE ADAPTATIONS TO SURVIVE? Students work in groups to discuss and then design and make a game to teach how adaptations can increase survival and reproductive success of a species. Students then evaluate, compare, and refine their designs.

Updated Text: STEAM Activity WHICH ANIMAL HAS THE ADAPTATIONS TO SURVIVE? Students work in groups to discuss and then design and make a game to teach how adaptations can increase survival and reproductive success of a species. Students then evaluate, compare, and refine their designs. Materials cardboard or poster board, index cards, game pieces, writing materials, scissors, tape, and glue, discarded magazines, computer Internet access

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 266

Location: Preview the Topic, top of page

Original Text: Preview the Topic In this topic, students describe how food webs are disrupted, how populations recover, and the impact of biodiversity on the stability of an ecosystem. In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability and sustainability of an ecosystem. Students learned about how variations in populations can impact their ability to survive in Topic 7. They will build on their understanding in this topic as they consider the many ways that ecosystems can change and the impact these changes can have on populations.

Updated Text: Preview the Topic In this topic, students describe how food webs are disrupted, how populations recover, and the impact of biodiversity on the stability of an ecosystem. In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability and sustainability of an ecosystem. Students learned about how variations in populations can impact their ability to survive (8.13C) in Topic 7. They will build on their understanding in this topic as they consider the many ways that ecosystems can change and the impact these changes can have on populations.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 268

Location: Experience 1, Elaborate section

Original Text: N/A

Updated Text: Make Informed Decisions Is biological control a good idea? p. 280 (40 min)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 272

Location: Objectives, top of page

Original Text: Objective Students will explore how population changes, natural disasters, and human intervention disrupt ecosystems and impact the transfer of energy in food webs.

Updated Text: Objective Students will analyze, explain, and communicate how population changes, natural disasters, and human intervention disrupt the stability of ecosystems and impact the transfer of energy in food webs.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 273

Location: Elaborate section

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is Biological Control a Good Idea? Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of using a biological control, such as releasing an organism into an ecosystem to control a pest population.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 274

Location: Everyday Phenomenon Video section

Original Text: Everyday Phenomenon Video WHY ARE ZEBRA MUSSELS BAD FOR FOOD WEBS? Students watch a video about zebra mussels. The background text explains that zebra mussels are small clam-like animals that can stick to hard objects in fresh bodies of water. They are an invasive species. That means that they are a troublesome species that humans brought here, intentionally or not. Use the following questions to guide student observation.

Updated Text: "Everyday Phenomenon Video WHY ARE ZEBRA MUSSELS BAD FOR FOOD WEBS? Students watch a video about zebra mussels. The background text explains that zebra mussels are small clam-like animals that can stick to hard objects in fresh bodies of water. They are an invasive species. That means that they are a troublesome species that humans brought to an area they do not usually inhabit, intentionally or not. Use the following questions to guide student observation."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 279

Location: Differentiated Instruction section

Original Text: N/A

Updated Text: SPECIAL NEEDS Large Print, High Contrast Students with visual impairments may benefit from large-print and high contrast copies of the Read About It and Take Notes sections, especially of the Food Webs on pages 405 and 409 of the Student Activity Companion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 281

Location: Revisit Anchoring Phenomenon section

Original Text: REVISIT ANCHORING PHENOMENON As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that ecosystems are dependent upon the cycling of matter and the flow of energy in food webs. Wildfires and zebra mussels both disrupt ecosystems and are bad for food webs. Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Updated Text: REVISIT ANCHORING PHENOMENON As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that ecosystems are dependent upon the cycling of matter and the flow of energy in food webs. Wildfires and zebra mussels both disrupt ecosystems and have a negative impact on food webs. Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 282

Location: Objectives, top of page

Original Text: Objective • Students describe how primary and secondary succession affect populations and species diversity after ecosystem disruption by natural events or human activity.

Updated Text: Objectives • Students describe and explain how primary and secondary succession affect populations and species diversity after ecosystem disruption by natural events or human activity. • Students analyze and explain how matter cycles through an ecosystem and is conserved after a disruption by natural events or human activity.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 283

Location: TEKS, top of page

Original Text: 8.5E Analyze and explain how energy flows and matter cycles through systems and energy and matter are conserved through a variety of systems.

Updated Text: 8.5G Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 285

Location: Hands-On lab, 1st paragraph

Original Text: Hands-On Lab HOW DOES SUCCESSION PREDICT FUTURE CHANGES IN AN ENVIRONMENT? In this field investigation, students will locate examples of secondary succession. To do this, students will perform a field investigation to find evidence of secondary succession. Prior to their fieldwork, students will create a data table to record their observations and evidence of succession. Then, using their data, students will provide evidence of succession. Students will also make predictions about the effect of a disruption that wipes out all species and compare it to the impact of the disruption they've observed.

Updated Text: "Hands-On Lab HOW DOES SUCCESSION PREDICT FUTURE CHANGES IN AN ENVIRONMENT? In this field investigation, students will locate examples of secondary succession. Prior to their fieldwork, students will create a data table to record their observations and evidence of succession. Then, using their data, students will provide evidence of succession. Students will also make predictions about the effect of a disruption that wipes out all species and compare it to the impact of the disruption they've observed."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 289

Location: Revisit Everyday Phenomenon

Original Text: REVISIT EVERYDAY PHENOMENON Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: REVISIT EVERYDAY PHENOMENON Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that hurricanes impact ecosystems by washing away soil, covering areas in sand, and damaging the ecosystem to the point where organisms need to reestablish themselves.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 292

Location: Objectives, top of page

Original Text: Objective Students describe biodiversity within ecosystems and how it contributes to the stability and sustainability of an ecosystem and the health of the organisms.

Updated Text: Objective Students describe, analyze, and explain biodiversity within ecosystems and how it contributes to the stability and sustainability of an ecosystem and the health of the organisms.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 299

Location: Revisit Everyday Phenomenon

Original Text: REVISIT EVERYDAY PHENOMENON Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: REVISIT EVERYDAY PHENOMENON Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Students should conclude that bees are important in pollinating producers. Producers need the bees to help them reproduce. Food webs depend on producers as the primary source of energy. Without them, biodiversity is negatively impacted.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 299

Location: Alternative exit ticket, bottom of page

Original Text: Alternative Exit Ticket Use this ticket for a quick check on student understanding. Which aspect of biodiversity contributes to healthy ecosystems and healthy organisms? a. few predator-prey relationships b. changing types of biotic and abiotic factors c. many pioneer species and keystone species d. good stability and sustainability (correct)

Updated Text: Alternative Exit Ticket Ask students, which aspect of biodiversity contributes to healthy ecosystems and healthy organisms? a. few predator-prey relationships b. changing types of biotic and abiotic factors c. many pioneer species and keystone species d. good stability and sustainability (correct)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 300

Location: STEAM Activity

Original Text: STEAM Activity HOW CAN PRESCRIBED BURNS SAVE A FOREST? Students conduct research on how different Indigenous peoples have managed natural habitats by using prescribed burning. Students produce a presentation that summarizes their findings and describes how natural events and human activity, including prescribed burning, can impact ecosystems.

Updated Text: STEAM Activity HOW CAN PRESCRIBED BURNS SAVE A FOREST? Students conduct research on how different Indigenous peoples have managed natural habitats by using prescribed burning. Students produce a presentation that summarizes their findings and describes how natural events and human activity, including prescribed burning, can impact ecosystems. Materials poster board, markers, other craft materials, presentation software, brochure template, Internet access

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 310

Location: Top of page

Original Text: Why is this ice melting so fast?

Updated Text: Why is this lagoon changing?

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 311

Location: Top of page

Original Text: Why is this ice melting so fast?

Updated Text: Why is this lagoon changing?

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 312

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner’s definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner’s definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 316

Location: What You Need to Know, 3rd sentence

Original Text: But what role does the atmosphere play in trapping heat on Earth?

Updated Text: But what role do greenhouse gases, such as carbon dioxide, play in keeping Earth warm enough for life as we know it?

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 320

Location: Question 2, option a

Original Text: a. Carbon dioxide in the atmosphere traps heat, causing Earth’s temperature to increase.

Updated Text: a. Carbon dioxide in the atmosphere absorbs heat, which causes Earth to be warmer than it would be without carbon dioxide in the atmosphere.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 321

Location: Question 5

Original Text: SEP Use Models In the 1700s, the level of carbon dioxide in the atmosphere was around 280ppm (parts per million). Today, it is about 400 ppm. Based on your investigation, how do you think average temperatures on Earth may have changed? How do you think more carbon got into the atmosphere?

Updated Text: SEP Use Models Based on evidence, some scientists estimate that in the 1700s the level of carbon dioxide in the atmosphere was around 280 ppm (parts per million). This means that there were 280 molecules of carbon dioxide per million molecules of air. Based on your investigation, how do you think average temperatures on Earth may have changed. How might you explain the increase in the amount of carbon dioxide in the atmosphere?

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 324

Location: Basal text, first paragraph under Climate Change

Original Text: A stable climate is necessary for life on Earth. Climate change has occurred several times in Earth's history. Each time the climate has warmed or cooled, it has affected life on Earth.

Updated Text: A stable climate is necessary for life on Earth. Periods of climate change and stability have occurred throughout Earth's history. Each time the climate has warmed or cooled, it has affected life on Earth.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 326

Location: Basal text, captions, and diagram

Original Text: Basal text: It makes up about 79 percent of all greenhouse gases in the atmosphere. When there isn't enough carbon dioxide in the atmosphere, Earth's climate cools because more heat escapes into space. When there is too much carbon dioxide in the atmosphere, Earth's climate warms. Plants take in carbon through photosynthesis. Other living things take in carbon by eating plants or other animals. Organisms release carbon dioxide through respiration and other life processes. Captions: CO₂ is released from burning fossil fuels CO₂ is released by living things during respiration. CO₂ is absorbed by plants during photosynthesis. Carbon is stored as food by plants, the animals that eat plants, and the animals that eat these animals CO₂ is exchanged between the atmosphere and ocean through photosynthesis and respiration in marine organisms. Carbon in dead marine organisms enters the ground. Over time, these remains can form fossil fuels. Some of this carbon will be cycled through the geosphere in the rock cycle. Carbon enters the ground in animal waste and in the remains of dead organisms and decomposers. Diagram: Multiple arrows pointing to various parts of carbon cycle

Updated Text: Captions: Plants absorb carbon (in CO₂) from the atmosphere during photosynthesis. When an animal eats the plant, the carbon enters a food web.CO₂ is released from burning fossil fuels and forest fires, as well as by living things during respiration.CO₂ is exchanged between the atmosphere and ocean. Much of this exchange is due to photosynthesis and cellular respiration in marine organisms. The ocean also absorbs some CO₂ released by other natural processes and the burning of fossil fuels. Decomposers release carbon from animal waste and dead organisms into the ground. Some of the carbon is cycled through the geosphere in the rock cycle. The remains of marine organisms may form fossil fuels.Diagram: Three large arrows pointing to various parts of carbon cycle

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 336

Location: Top of page

Original Text: How does a growing population influence the climate?

Updated Text: How has the growth in human population impacted deforestation?

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 340

Location: Caption at left side of page

Original Text: Carbon Dioxide and the Climate This graph shows combined data on global temperature and carbon dioxide in the atmosphere. It provides evidence that increasing amounts of greenhouse gases in the atmosphere cause an increase in global temperature.

Updated Text: Carbon Dioxide and the Climate The graph shows combined data on global temperature and carbon dioxide in the atmosphere. It provides evidence that increasing amounts of greenhouse gases in the atmosphere can cause an increase in global temperature. Temperature data can be gathered from satellites, as well as tree rings and other sources.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 341

Location: Photo at bottom of page, caption

Original Text: Photo: Image of Big Bend Power Station, a coal-fired power station Caption: Mining and Burning The fuel burned to power most cars, trains, and planes comes from petroleum, which releases greenhouse gases into the atmosphere.

Updated Text: Photo: Image of airport with airplanes Caption: Burning Fuel Transportation is a leading cause of greenhouse gas emissions in the United States. Over time, engines have been made more efficient so that less carbon dioxide is released as the vehicles travel the same distance.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 343

Location: Basal text

Original Text: Governments can pass laws to reduce fossil fuel use and the release of greenhouse gases.

Updated Text: (Sentence deleted)

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 345

Location: Photo at top right

Original Text: Photo: Image of cattle in a field

Updated Text: Photo: Image of tractor with sat nav technology

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 347

Location: Question 3

Original Text: SEP Analyze Data The data table shows the January monthly average concentration of carbon dioxide in the atmosphere above Hawaii for three different years. Describe some human activities that might be responsible and explain how this change may influence climate. Year | Atmospheric CO₂ Concentration (ppm) 1980 | 337.9 2000 | 369.5 2020 | 413.6

Updated Text: SEP Analyze Data The Mauna Loa Observatory in Hawaii has measured the concentration of CO₂ in the atmosphere since 1958. This data table shows the January monthly average concentration of CO₂ in 4 different years. Is this data enough information to confirm that human activity is responsible for the rise in carbon dioxide emissions during this time period? Explain. Year | Atmospheric CO₂ Concentration (ppm) 1960 | 316.43 1980 | 337.9 2000 | 369.5 2020 | 413.6

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 348

Location: Question 2

Original Text: THEME Cause and Effect The hottest temperatures in Dallas, Texas can average 36°C. Describe what may happen to Dallas' climate if human activities release greater amounts of greenhouse gases into the atmosphere.

Updated Text: THEME Cause and Effect Earth's climate has undergone many periods of stability and change. Periods of global cooling and global warming can dramatically affect life on Earth, in some cases causing mass extinction. Identify two factors that influence global climate and describe the cause-and-effect relationship between your chosen factors and climate change.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 353

Location: Academic vocabulary, top of page

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word "support."

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 396

Location: Share with a Partner, bottom of page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 4

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner’s definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner’s definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Type: Editorial Change

Current Page Number(s): 41

Location: Number 8

Original Text: Look over the following patterns in how cabbage-juice indicator paper responds to acids and bases of different strength: • Weak acids = green • Medium-strength acids = yellow • Strong acids = red • Weak bases = blue • Medium-strength bases = purple • Strong bases = pink

Updated Text: Look over the following patterns in how cabbage-juice indicator paper responds to acids and bases of different strength: • Weak acids = purple • Medium-strength acids = pink • Strong acids = red • Weak bases = blue • Medium-strength bases = green • Strong bases = yellow

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 45

Location: Differentiated Instruction

Original Text: Demonstration If students struggle to determine the relationship between the Anchoring Phenomenon and the Everyday Phenomenon, place a piece of limestone in a beaker containing an acidic solution. Most common driveway gravel is limestone, and it should be readily found in nature. Have students take pictures immediately after the rock is placed in the acid and a day later. Have them compare the pictures and summarize what happens. Challenge Rock pH Using the demonstration above, have students who need a challenge use a pH meter or pH paper to determine the pH of

the solution as soon as the rock is placed in the acid and again after the rock sits for a day in the acid. Have them use what happens in the demonstration to explain any changes in pH.

Updated Text: STRIVING Demonstration If students struggle to determine the relationship between the Anchoring Phenomenon and the Everyday Phenomenon, place a piece of limestone in a beaker containing an acidic solution. Most common driveway gravel is limestone, and it should be readily found in nature. Have students take pictures immediately after the rock is placed in the acid and a day later. Have them compare the pictures and summarize what happens.

CHALLENGE Rock pH Using the demonstration above, have students who need a challenge determine what soil amendments could modify the pH of the soil and improve the growing conditions for the plants in acidic or alkaline conditions. Encourage students to research the conditions in their own region and the needs of different plants, such as cranberries, broccoli, etc. Students can research and describe how they would modify local soil and conditions to grow a chosen crop.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 46

Location: Objective box

Original Text: Objective • Students use the periodic table to identify atoms in chemical reactions. • Students consider how matter cycles through systems as they investigate how mass is conserved in chemical reactions and relate conservation of mass to the rearrangement of atoms using chemical equations.

Updated Text: Objectives • Students use the periodic table to identify atoms in chemical reactions. • Students analyze how matter cycles through systems as they investigate conservation of mass in chemical reactions and relate it to rearrangement of atoms using chemical equations.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 62

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that shows simulated car crashes involving crash dummies with restraints. Throughout the Topic, students will gain knowledge that should help them explain that restraints quickly stop the acceleration of a passenger in a vehicle. They should be able to relate this to Newton's second law of motion.

Updated Text: Students watch a video that shows simulated car crashes involving crash dummies with restraints. Throughout the Topic, students will analyze the relationship between acceleration and net force. They will also investigate Newton's laws in action in various systems. Students will gain knowledge to help them explain that restraints quickly stop the acceleration of a passenger in a vehicle. They should be able to relate this to Newton's second law of motion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 64

Location: Objective box

Original Text: Objective • Students will calculate and analyze how an object’s acceleration depends on the net force acting on the object and the mass of the object using Newton’s second law of motion.

Updated Text: Objectives • Students will construct tables and graphs to analyze how an object’s acceleration depends on the net force acting on the object and the mass of the object using Newton’s second law of motion. • Students will apply empirical evidence to develop scientific arguments about the proportional relationship between force, mass, and acceleration.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 71

Location: Exit Ticket, Bottom of page

Original Text: As an alternative exit ticket, ask students to rewrite the following statement to make it true: If the net force on an object triples, then the acceleration on the object is one-third of its original value. (If the net force on an object triples, then the acceleration on the object is three times its original value. OR If the net force on an object is one-third its original value, then the acceleration on the object is one-third of its original value.)

Updated Text: Alternative Exit Ticket Ask students to complete the following statement to make it true: If the net force on an object triples, then the acceleration on the object is _____ its original value. (three times OR triple)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 74

Location: Objectives section top of page

Original Text: • Students will analyze how Newton’s three laws of motion act simultaneously within systems.

Updated Text: Students will identify patterns in quantitative relationships in data to analyze how Newton’s three laws of motion act simultaneously within systems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 81

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities.

Updated Text: Encourage students to discuss the question, recalling information they learned about Newton’s laws of motion during the Experience. Students may think about the Key Ideas Presentation or the Hands-On Lab, for example. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 81

Location: Exit Ticket, Bottom of page

Original Text: As an alternative exit ticket, ask students to give a thumbs-up if they think that launching a water balloon from a sling shot would demonstrate only examples of Newton’s first law and Newton’s second law, but not Newton’s third law. (thumbs-up)

Updated Text: Alternative Exit Ticket Ask students to give a thumbs-up if they think that launching a water balloon from a sling shot would demonstrate only examples of Newton’s first law and Newton’s second law, but not Newton’s third law. (thumbs-down, this example demonstrates all three of Newton's laws)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 82

Location: STEAM Activity

Original Text: HOW CAN A VEHICLE ACCELERATE WITHOUT DAMAGING ITS CARGO? Students discuss and then design a vehicle that can transport items without damage. Students then evaluate, compare, and refine their designs.

Updated Text: HOW CAN A VEHICLE ACCELERATE WITHOUT DAMAGING ITS CARGO? Students discuss and then design a vehicle that can transport items without damage. Students then evaluate, compare, and refine their designs. Materials set of interlocking building blocks, including wheels and flat, smooth surface pieces, small wooden blocks, springs and ropes, tape measure or meter stick, stopwatch or timing device, strips of cardstock or thin cardboard

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 86

Location: Preview the Topic

Original Text: In Experience 1, students describe and compare transverse and longitudinal waves. They become familiar with the properties of waves, including wavelength, amplitude, and frequency. In Experience 2, they compare electromagnetic waves to mechanical waves. They learn about different types of electromagnetic waves based on their location in the electromagnetic spectrum. Finally, in Experience 3, they explore the uses of different types of electromagnetic waves. Topic Readiness Test Students answer questions to show what they already know about waves and the electromagnetic spectrum by completing a printed or online Topic Readiness Test.

Updated Text: In this Topic, students will compare and contrast wave properties of transverse waves and waves in the electromagnetic spectrum. They will develop explanations about the application of EM waves in various types of technology. In Experience 1, students describe and compare transverse and longitudinal waves. They become familiar with the properties of waves, including wavelength, amplitude, and frequency. In Experience 2, they compare electromagnetic waves to mechanical waves. They learn about different types of electromagnetic waves based on their location in the electromagnetic spectrum. Finally, in Experience 3, they explore the uses of different types of electromagnetic waves. In Grade 6, students learned that energy is transferred through waves and explored transverse and longitudinal waves. Students will build on their understanding to investigate the wave properties amplitude, frequency, and wavelength, including in the EM spectrum. Topic Readiness Students answer questions to show what they already know about waves and the electromagnetic spectrum by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 89

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of cameras used to capture video of wildlife in the dark. Throughout the Topic, students will gain knowledge that should help them explain that not all electromagnetic waves are visible to the naked eye. For example, infrared waves have lower frequencies and greater wavelengths than visible light, but they can be recorded by special equipment to capture images in the dark.

Updated Text: Students will use evidence and apply patterns to develop an explanation about how some cameras can capture images without visible light. Students watch a video that introduces the phenomenon of cameras used to capture video of wildlife in the dark. Throughout the Topic, students will gain knowledge that should help them explain that not all electromagnetic waves are visible to the naked eye. For example, infrared waves have lower frequencies and greater wavelengths than visible light, but they can be recorded by special equipment to capture images in the dark.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 92

Location: Objectives section top of page

Original Text: Students will learn about transverse waves and their properties.

Updated Text: Students will develop and use models of transverse waves and analyze data to identify patterns in their properties.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 92

Location: Explain Column, Key Ideas Video

Original Text: KEY IDEAS VIDEO Characteristics of Waves □ Students learn about what causes water erosion and the effects it has on Earth's surface.

Updated Text: KEY IDEAS VIDEO Characteristics of Waves □ Students learn about frequency, wavelength, and amplitude in transverse and longitudinal waves.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 95

Location: Differentiated Instruction

Original Text: Venn Diagram Have students draw a Venn diagram with one section for Mechanical Waves and the other for EM Waves. Work with them to complete the diagram, showing what characteristics the various types of waves have in common. Proportion You

Updated Text: STRIVING Do the Wave Some students may have difficulty understanding that in a transverse wave energy moves in one direction but matter vibrates in a perpendicular direction. To help students visualize the movement of the medium of a transverse wave, have student volunteers stand in a line and do the wave (starting from one end of the line, each student raises and then lowers their arms). Explain that the student volunteers represent the wave medium. Ask students what direction the wave moved and what direction the medium moved. (The wave moved to the side, but the medium moved up and down.)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): 99

Location: Take it local box

Original Text: Noise in the Workplace Noise is unwanted sound, and it can be harmful to hearing if it is too loud. Exposure to loud noise is a major hazard in many workplaces. Repeated exposure to high noise levels can cause hearing stress and hearing loss. Some employers provide hearing protection to workers. However, that is not an option if communication is needed in a workplace. Installing quieter equipment and structures that reduce the amplitude of sound waves is the most effective way to reduce noise levels in the workplace.

Updated Text: Seismic Architecture Since 1900, more than 2,800 earthquakes have shaken Texas. In 2022, there were more than 220 earthquakes of magnitude 3.0 or higher. Seismologists use the amplitude of seismic waves to calculate an earthquake's magnitude. Earthquakes produce different types of seismic waves, including surface waves, which occur near Earth's surface. Surface waves, which are transverse waves, are the most destructive type of seismic wave. Engineers at Texas A & M University research seismic architecture for buildings and bridges. They use shake tables to mimic seismic waves so they can test their engineering designs. They can control variables like amplitude and frequency to determine their effect on structures. Students can research seismic architecture designs or even design and test their own models.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): N/A

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience at a Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate standards to many places to include a more comprehensive list.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): N/A

Location: We added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity Title of activity

Updated Text: STRIVING Title of activity CHALLENGE Title of activity

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): Student pdf 1st page

Location: paragraph under Primary Succession, last sentence

Original Text: Soil is an essential first step to building a thriving ecosystem where diverse species can grow.

Updated Text: Soil is an essential first step to building a thriving ecosystem with diverse species and growing populations.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): Teacher pdf 1st page

Location: paragraph under Primary Succession, last sentence

Original Text: Soil is an essential first step to building a thriving ecosystem where diverse species can grow.

Updated Text: Soil is an essential first step to building a thriving ecosystem with diverse species and growing populations.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): Throughout Topic Overview Pages

Location: New line at end of Home Connection box

Original Text: N/A

Updated Text: Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-8 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year. The Grade 8 STAAR® TEKS Preparation Workbook will help your students prepare for the STAAR® end-of-course assessment.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): Topic Test (AG)

Location: Question 2

Original Text: long description for art needs to change (pH values were incorrect in long description)

Updated Text: Updated alt text/long desc: Three glass jars, A, B, and C, contain different liquids and measurements of their pH values. A pH strip indicator is below each jar. A pH scale from zero to fourteen is shown. The pH of Jar A is 4. The pH of the pure water is 7. The pH of Jar C is 9.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): worksheet, student

Location: p. 2 title

Original Text: How does beak shape increase survival?

Updated Text: How does beak shape affect survival?

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): worksheet, student

Location: 2nd page, top

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “support.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): worksheet, student

Location: bottom of 1st page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): worksheet, teacher

Location: bottom of 1st page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Type: Editorial Change

Current Page Number(s): worksheet, teacher

Location: 2nd page, top

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “support.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Original Text: pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS. The latter change added one page to the correlation. Blank page xxxvii became a correlations page.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Type: Editorial Change

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Original Text: pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS. The latter change added one page to the correlation. Blank page xxxvii became a correlations page.

Feedback and Publisher Responses

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Page Number(s): 204

URL:

[View Content](#)

Feedback Text: This is an excellent descriptive investigation exercise. I like the equating of "descriptive" with "qualitative data."

Publisher Response: Thank you for the positive feedback. There is no change to make to the program.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Page Number(s): 213

URL:

[View Content](#)

Feedback Text: This is so interesting! I learned something new about the Earth today.

Publisher Response: Thank you for the positive feedback! No change to make.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Page Number(s): 374 - 379

URL:

[View Content](#)

Feedback Text: My favorite part of this lab: simplicity. And it puts supplies in the kids hands, and lets them create the lab. It's not always necessary to make labs so complicated that teachers will avoid using them. Well done!

Publisher Response: Thank you for the positive feedback. There is no change to make to the program.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Page Number(s): 424

URL:

[View Content](#)

Feedback Text: Population per se is not mentioned on the page. It can be inferred that more than one organism of the same species is a population.

Publisher Response: We will edit the last sentence of text on the page from: Soil is an essential first step to building a thriving ecosystem where diverse species can grow. To: Soil is an essential first step to building a thriving ecosystem with diverse species and growing populations.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: Very thorough. Nice.

Publisher Response: Thank you for the positive feedback! There is no change to make to the program.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Page Number(s): Slide 16

URL:

[View Content](#)

Feedback Text: I really like this table differentiating the three.

Publisher Response: Thank you for the positive feedback! There is no change to make to the program.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Page Number(s): Worksheet link

URL:

[View Content](#)

Feedback Text: Our team loved the rubric and the framing of the questions!

Publisher Response: Thank you for the positive feedback! No change to make to the program.

Publisher: Savvas Learning

Ch. 112.b Science, (Spanish) Grade K

Program: Texas Experimenta las Ciencias Grade K (Print with digital): TEKS

Editorial Changes

Component: *Digital assesment/Examen de preparación para el tema*

ISBN: 9781428553828

Type: Editorial Change

Current Page Number(s): (None)

Location: (None)

Original Text: (None)

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): All Experience at a Glance pages

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (Global Change) Delete Video de preparación para el maestro box.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 10

Location: Tema 1, Inicio, Video del fenómeno de anclaje, second bullet

Original Text: Está bien si empieza con una idea y revisa su idea a medida que reciba más información.

Updated Text: (updated text) Está bien si empieza con una idea y revisa su idea a medida que reciba más información.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 20

Location: Experiencia 2, Vistazo

Original Text: (Objetivo) Los estudiantes clasificarán objetos usando sus propiedades físicas.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para llevar a cabo investigaciones descriptivas simples para identificar y clasificar objetos según sus propiedades físicas.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 24

Location: Experiencia 2, Explorar, En la sección de las estaciones, Enseñanza diferenciada

Original Text: (None)

Updated Text: (insert) Apoyo para la clasificación de objetos Para los estudiantes que necesiten apoyo adicional para clasificar objetos, pídeles que dibujen tres círculos grandes en tres hojas de papel separadas. Pídeles que rotulen los

círculos con las palabras redondo, cuadrado, triangular. Los estudiantes podrán colocar los botones en los círculos correctos para clasificarlos.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 26

Location: Experiencia 2, Explicar, QUÉ SE ESPERA

Original Text: Los estudiantes buscarán materiales en la escuela, como madera, vidrio y plástico. Anotarán lo que hallaron en una tabla. Invítelos a reflexionar sobre cómo los diferentes materiales también tienen distintas texturas. Pueden añadir una tercera columna al cartel para incluir una palabra descriptiva para las texturas.

Updated Text: (updated text) Los estudiantes buscarán materiales en la escuela, como madera, vidrio y plástico. Anotarán lo que hallaron en una tabla. Invítelos a reflexionar sobre cómo los diferentes materiales también tienen distintas texturas. Pueden añadir una tercera columna a la tabla para incluir una palabra descriptiva para las texturas.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 36

Location: Experiencia 1, Vistazo, Objetivo

Original Text: Los estudiantes describirán y predecirán cómo interactúa un imán con diferentes materiales.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para planear y llevar a cabo investigaciones simples para describir y predecir relaciones de causa y efecto acerca de cómo interactúa un imán con diferentes materiales.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 38

Location: Experiencia 1, Emprender, Fenómenos relacionados

Original Text: Como alternativa al fenómeno cotidiano, considere la posibilidad de mostrar un video de una barredora de calle magnética o una escoba magnética. Pregunte a los estudiantes qué creen que ayuda a la barredora a levantar los objetos de metal.

Updated Text: (updated text) Como alternativa al fenómeno cotidiano, considere la posibilidad de mostrar un video de una barredora de calle magnética o una escoba magnética mientras se usa en una calle o en una empresa locales. Pregunte a los estudiantes qué creen que ayuda a la barredora a levantar los objetos de metal.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 44

Location: Experiencia 2, Vistazo, Objetivo

Original Text: Los estudiantes describirán y predecirán cómo un imán puede empujar y jalar objetos.

Updated Text: (updated text) Los estudiantes investigarán para describir y predecir las relaciones de causa y efecto acerca de cómo un imán puede empujar o jalar objetos.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 46

Location: Experiencia 2, Emprender, Fenómenos relacionados

Original Text: Como otro fenómeno cotidiano, considere la posibilidad de mostrar un video para resaltar cómo las fuerzas magnéticas le permiten a un tren de levitación magnética moverse y alcanzar una velocidad de más de 300 millas por hora.

Updated Text: (updated text) Como otro fenómeno cotidiano, considere la posibilidad de mostrar un video para resaltar cómo las fuerzas magnéticas le permiten a un tren de levitación magnética moverse y alcanzar una velocidad de más de 300 millas por hora y que los estudiantes puedan ver los conceptos detrás del tren de alta velocidad planificado de Dallas a Houston.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): page 9

Location: Tema 1, Plan del tema

Original Text: (None)

Updated Text: (insert new box, below "VÍA RÁPIDA") En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): Throughout Plan del tema and Experience pages

Location: TEKS References

Original Text: None

Updated Text: (Global Change) Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada boxes

Original Text: Enseñanza diferenciada boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings EN MEJORA, AVANZADO and NECESIDADES ESPECIALES to these activities to help teachers more easily identify them.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): Topic Wrap-Up, Last page of each topic

Location: After Topic Test Remediation

Original Text: (None)

Updated Text: (Global Change) Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column) Actividad de contenido en espiral

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Type: Editorial Change

Current Page Number(s): Vistazo a la Experiencia pages

Location: TEKS References

Original Text: TEKS

Updated Text: Adding PCI and TCR to TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Feedback and Publisher Responses

Component: *Grade K Station Cards*

ISBN: 9781323222867

Page Number(s): See link

URL:

[View Content](#)

Feedback Text: Please direct teachers to explain that the sun is also a star and can be seen during the day.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Student Activity Companion*

ISBN: 9781323223413

Page Number(s): 22

URL:

[View Content](#)

Feedback Text: There is no measurement in this activity.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Student Activity Companion*

ISBN: 9781323223413

Page Number(s): 33

URL:

[View Content](#)

Feedback Text: I think that seasons are not systems, so maybe another example would be better.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Student Activity Companion*

ISBN: 9781323223413

Page Number(s): 34

URL:

[View Content](#)

Feedback Text: I think that seasons are not systems, so maybe another example would be better.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Student Activity Companion*

ISBN: 9781323223413

Page Number(s): 57

URL:

[View Content](#)

Feedback Text: Teacher needs to help students realize that is an advantage having the parts of the plant to put them in order because is going to be very clear how or why the parts work as a living thing.

Publisher Response: Thank you for your feedback. Savvas will address this comment as in citation #3818566.

Component: *Grade K Student Activity Companion*

ISBN: 9781323223413

Page Number(s): 57

URL:

[View Content](#)

Feedback Text: Teacher needs to help students identify limitations in models when they have parts of plants in different sizes or different parts of other plants.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Teacher Guide*

ISBN: 9781323223444

Page Number(s): 38

URL:

[View Content](#)

Feedback Text: The question could be ... What objects do you think are going to be out of the bag with the help of the magnet? ... or something like that

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Digital Components*

ISBN: 9781428553828

Page Number(s): Diapositivas 10, 11

URL:

[View Content](#)

Feedback Text: There is no measurement in this activity.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Digital Components*

ISBN: 9781428553828

Page Number(s): Diapositivas 36, 37

URL:

[View Content](#)

Feedback Text: The breakout mention systems and organisms, but his picture is not showing any organisms.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Component: *Grade K Digital Components*

ISBN: 9781428553828

Page Number(s): Diapositivas 8, 9

URL:

[View Content](#)

Feedback Text: No reference to space to grow and thrive

Publisher Response: Thank you for your feedback. Savvas will revise Slide 7 to address this comment.

Component: *Grade K Digital Components*

ISBN: 9781428553828

Page Number(s): See link

URL:

[View Content](#)

Feedback Text: The activity is not helping students to propose solutions to problems based on a model.

Publisher Response: Thank you for your feedback. Savvas will address this comment.

Publisher: Savvas Learning

Science, (Spanish) Grade 1

Program: Texas Experimenta las Ciencias Grade 1 (Print with digital): TEKS

Editorial Changes

Component: *Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas*

ISBN: 9781428553835

Type: Editorial Change

Location: New Content

Original Text: New Content

Updated Text: We created the Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, which is an assessment tool to help teachers implement accommodations for each type of assessment in the program so that students can demonstrate mastery of the knowledge and skills aligned to their learning goals. See link

Component: *Digital assesment/Examen de preparación para el tema*

ISBN: 9781428553835

Type: Editorial Change

Current Page Number(s): (None)

Location: (None)

Original Text: (None)

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): All Experience at a Glance pages

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (Global Change) Delete Video de preparación para el maestro box.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): Last page of each topic 37, 69, 93, 117, 157, 189, 221

Location: After Topic Test Remediation

Original Text: (None)

Updated Text: (Global Change) Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column) Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 20

Location: Experiencia 2, Objetivos

Original Text: Los estudiantes observarán y clasificarán objetos de acuerdo a sus propiedades físicas, incluyendo su forma, color y textura, y de acuerdo a atributos físicos tales como ser más grandes o pequeños y más pesados o livianos.

Updated Text: (updated text) Los estudiantes observarán y clasificarán objetos de acuerdo con sus propiedades físicas, incluyendo su forma, color y textura, y de acuerdo con atributos físicos tales como ser más grandes o pequeños y más

pesados o livianos. Los estudiantes comunicarán las explicaciones y las soluciones de manera individual y colaborativa en una variedad de escenarios y formatos.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 22

Location: Experiencia 2, Fenómeno relacionado

Original Text: Como fenómeno cotidiano alternativo, considere mostrar una foto de una tienda en la que los objetos, tales como los zapatos, la ropa y el equipamiento deportivo, están ordenados y bien acomodados para enfatizar cómo se agrupan los artículos. Pregunte a los estudiantes cómo están agrupados los artículos y por qué era necesario agrupar los de la tienda.

Updated Text: (updated text) Como fenómeno cotidiano alternativo, considere mostrar una foto de una tienda local en la que los objetos, tales como los zapatos, la ropa y el equipamiento deportivo, están ordenados y bien acomodados para enfatizar cómo se agrupan los artículos. Pregunte a los estudiantes cómo están agrupados los artículos y por qué era necesario agrupar los de la tienda.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 28

Location: Experiencia 3, Vistazo, Objetivos

Original Text: Los estudiantes observarán e investigarán cómo el calentamiento y el enfriamiento cambian a los materiales. También predecirán y explicarán cambios en los materiales causados por el calentamiento o el enfriamiento.

Updated Text: (updated text) Los estudiantes desarrollarán y usarán modelos para predecir y explicar los cambios que el calentamiento y el enfriamiento generan en los materiales. Los estudiantes identificarán formas de la energía y propiedades de la materia.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 32

Location: Explorar, PROCEDIMIENTO DE INDAGACIÓN GUIADA

Original Text: 1. Colóquense los lentes de seguridad. 2. Lean en voz alta el punto 1 de la actividad práctica. 3. Tomen la bolsa por su borde superior. Observen los cubos sin tocarlos. 4. Lean en voz alta el punto 2 de la actividad práctica, e imiten la manera de responder al punto. 5. Metan cuidadosamente la bolsa en el vaso con agua, asegurándose de no derramar agua. 6. Después de uno o dos minutos, despacio y con cuidado, saquen la bolsa del agua y sosténgala por encima del vaso para que gotee dentro de él. 7. Observen la bolsa. Luego colóquenla de nuevo con cuidado en el vaso con agua. 8. Vuelvan a la actividad práctica e imiten la manera de completar la hoja.

Updated Text: (updated text) 1. Colóquense los lentes de seguridad. 2. Tomen la bolsa por su borde superior. Observen los cubos sin tocarlos. 3. Metan cuidadosamente la bolsa en el vaso con agua, asegurándose de no derramar agua. 4. Después de uno o dos minutos, despacio y con cuidado, saquen la bolsa del agua y sosténgala por encima del vaso para que gotee dentro de él. 5. Observen la bolsa. Luego colóquenla de nuevo con cuidado en el vaso con agua.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 42

Location: Fenómeno relacionado, bullet text

Original Text: Hazlo con queso Pida a los estudiantes que describan un trozo de queso y dibuje los detalles que describen. Luego, pídales que digan que habría que hacer con el queso si quisieran preparar macarrones con queso. Posiblemente, la respuesta sea que deben rallar el queso o usar calor para derretirlo. Pida a los estudiantes que comenten maneras en las que podrían calentar el queso para derretirlo. Dibuje sus respuestas.

Updated Text: (updated text) Queso al estilo de Texas Pida a los estudiantes que describan un trozo de queso y dibuje los detalles que describen. Luego, pídales que digan qué habría que hacer con el queso si quisieran preparar queso al estilo de Texas. Posiblemente, la respuesta sea que deben rallar el queso o usar calor para derretirlo. Pida a los estudiantes que comenten maneras en las que podrían calentar el queso para derretirlo. Dibuje sus respuestas.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 44

Location: Experiencia 1, Objetivo

Original Text: Los estudiantes investigarán y describirán aplicaciones del calor en la vida cotidiana.

Updated Text: (updated text) Los estudiantes investigarán y harán una predicción de las relaciones de causa y efecto para describir las aplicaciones del calor en la vida diaria. Los estudiantes reunirán observaciones y mediciones como evidencia.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 46

Location: Emprender, Fenómenos relacionados

Original Text: Ponga un pedazo de cartulina oscura al sol durante varios minutos. Pida a los estudiantes que describan cómo se sienten sus manos después de tocar el papel. Explique a los estudiantes que el calor del sol ha hecho que el papel se sienta tibio.

Updated Text: (updated text) Usando los sitios web USGS.gov o waterdatafortexas.org, busque tablas y datos que muestren los niveles y las temperaturas de los lagos y reservas locales durante un año. Pida a los estudiantes que hagan predicciones acerca de qué puede causar que el nivel del agua del lago disminuya y que su temperatura aumente.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 47

Location: Pensar como un científico

Original Text: De un vistazo la actividad de la estación de trabajo práctico con los estudiantes.

Updated Text: (updated text) Dé un vistazo a la actividad de la estación de trabajo práctico con los estudiantes.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 48

Location: Explorar, PROCEDIMIENTO DE INDAGACIÓN GUIADA

Original Text: 1. Pongan cubos de hielo en ambos vasos. 2. Viertan agua tibia en uno de ellos. 3. Usen Use el cronometro para medir cuánto tardan en derretirse los cubos de cada vaso. 4. Si el tiempo para la investigación es limitado, registre el grado de derretimiento de los cubos de cada vaso. 5. Pregunte:

Updated Text: (updated text) 1. Pongan cubos de hielo en ambos vasos. Viertan agua tibia en uno de ellos. 2. Usen Use el cronometro para medir cuánto tardan en derretirse los cubos. 3. Pregunte:

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 49

Location: Repaso fenómeno de anclaje

Original Text: Pida a los estudiantes que apliquen lo que han aprendido sobre el calor para encontrar una explicación para el fenómeno de anclaje, ¿Qué necesitas para hacer un crayón con forma de oso?

Updated Text: (updated text) Pida a los estudiantes que apliquen lo que han aprendido sobre el calor para encontrar una explicación para el fenómeno de anclaje, ¿Qué ropa se secará más rápido?

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 52

Location: Experiencia 2, Vistazo, Objetivo

Original Text: Los estudiantes identificarán y describirán cambios provocados por el calor que pueden revertirse, como derretir mantequilla.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para investigar y hacer una predicción de las relaciones de causa y efecto en la ciencia para identificar y describir los cambios que genera el calor y se pueden revertir, como derretir manteca.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 60

Location: Experiencia 3, Vistazo, Objetivo

Original Text: Identificar y describir que algunos cambios provocados por el calor no pueden revertirse, como cuando se hornea un pastel o se hierve un huevo.

Updated Text: (updated text) Los estudiantes identificarán y describirán los cambios provocados por el calor que no pueden revertirse, como cuando se hornea un pastel o se hierve un huevo, a través de imágenes, números, palabras, símbolos y gráficas simples. Los estudiantes identificarán formas de la energía y propiedades de la materia.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 62

Location: Experiencia 3, Emprender, Fenómeno relacionado, first bullet

Original Text: Muestre un video de una fogata que resalte los cambios irreversibles que tienen lugar cuando se quema madera. Pida a los estudiantes que describan los cambios que observan. También pídale que hagan una predicción acerca de si la ceniza que queda puede volver a convertirse en madera.

Updated Text: (updated text) Muestre un video o una foto de una fogata de un campamento de la zona que resalte los cambios irreversibles que tienen lugar cuando se quema madera. Pida a los estudiantes que describan los cambios que observan. También pídale que hagan una predicción acerca de si la ceniza que queda puede volver a convertirse en madera.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): page 64

Location: Explorar, ENSEÑANZA DIFERENCIADA, bottom

Original Text: (None)

Updated Text: (insert new text) Planear y llevar a cabo investigaciones Para los estudiantes que estén experimentando dificultades para planear y llevar a cabo esta investigación, pídale que escriban estas preguntas antes de comenzar: ¿Qué preguntas estás intentando responder? ¿Cómo usarás tus materiales para responder a esta pregunta? Guíe a los estudiantes para responder a las preguntas, según sea necesario.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): Throughout Plan del tema and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (Global Change) Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada boxes

Original Text: Enseñanza diferenciada boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings EN MEJORA, AVANZADO and NECESIDADES ESPECIALES to these activities to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223451

Type: Editorial Change

Current Page Number(s): Vistazo a la Experiencia pages 12, 20, 28, 44, 52, 60, 76, 84, 100, 108, 124, 132, 148, 164, 172, 180, 196, 204, 212

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE) We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Feedback and Publisher Responses

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223420

Page Number(s): 3

URL:

[View Content](#)

Feedback Text: Add an image of a bicycle or a plane to the puzzle so students can understand how a system of parts is organized to complete object.

Publisher Response: Thank you for your feedback. Savvas will revise the activity to include the wording "sistema de partes."

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223420

Page Number(s): 5

URL:

[View Content](#)

Feedback Text: Add the word "atributos" [attributes] to this activity. Suggestion - Include "...otros atributos con carateristicas simulares"

Publisher Response: Thank you for your feedback. Savvas will revise the activity to include the word atributos.

Component: *Grade 1 Digital Components*

ISBN: 9781428553835

Page Number(s): Diapositivas 6-9

URL:

[View Content](#)

Feedback Text: Include the word 'atributos' [attributes] to identify to students what words are considered attributes.

Publisher Response: Thank you for your feedback. Savvas will revise slides 8-9 and corresponding Teacher Support in the presentation to include the word atributos, explain what it means, and give examples.

Publisher: Savvas Learning

Science, (Spanish) Grade 2

Program: Texas Experimenta las Ciencias Grade 2 (Print with digital): TEKS

Editorial Changes

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): 28

Location: Topic 1, Experience 3, Experience at a Glance

Original Text: **Objetivo** Los estudiantes demuestran que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Updated Text: **Objetivo** Los estudiantes usan prácticas de ingeniería para examinar y demostrar que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): 44

Location: Topic 2, Experience 1, Experience at a Glance

Original Text: **Objetivo** Los estudiantes explicarán cómo los objetos se empujan entre sí y cómo algunos cambian de forma cuando se tocan o se chocan.

Updated Text: **Objetivo** Los estudiantes investigarán y explicarán cómo los objetos se empujan entre sí y harán una predicción acerca de cómo algunos cambian de forma cuando se tocan o se chocan.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): 52

Location: Topic 2, Experience 2, Experience at a Glance

Original Text: **Objetivo** Los estudiantes harán un plan e investigarán cómo la intensidad de un empujón o un jalón influye en el movimiento de un objeto.

Updated Text: **Objetivo** Los estudiantes planearán y llevarán a cabo una investigación para hacer una predicción de la relación de causa y efecto acerca de cómo la intensidad de un empujón o un jalón puede cambiar el movimiento de un objeto.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): All Experience at a Glance pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 132, 140, 164, 172, 180, 196, 204, 212

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (GLOBAL CHANGE) Deleted Video de preparación para el maestro box.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): Experience at a Glance pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 132, 140, 164, 172, 180, 196, 204, 212

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE) We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Examen de preparación para el tema*

ISBN: 9781428553842

Type: Editorial Change

Current Page Number(s): N/A

Location: N/A

Original Text: N/A

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 100

Location: Topic 4, Experience 1, Objective

Original Text: Objetivo Los estudiantes explicarán que el Sol le brinda calor y luz al planeta Tierra, y que la Luna refleja la luz del Sol.

Updated Text: Objetivos Los estudiantes reunirán observaciones para explicar que el Sol le da luz y calor a la Tierra y que la Luna refleja la luz del Sol. Los estudiantes investigarán y harán predicciones de las relaciones de causa y efecto entre la luz del Sol y la temperatura de la Tierra.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 108

Location: Topic 4, Experience 2, Objective

Original Text: Objetivo Los estudiantes anotarán y graficarán información sobre el estado del tiempo, como la temperatura y las precipitaciones.

Updated Text: **Objetivos** Los estudiantes usarán herramientas para recolectar y graficar información sobre el tiempo, incluyendo la temperatura y la precipitación. Los estudiantes observarán las partes de una herramienta que se usa para pronosticar el tiempo y explicarán de qué manera funcionan las partes para dar información sobre el tiempo.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 116

Location: Topic 4, Experience 3, Objective

Original Text: **Objetivo** Los estudiantes investigarán los fenómenos de tiempo extremo, como los tornados, los huracanes y las inundaciones, y dónde es más probable que ocurran.

Updated Text: **Objetivos** Los estudiantes investigarán los fenómenos de tiempo extremo, como los tornados, los huracanes y las inundaciones, y dónde es más probable que ocurran. Los estudiantes harán un modelo de una inundación que ocurre cerca de un lago y analizarán sus datos para explicar lo que sucedería con las plantas y los animales que se encuentran cerca de un río inundado.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 38

Location: Topic 2 Overview, Preview the Topic

Original Text: En este tema, los estudiantes aprenden sobre la fuerza y el movimiento. Primero, en la Experiencia 1, investigan cómo los objetos se empujan unos a otros y cómo pueden cambiar de forma cuando se tocan o se chocan. Luego, en la Experiencia 2, los estudiantes investigan cómo la intensidad de un empujón o un jalón puede cambiar el movimiento de un objeto.

Updated Text: (Inserted second paragraph below existing content.) A medida que progrese en el tema, conecte las actividades con el tema 1, La materia. Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre las propiedades físicas observables de la materia (TEKS 2.6A) y cómo las propiedades se pueden cambiar mediante procesos como doblar (TEKS 2.6B) para explicar cómo los objetos se empujan entre sí y pueden cambiar de forma cuando se tocan o colisionan (TEKS 2.7A).

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 6

Location: Topic 1 Overview, Preview the Topic

Original Text: En este tema, los estudiantes aprenden sobre la materia. En la Experiencia 1, investigan las propiedades de la materia, incluyendo la textura, la flexibilidad y la temperatura. En la Experiencia 2, investigan los cambios en la materia a través de procesos como cortar, doblar, lijar, derretir y congelar. En la Experiencia 3, demuestran que la materia puede estar formada por objetos que, a su vez, están constituidos por unidades más pequeñas, y que esas unidades pueden combinarse o reensamblarse para formar nuevos objetos con distintos fines. También explican por qué los materiales se eligen en función de sus propiedades físicas.

Updated Text: (Inserted second paragraph below existing content.) A medida que progrese en el tema, conecte las actividades con lo que los estudiantes aprendieron en el grado 1. Los estudiantes pueden aplicar lo que aprendieron en el

tema 1 sobre clasificar objetos mediante las propiedades observables (TEKS 1.6A) y las propiedades de las partículas en distintos tipos de suelos (TEKS 1.10A) a lo que están aprendiendo en el tema 1 sobre propiedades como la textura (TEKS 2.6A). Pueden basarse en lo que aprendieron sobre los cambios en los materiales mediante el calentamiento (TEKS 1.6B, 1.8B) y aplicarlo en lo que están aprendiendo sobre los procesos que cambian la materia en el tema 1 (TEKS 2.6B).

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 68

Location: Topic 3, Experience 1, Objective

Original Text: Objetivo Los estudiantes demostrarán y explicarán que el sonido se produce cuando la materia vibra.

Updated Text: Objetivo Los estudiantes demostrarán que el sonido es una forma de energía y que se produce cuando la materia vibra.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 76

Location: Topic 3, Experience 2, Objective

Original Text: Objetivo Los estudiantes explicarán cómo y por qué se usan distintos niveles de sonido en la vida diaria.

Updated Text: Objetivo Los estudiantes desarrollarán explicaciones sobre cómo y por qué se usan diferentes niveles de sonido en la vida diaria y describirán las propiedades de los objetos en términos de cantidad.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): p. 84

Location: Topic 3, Experience 3, Objective

Original Text: Objetivo Los estudiantes explicarán cómo se utilizan distintos niveles de sonido en la vida diaria.

Updated Text: Objetivos Los estudiantes explicarán cómo se utilizan distintos niveles de sonido en la vida diaria. Los estudiantes utilizarán herramientas para examinar las partes de un todo para definir un dispositivo de sonido.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): pp. 37, 61, 93, 125, 157, 189, 221

Location: After Topic Test Remediation, last page of each topic

Original Text: N/A

Updated Text: (GLOBAL CHANGE) Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column)
Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): pp. 7, 39, 63, 95, 127, 159, 191

Location: Topic Overview, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.) Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Presentación de ideas clave*

ISBN: 9781428553842

Type: Editorial Change

Current Page Number(s): Slides 12–13

Location: Topic 2, Experience 2, Teacher Notes

Original Text: Comentar Mire las imágenes con los estudiantes. Señale que la flecha roja representa la intensidad del empujón que se usó para hacer que el columpio se moviera. Una flecha más larga representa un empujón con una fuerza mayor.

Updated Text: Comentar Mire las imágenes con los estudiantes. Señale que la flecha roja representa la intensidad del empujón que se usó para hacer que el columpio se moviera. Una flecha más larga representa un empujón con una fuerza mayor. Estas flechas representan fuerzas. También se pueden usar para representar la intensidad de un jalón.

Component: *Presentación de ideas clave*

ISBN: 9781428553842

Type: Editorial Change

Current Page Number(s): Slides 12–13

Location: Topic 2, Experience 2, Teacher Notes

Original Text: ¡Inténtalo! Pida a los estudiantes que piensen en un objeto que se mueva, como una puerta, un carrito de compras o una pala. Luego, pida a los estudiantes que dibujen dos imágenes, una que muestre cómo se moverá el objeto cuando se use un pequeño empujón y otra que muestre cómo se moverá el objeto cuando se use un gran empujón. Permita que los estudiantes muestren sus dibujos a la clase y describan la causa y el efecto de los empujones de sus dibujos.

Updated Text: ¡Inténtalo! Pida a los estudiantes que piensen en un objeto que se mueva, como una puerta, un carrito de compras o una pala. Luego, pida a los estudiantes que dibujen dos imágenes, una que muestre cómo se moverá el objeto cuando se use un pequeño empujón y otra que muestre cómo se moverá el objeto cuando se use un gran empujón. Repita esta actividad para mostrar cómo se moverá el objeto cuando se use un pequeño empujón y cuando se use un gran empujón. Permita que los estudiantes muestren sus dibujos a la clase y describan la causa y el efecto de los empujones de sus dibujos.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated instruction activities currently include two activity ideas with run-in bold titles for the activities.

Updated Text: (GLOBAL CHANGE) We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): Throughout Topic Planners and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE) Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): Topic Planners, pp. 9, 41, 65, 97, 129, 161, 193

Location: N/A

Original Text: N/A

Updated Text: (GLOBAL CHANGE) Added columns to the Evaluación para el tema box at the bottom of the page to include: Examen de preparación del tema Repaso de la pregunta del fenómeno de anclaje Actividad de contenido en espiral Examen del tema Added a note to the top of the page to provide additional information to the teacher: En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Publisher: Savvas Learning

Science, (Spanish) Grade 3

Program: Texas Experimenta las Ciencias Grade 3 (Print with digital): TEKS

Editorial Changes

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): Experience at a Glance pages, pp. 12, 20, 28, 44, 52, 68, 76, 92, 100, 116, 124, 132, 156, 164, 172, 180, 196, 204

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE) We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): Last page of each topic, pp. 61, 85, 109, 149, 189, 213

Location: After Topic Test Remediation, last page of each topic

Original Text: N/A

Updated Text: (GLOBAL CHANGE) Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column) Actividad de contenido en espiral

Component: *Examen de preparación para el tema*

ISBN: 9781428553859

Type: Editorial Change

Current Page Number(s): N/A

Location: N/A

Original Text: N/A

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 103

Location: Topic 4, Experience 2

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre el sistema solar.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre el sistema solar. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 12

Location: Topic 1, Experience 1, Objective

Original Text: Objetivo Los estudiantes medirán, probarán y registrarán las propiedades físicas de la materia, incluyendo su masa, su magnetismo y su capacidad de hundirse o flotar en el agua.

Updated Text: Objetivos Los estudiantes medirán, probarán y registrarán las propiedades físicas de la materia, incluyendo su masa, su magnetismo y su capacidad de hundirse o flotar en el agua. Los estudiantes identificarán e

investigarán las relaciones de causa y efecto para explicar las propiedades físicas de la materia y reunirán observaciones y mediciones como evidencia.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 143

Location: Topic 5, Experience 4

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre los recursos naturales y la conservación.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Emprender. Repase los boletos de salida recogidos de la actividad de Emprender. Si se muestra en los boletos de salida una falta de comprensión o malentendidos, utilice este apoyo y guía para la aceleración del aprendizaje en el momento justo.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 15

Location: Topic 1, Experience 1, Explorar

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre las propiedades de la materia.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Emprender. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 156

Location: Topic 6, Experience 1, Objective

Original Text: Objetivo Los estudiantes explicarán cómo la temperatura y la precipitación influyen en el crecimiento y el comportamiento de los animales a través de la migración y la hibernación, y la manera en que responden las plantas a través de la latencia.

Updated Text: Objetivos Los estudiantes explicarán cómo la temperatura y la precipitación influyen en el crecimiento y el comportamiento de los animales a través de la migración y la hibernación, y la manera en que responden las plantas a través de la latencia. Los estudiantes identifican patrones en la migración de las aves para explicar por qué migran las aves.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 19

Location: Topic 1, Experience 1, Evaluar

Original Text: PROPIEDADES DE LA MATERIA Los estudiantes responden a preguntas sobre las propiedades de la materia completando un cuestionario impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.

Updated Text: PROPIEDADES DE LA MATERIA Los estudiantes responden a preguntas sobre las propiedades de la materia completando un cuestionario impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario. Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 21

Location: Topic 1, Experience 2, Objective

Original Text: Objetivo Los estudiantes describirán y clasificarán muestras de materia en sólidos, líquidos y gases. Los estudiantes predecirán, observarán y anotarán cambios en el estado de la materia causados por el calentamiento o el enfriamiento en una variedad de sustancias.

Updated Text: Objetivo Los estudiantes reunirán observaciones como evidencia para describir y clasificar muestras de materia en sólidos, líquidos y gases. Los estudiantes identificarán las relaciones de causa y efecto para explicar, predecir, observar y anotar cambios en el estado de la materia generados por el calentamiento o el enfriamiento en una variedad de sustancias.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781323223383

Type: Editorial Change

Current Page Number(s): p. 49

Location: Topic 1, Experience 3, Actividad del fenómeno cotidiano title

Original Text: ¿Por qué se usa hormigón en la construcción?

Updated Text: ¿Por qué el hormigón es un buen material para la construcción?

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 71

Location: Topic 3, Experience 1, Explorar

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Empezar. Identifique los conocimientos previos sobre la energía.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre la energía. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 81

Location: Topic 3, Experience 2, Evaluar

Original Text: ENERGÍA MECÁNICA Los estudiantes responden a preguntas sobre la energía mecánica completando un cuestionario editable/impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.

Updated Text: ENERGÍA MECÁNICA Los estudiantes responden a preguntas sobre la energía mecánica completando un cuestionario editable/impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario. Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 81

Location: Topic 3, Experience 2, Evaluar

Original Text: N/A

Updated Text: Enseñanza dirigida Si tiene estudiantes que no han alcanzado el dominio a nivel de grado de los conceptos de esta Experiencia, intente lo siguiente: Haga rodar dos pelotas hacia una línea de meta establecida. Invite a los estudiantes a que describan la rapidez de las pelotas entre una y otra. Pida a los estudiantes que hagan una predicción sobre qué sucederá si hace rodar dos carros hacia abajo desde dos rampas con alturas diferentes. Haga rodar los carros por las ramas al mismo tiempo. Pida a los estudiantes que comparen el movimiento de los carros.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 87

Location: Topic 4, Topic Overview

Original Text: N/A

Updated Text: (added Conexión con el hogar box, which was previously not included) Conexión con el hogar Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 87

Location: Topic 4, Topic Overview

Original Text: TEKS DE ARTES DEL LENGUAJE Y DE LECTURA SLAR 3.6.G Evaluar los detalles leídos para determinar las ideas clave. SLAR 3.7.B Escribir una respuesta a una obra literaria o informativa que demuestre la comprensión del texto.

Updated Text: TEKS DE ARTES DEL LENGUAJE Y DE MATEMÁTICAS SLAR 3.6.G Evaluar los detalles leídos para determinar las ideas clave. SLAR 3.7.B Escribir una respuesta a una obra literaria o informativa que demuestre la comprensión del texto. TEKS DE ESTUDIOS SOCIALES ESTUDIOS SOCIALES 3.14F Desarrollar y comunicar un enunciado y evidencia de apoyo de forma visual, oral o escrita relacionada con un tema de estudios sociales. También, ESTUDIOS SOCIALES 3.15F

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p. 92

Location: Topic 4, Experience 1, Objective

Original Text: Objetivo Los estudiantes construirán y explicarán un modelo de la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y la Luna.

Updated Text: Objetivos Los estudiantes construirán y explicarán un modelo de la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y la Luna. Los estudiantes identificarán las relaciones de causa y efecto para explicar la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y de la Luna.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): p.19

Location: Topic 1, Experience 1, Evaluar, right column

Original Text: N/A

Updated Text: (inserted Enseñanza dirigida box) Si tiene estudiantes que no han alcanzado el dominio a nivel de grado de los conceptos de esta Experiencia, intente lo siguiente: Pida a un voluntario que infle un globo. Pase el globo inflado para que lo observen. Invite a los estudiantes a que comenten qué es lo que ocupa espacio dentro del globo. Dé a los estudiantes tarjetas y clips para que observen. Inicie un debate sobre las propiedades físicas de los dos objetos. Pida a los estudiantes que hagan una predicción acerca de si la tarjeta o el clip serán magnéticos. Pídales que usen un imán para probar si los objetos son magnéticos. Pregunte a los estudiantes si una tarjeta o un clip son livianos o pesados para su tamaño. Pídales que prueben si cada objeto flotará o se hundirá en el agua.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781428553859

Type: Editorial Change

Current Page Number(s): p.39

Location: Topic 4, Experience 2, Estación STEAM

Original Text: 1 Diseñar A. Identifica el orden de los planetas empezando por el Sol. 1. _____ 2. _____
3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

Updated Text: 1 Diseñar A. Compara los datos de la tabla. Identifica el orden de los planetas en función de sus distancias al Sol. Completa la tabla.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): pp.

Location: Topic Overview, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.) Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated instruction activities currently include activity ideas with run-in bold titles for the activities.

Updated Text: (GLOBAL CHANGE) We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): Throughout Topic Planners and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE) Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223475

Type: Editorial Change

Current Page Number(s): Topic Planners. pp. 9, 41, 65, 89, 113, 153, 193

Location: N/A

Original Text: N/A

Updated Text: (GLOBAL CHANGE) Added columns to the Evaluación para el tema box at the bottom of the page to include: Examen de preparación del tema Repaso de la pregunta del fenómeno de anclaje Actividad de contenido en

espiral Examen del tema Added a note to the top of the page to provide additional information to the teacher: En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Publisher: Savvas Learning

Science, (Spanish) Grade 4

Program: Texas Experimenta las Ciencias Grade 4 (Print with digital): TEKS

Editorial Changes

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): (throughout)

Location: Side column of most pages, Vistazo al tema right-hand page, Planes del tema, and Vistazo a la Experiencia

Original Text: TEKS standards

Updated Text: Added TEKS standards references to include a more comprehensive list.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 12

Location: Objetivos box, top of page

Original Text: Los estudiantes describirán propiedades físicas de la materia, y la clasificarán y describirán de acuerdo con su temperatura, su masa, su magnetismo y su densidad relativa (la capacidad de hundirse o flotar en el agua).

Updated Text: Los estudiantes observarán las propiedades físicas de la materia y usarán patrones para clasificar y describir la materia de acuerdo con su temperatura, su masa, su magnetismo y su densidad relativa (la capacidad de hundirse o flotar en el agua).

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 124, 132, 140, 156, 164, 172, 188, 196

Location: Vistazo a la Experiencia pages, TEKS section at top

Original Text: PCI and TCR TEKS

Updated Text: Added labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 20

Location: Objetivos box, top of page

Original Text: Los estudiantes clasificarán y describirán la materia usando propiedades físicas observables, incluyendo la temperatura, la masa, el magnetismo, la densidad relativa (la capacidad de hundirse o flotar en el agua) y el estado físico (sólido, líquido, gaseoso).

Updated Text: Los estudiantes construirán organizadores gráficos para clasificar, describir e identificar patrones de la materia usando propiedades físicas observables, como la temperatura, la masa, el magnetismo, la densidad relativa (la capacidad de hundirse o flotar en el agua) y el estado físico (sólido, líquido, gaseoso).

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 37, 61, 93, 117, 149, 181, 205

Location: Conclusión, after Remediación para el examen del tema

Original Text: (new content)

Updated Text: Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column) Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 38

Location: Vistazo al tema, Vista preliminar del tema

Original Text: (new content)

Updated Text: A medida que progrese en el tema, conecte las actividades con el Tema 1, La materia. Los estudiantes pueden aplicar lo que aprendieron en el Tema 1 sobre las propiedades físicas observables de la materia (TEKS 4.6A) en preguntas que hacen e investigaciones que planean y llevan a cabo en el Tema 2, sobre las fuerzas de contacto y las fuerzas a distancia que actúan sobre los objetos (TEKS 4.7A)

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 39

Location: Conexión con el hogar, side feature

Original Text: Las fuerzas de contacto en el hogar Pida a los estudiantes que hagan una lista de todas las fuerzas de contacto que observan en sus hogares. Los estudiantes deberían anotar esta información en sus cuadernos de Ciencias. Proporcione oportunidades a los estudiantes para que compartan sus observaciones con la clase.

Updated Text: Las fuerzas de contacto en el hogar Pida a los estudiantes que hagan una lista de todas las fuerzas de contacto que observan en sus hogares. Los estudiantes deberían anotar esta información en sus cuadernos de Ciencias. Proporcione oportunidades a los estudiantes para que compartan sus observaciones con la clase. Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 44

Location: Objetivos box, top of page

Original Text: Los estudiantes planearán y harán una investigación para explorar y demostrar los patrones causados por la fricción en contacto con un objeto, como la disminución de movimiento a medida que aumenta la fricción.

Updated Text: Los estudiantes usarán prácticas científicas para planear y llevar a cabo una investigación para explorar y demostrar los patrones causados por la fricción en contacto con un objeto, como la disminución de movimiento a medida que aumenta la fricción. Los estudiantes analizarán los datos e identificarán características significativas, patrones o fuentes de error.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 52

Location: Objetivos box, top of page

Original Text: Los estudiantes planearán y conducirán una investigación para demostrar los patrones de magnetismo y de gravedad en objetos.

Updated Text: Los estudiantes planearán y llevarán a cabo una investigación para demostrar los patrones de magnetismo y de gravedad en objetos. Los estudiantes usarán instrumentos (como reglas de un metro) para observar, medir, probar y analizar la información. Identificarán e investigarán las relaciones de causa y efecto para desarrollar explicaciones y proponer soluciones.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 6

Location: Vistazo previo, Contexto para el maestro

Original Text: • Una mezcla es una combinación de dos o más materiales que son fáciles de identificar y separar. • Una solución es un tipo de mezcla en la que un material se disuelve de manera uniforme en otro material, lo que hace que estos materiales ya no sean fáciles de identificar o separar. • La conservación de la materia significa que, cuando los materiales están combinados, la cantidad de cada material se mantiene igual, aun si el estado de la materia cambia.

Updated Text: (moved original second bullet to previous paragraph) • Una mezcla es una combinación de dos o más materiales que son fáciles de identificar y separar. • La conservación de la materia significa que, cuando los materiales están combinados, la cantidad de cada material se mantiene igual, aun si el estado de la materia cambia.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 6

Location: Vistazo al tema, Vista preliminar del tema

Original Text: (new content)

Updated Text: (Insert second paragraph) A medida que progresa en el tema, conecte las actividades con el Tema 1 de Grado 3, La materia. Los estudiantes pueden aplicar lo que aprendieron el año anterior sobre las propiedades de la materia (TEKS 3.6A) en lo que aprenden en el Tema 1 sobre la clasificación y la descripción de propiedades adicionales de la materia (TEKS 4.6A).

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 7

Location: Conexión con el hogar box, side feature

Original Text: Describir la materia en el hogar A medida que los estudiantes aprenden sobre las propiedades de la materia, anímelos a trabajar con los miembros de su familia para que identifiquen ejemplos de materia en y cerca de sus hogares y y para que los anoten en sus cuadernos de Ciencias. Pida a los estudiantes que describan las propiedades de cada ejemplo y expandan las descripciones a medida que aprenden más sobre la materia. Proporcione oportunidades a los estudiantes para que comenten sus observaciones con la clase.

Updated Text: Describir la materia en el hogar A medida que los estudiantes aprenden sobre las propiedades de la materia, anímelos a trabajar con los miembros de su familia para que identifiquen ejemplos de materia en y cerca de sus hogares y y para que los anoten en sus cuadernos de Ciencias. Pida a los estudiantes que describan las propiedades de cada ejemplo y expandan las descripciones a medida que aprenden más sobre la materia. Proporcione oportunidades a los estudiantes para que comenten sus observaciones con la clase. Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 7, 39, 63, 95, 119, 151, 183

Location: Vistazo al tema, right-hand page, TEKS list

Original Text: TEKS standards

Updated Text: Added cross-curricular TEKS as appropriate.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): 9, 41, 65, 97, 121, 153, 185

Location: Plan del tema, top of right-hand page and bottom of page

Original Text: (new content)

Updated Text: Added a note to the top of the page to provide additional information to the teacher: En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios. Added columns to the Evaluación para el tema box at the bottom of the page that will include: Examen de preparación del tema Repaso de la pregunta del fenómeno de anclaje Actividad de contenido en espiral Examen del tema

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): All topics

Location: Estación de lectura, Guiar el razonamiento del estudiante

Original Text: (new content)

Updated Text: Added a reference to Guiar el razonamiento del estudiante sections for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): All topics

Location: Experience Evaluar pages, Prueba sections and side column

Original Text: (new)

Updated Text: Under Prueba in all Experience Evaluar pages, added suggestions and a box for Enseñanza dirigida for students who have not yet mastered the Experience content and concepts.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): All topics

Location: Explorar, Antes de las estaciones

Original Text: (new content)

Updated Text: Added a reference in the Abordar los conocimientos paragraphs for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): All topics

Location: Estación de trabajo práctico, Guiar la planificación del estudiante

Original Text: (new content)

Updated Text: Added a reference to Guiar la planificación del estudiante sections for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada sections

Original Text: Enseñanza diferenciada activities currently include two activity ideas with run-in bold titles for the activities.

Updated Text: Added the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Publisher: Savvas Learning

Science, (Spanish) Grade 5

Program: Texas Experimenta las Ciencias Grade 5 (Print with digital): TEKS

Editorial Changes

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 12

Location: Objetivos in blue box

Original Text: Los estudiantes medirán y observarán propiedades físicas. Los estudiantes compararán y contrastarán la materia basándose en sus propiedades físicas.

Updated Text: (revised text) Los estudiantes trabajarán con el fenómeno, las estaciones de trabajo práctico y de lectura y las ideas clave para medir y observar propiedades físicas de la materia, y compararán y contrastarán la materia basándose en sus propiedades físicas.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 23

Location: Explorar section, Abordar los conocimientos previos

Original Text: Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre sólidos, líquidos y gases.

Updated Text: (revised text) Repase los boletos de salida recogidos de la actividad de Emprender. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 23

Location: Explorar, side column

Original Text: Actividades de las tarjetas de las estaciones

Updated Text: (revised text) Actividades de las tarjetas de las estaciones pp. 35-41 (vol. 1)

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781428513891

Type: Editorial Change

Current Page Number(s): 235

Location: Activity title

Original Text: ¿Cómo ayuda el comportamiento a los animales a sobrevivir en su medioambiente?

Updated Text: (revised text) ¿De qué manera el comportamiento de los animales los ayuda a sobrevivir en su medioambiente?

Component: *Guía del maestro*

ISBN: 9781323223468

Type: Editorial Change

Current Page Number(s): 28

Location: Topic 1, Experience 3, Experience at a Glance

Original Text: Objetivo Los estudiantes demuestran que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Updated Text: Objetivo Los estudiantes usan prácticas de ingeniería para examinar y demostrar que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 37, 61, 93, 117, 157, 189, 213

Location: Last page of each topic

Original Text: (new content)

Updated Text: (GLOBAL CHANGE) Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column) Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 37, 61, 93, 117, 157, 189, 213

Location: Last page of each topic

Original Text: (new content)

Updated Text: (GLOBAL CHANGE) Los exámenes de práctica A y B de los TEKS le permiten supervisar el progreso de los estudiantes en el dominio de los TEKS de los Grados 3 a 5. Puede asignar estos exámenes al final del año o asignar preguntas del examen específicas durante el año. El Cuaderno de preparación de TEKS para STAAR® del Grado 5 ayudará a sus estudiantes a prepararse para la evaluación de STAAR® de final del curso.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 49

Location: right column

Original Text: Lee y entérate

Updated Text: (revised text) Lee y entérate pp. 81-83 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 49

Location: right column

Original Text: Actividad de la estación de lectura

Updated Text: (revised text) Actividad de la estación de lectura pp. 77-80 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 49

Location: right column

Original Text: Tarjetas de actividades de vocabulario

Updated Text: (revised text) Tarjetas de actividades de vocabulario p. 93 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 51

Location: Evaluar, Fuerzas de contacto paragraph

Original Text: (new content)

Updated Text: (add after last sentence) Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "Enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Cuaderno de actividades, Vol. 2*

ISBN: 9781428513891

Type: Editorial Change

Current Page Number(s): 58

Location: Topic 5 Experience 1 Read About It: Water Cycle and Weather, third paragraph

Original Text: Topic 5 Experience 1 Read About It: Water Cycle and Weather, third paragraph

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (The corresponding changes will be made in Spanish.) Scientists measure and record air and water temperatures around the world using a variety of methods. Scientists have found that Earth's temperature has increased and decreased throughout geologic history.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): 6, 38, 62, 94, 118, 158, 190

Location: Vistazo al tema, Vista preliminar del tema

Original Text: Vista preliminar del tema, new content

Updated Text: Added new content to the Vista preliminar del tema paragraph in each topic to connect to the concepts students have previously learned with the current topic.

Component: *Cuaderno de actividades, Vol. 2*

ISBN: 9781428513891

Type: Editorial Change

Current Page Number(s): 98

Location: Topic 5 Experience 1 Read About It: Natural Resources, third paragraph

Original Text: Mining and drilling for fossil fuels provides jobs, but it also impacts the environment. Some types of mining remove layers of soil and rock, which can increase erosion and harm habitats. Mining and drilling may pollute nearby water sources. Burning fossil fuels releases carbon dioxide, which impacts the environment.

Updated Text: (The corresponding changes will be made in Spanish.) Mining and drilling for fossil fuels provides jobs and a reliable source of energy, but it also impacts the environment. Some types of mining remove layers of soil and rock, which can increase erosion and harm habitats. Mining and drilling may pollute nearby water sources. Burning fossil fuels releases carbon dioxide, which may impact the environment.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 124, 132, 140, 148, 164, 172, 180, 196, 204

Location: The TEKS box on the Experience Vistazo pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE) We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): pp. 7, 39, 63, 95, 119, 159, 191

Location: Vistazo al tema, right-hand page, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Added a new paragraph to every box for each topic.) Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): pp. 9, 41, 65, 97, 121, 161, 193

Location: Plan del tema, right-hand page

Original Text: (new content)

Updated Text: (GLOBAL CHANGE) Added a note to the top of the page to provide additional information to the teacher: En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios. Added columns to the Evaluación para el tema box at the bottom of the page to include: Examen de preparación del tema Repaso de la pregunta del fenómeno de anclaje Actividad de contenido en espiral Examen de práctica de los TEKS Examen del tema

Component: *Digital Components*

ISBN: 9781428553873

Type: Editorial Change

Current Page Number(s): Presentaciones de ideas clave

Location: Boleto de salida slide, presenter notes

Original Text: Boleto de salida Teacher Support section

Updated Text: (new content) Added new content for teachers to use scaffolding and guidance for just-in-time learning acceleration.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): Throughout the topics

Location: Estación de lectura, Guiar el razonamiento del estudiante

Original Text: (New Content)

Updated Text: (new content) Added new content for teachers to use scaffolding and guidance for just-in-time learning acceleration.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada boxes

Original Text: Differentiated instruction activities currently include activity ideas with run-in bold titles for the activities.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (GLOBAL CHANGE) We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223499

Type: Editorial Change

Current Page Number(s): Throughout Topic Planners and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS standards references

Updated Text: (GLOBAL CHANGE) Added appropriate TEKS references for a more comprehensive list, including cross-curricular Math and Social Studies TEKS.

Publisher: Savvas Learning

Science, (Spanish) Grade 6

Program: Texas Experimenta Las Ciencias Grade 6 (Print with digital): TEKS

Editorial Changes

Component: *Grade 6 Digital Components*

ISBN: 9781428553910

Type: Editorial Change

Location: Biography; Michael Charles

Original Text: He hopes his efforts will increase indigenous representation within both higher education and the movement for climate justice.

Updated Text: (The corresponding changes will be made in Spanish.) (deleted)

Component: *Grade 6 Digital Components*

ISBN: 9781428553910

Type: Editorial Change

Location: Topic Test, Managing Earth's Resources, Student Edition

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers. A. Tidal waves B. Coal C. Wind D. Solar E. Natural gas F. Geothermal 15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, so using them is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: (The corresponding changes will be made in Spanish.) 11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers. a. Turning off the lights when leaving the room. b. Incorporating some renewable energy sources into daily activities. c. Keeping electronics plugged in when they are not in use. d. Carpooling instead of driving individually. Q15 (deleted)

Component: *Grade 6 Digital Components*

ISBN: 9781428553910

Type: Editorial Change

Location: STEAM Activity--student version

Original Text: What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition. 1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues. Determine what research tools are available to you, and read through the next steps outlined on these pages to understand the scope of your assignment. 4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in these communities? For example, how do people store food and medicines? How does it affect schools and businesses? 5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table] New Technology What is the source of energy? What form of energy is delivered? Microgrid Biogas digester LED Solar PV Battery storage 6. SEP Relate Choose one of the technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve such as reducing global energy poverty. 7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources. 9. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in a community. Your presentation should include diagrams, charts, graphs, photographs or videos, or models. 10. Produce and share your presentation with the class. Describe how managing energy resources can reduce poverty and malnutrition. Also describe how technology can help manage energy resources and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions. Analyze and Conclude 1. THEME Cause and Effect Describe why resource management is important in reducing poverty and malnutrition, and global energy use. 2. SEP Identify List any advantages and limitations of your energy technology.

Updated Text: (The corresponding changes will be made in Spanish.) What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of affordable and accessible energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition. 1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce energy poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues related to either affordability or access. Determine what research tools are available to you and read through the next steps outlined on these pages to understand the scope of your assignment. 4. SEP Research As a class, decide which African nation you will focus on. Research the daily lives of people in the African nation the class selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in this community? For example, how do people store food and medicines? How does it affect schools and businesses? 5. SEP Research As a class, decide which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the first column of the table. Then conduct research on the pros and cons of your specific energy technology using current sources and research. Use the data table to organize your research. [table] Type of Energy Technology Pros of Energy Technology Cons of Energy Technology Oil Coal Natural gas Solar Wind 6. SEP Propose Solutions Based on the current research, how will this energy technology affect societal issues such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy technology could be used and how it can be managed to improve quality of life. [Original Question 7 was removed and questions were renumbered] 8. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in the African nation. Your presentation should include diagrams, charts, graphs, photographs or videos, or models. 9. Produce and share your presentation with the class. Describe how managing your energy technology can reduce global energy poverty and malnutrition. Also describe how technology can

help manage this energy resource and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions. 10. Have a class discussion on which nonrenewable or renewable energy technology is the best option for the African nation to reduce energy poverty and malnutrition. Identify which option the class selected and why. Analyze and Conclude 1. THEME Cause and Effect Describe why resource management is important in reducing global energy poverty and malnutrition. 2. SEP Identify Discuss any advantages and limitations of your energy technology.

Component: Grade 6 Digital Components

ISBN: 9781428553910

Type: Editorial Change

Location: Topic Test, Managing Earth's Resources, Teacher Support

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers. A. [Answer: Tidal waves] B. Coal C. [Answer: Wind] D. [Answer: Solar] E. Natural gas F. [Answer: Geothermal] 15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, so using them is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: (The corresponding changes will be made in Spanish.) 11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers. a. Turning off the lights when leaving the room. b. Incorporating some renewable energy sources into daily activities. c. Keeping electronics plugged in when they are not in use. d. Carpooling instead of driving individually. Q15 (deleted)

Component: Grade 6 Digital Components

ISBN: 9781428553910

Type: Editorial Change

Location: STEAM Activity--teacher support

Original Text: In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition. Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community's access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology. Teaching Tips bullets 6-9 ● For Step 4, to help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or pictures of people doing basic tasks, such as cooking or storing food. ● For Step 5, students can also identify and research a new technology not listed in the table. ● For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes and exploration. Also remind students what costs and benefits are. Tell students that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions. ● For Step 8, students can create a three-dimensional model of their technology for their presentation, if time allows. ● After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have? 2. SEP Define Problems Restate the problem that you will

be investigating in this activity. Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and businesses? Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table]

| New Technology | What is the source of energy? | What form of energy is delivered? |
|-----------------|--|--|
| Microgrid | sun, wind, water, diesel, batteries to power a small community; | electricity |
| Biogas digester | gas from organic waste; methane, or electricity if gas is burned | LED: electricity (often from solar); light |
| Solar PV | sun; | electricity |
| Battery storage | wind, solar; | electricity |

6. SEP Relate Choose one of the new energy technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve, such as reducing global energy poverty. Sample answer: Biogas digesters trap a greenhouse gas, methane, as it is produced by decaying organic matter such as manure or human waste, and direct it into a storage tank or network of pipes so the methane can be burned. This reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced, a greenhouse gas is burned, and less biomass needs to be harvested as fuel. Biogas can also be burned to power an electric generator if it is stored or collected at a large enough scale.

7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources. Sample answer: A location in the middle of a desert would benefit from battery storage technology. With energy from the battery, children could have light so they can study longer, use a fan in hot weather, have a small refrigerator for cold drinks.

Analyze and Conclude

1. THEME Cause and Effect Describe why resource management is important in reducing poverty, malnutrition, and global energy use. Sample answer: Poverty and malnutrition are often caused by a lack of resources, such as energy. By helping people gain access to these resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow individuals to travel distances for jobs and increase their ability to support their families.

2. SEP Identify List any advantages and limitations of your energy technology. Sample answer: An advantage of solar PV technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set up the technology and the availability of sunlight. When the sun is down or obscured, battery storage or some other source of energy will be required.

Updated Text: (The corresponding changes will be made in Spanish.) In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition.

Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community's access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology.

Teaching Tips bullets 6-9

- For Step 4, as a class decide which African nation you will focus on. To help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or pictures of people doing basic tasks, such as cooking or storing food.
- For Step 5, decide as a class which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the table.
- For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes and exploration. Also remind students what costs and benefits are and how they are

related to pros and cons. Tell students that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions. ● After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have?

2. SEP Define Problems Restate the problem that you will be investigating in this activity. Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and businesses? Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research.

| Type of Energy Technology | Pros of Energy Technology | Cons of Energy Technology |
|---------------------------|---|---|
| Oil: | Easy to transport and store, economical to produce, produces a lot of energy, relatively less expensive, abundant; | Not found in every area, nonrenewable energy source, can cause environmental impacts |
| Coal: | Found in a lot of places and is abundant, reliable, affordable, easy to store; | Mining to extract coal can cause environmental impacts, burning coal can cause pollution, dangerous to mine, nonrenewable energy source |
| Natural gas: | Found in a lot of places and is abundant, easy to transport, causes less carbon dioxide emissions than coal, relatively less expensive, technology exists to access it; | Nonrenewable energy resource, accessing natural gas can cause environmental impacts, can cost more to store |
| Solar: | Renewable energy source, reduces energy bills, technology exists, low maintenance; | Depends on weather, cost, expensive to store, takes up a lot of space, can cause environmental impacts |
| Wind: | Renewable energy source, technology exists, turbines in a variety of sizes for different uses, doesn't require any energy to work; | Depends on weather, can be noisy, can impact wildlife, expensive to start |

6. SEP Propose Solutions Based on the current research, how will this energy technology affect society such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy technology could be used and how it can be managed to improve quality of life. Answers will vary depending on the type of energy technology researched. Sample answer: Natural gas technologies will provide access to an energy source that is not super expensive and can be used to heat homes and cook food. By costing less than some other energy technologies, global energy poverty can be reduced. Cooking nutritious foods can help fight malnutrition. Some benefits of using natural gas are that it reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced as is environmental pollution since burning natural gas releases less pollutants. Natural gas can also be used to fuel power stations which can provide electricity to homes and businesses. Expanding the distribution of natural gas can also provide jobs. Some costs are that it can cost a lot to get natural gas to areas that need it and that the prices can fluctuate so it can be expensive to buy. [original question 7 deleted]

Analyze and Conclude

1. THEME Cause and Effect Describe why resource management is important in reducing global energy poverty and malnutrition. Sample answer: Global energy poverty and malnutrition are often caused by a lack of resources, such as energy. By helping people gain access to affordable resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow individuals to travel distances for jobs and increase their ability to support their families.

2. SEP Identify Discuss any advantages and limitations of your energy technology. Answers will vary depending on the type of energy technology researched. Sample answer: An advantage of solar energy technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set up the technology and the availability of sunlight. When the sun is down or obscured, some other source of energy will be required.

Component: *Grade 6 Digital Components*

ISBN: 9781428553910

Type: Editorial Change

Location: Make Informed Decisions, Are rechargeable batteries a better alternative to disposable batteries?

Original Text: For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, and the limited driving distances.

Updated Text: (The corresponding changes will be made in Spanish.) For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, the limited driving distances, and the materials needed to make electric cars.

Component: *Grade 6 Teacher Conversation Guide*

ISBN: 9781418399047

Type: Editorial Change

Current Page Number(s): 10--23

Location: Guía de conversación para el maestro

Original Text: Tema 1 Explorar las fuerzas

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Explorar las fuerzas becomes Topic 2 Explorar las fuerzas, pages 37-50, including page references to the English Teacher Guide.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 11

Location: Conexión con el hogar box

Original Text: Mezclas en el hogar Con toda la clase, haga una actividad en la que los estudiantes tengan que realizar el inventario y la clasificación de las mezclas que hay en los refrigeradores o despensas. El esquema de nivel y clasificación puede enfocarse en los estados de la materia de los objetos domésticos, como los alimentos. Luego, pueden enfocarse en clasificar los diferentes tipos de mezclas, como homogéneas (p. ej., limonada sin pulpa, mostaza amarilla) y heterogéneas (p. ej., ensalada, salsa). Amplíe la actividad cocinando estas mezclas e identificando en qué momento experimentan un cambio químico.

Updated Text: (insert new text after the last sentence of the original text) Comparta la Carta de la escuela al hogar para este tema con padres y tutores para proporcionar información que apoye el aprendizaje de los estudiantes. Utilice la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales para llevar el aprendizaje en casa al salón de clases.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 11

Location: Iniciar el fenómeno de anclaje paragraph

Original Text: Los estudiantes miran un video que presenta lo que le ocurre a la pizza cuando se cocina en el horno. A lo largo del tema, los estudiantes obtendrán conocimientos que los ayudarán a explicar los cambios físicos y químicos que se producen cuando la masa y otros ingredientes se convierten en una pizza.

Updated Text: (revised text) Los estudiantes ven un video que muestra lo que sucede con la pizza mientras se cocina en un horno. A lo largo del tema, los estudiantes compararán los estados de la materia en términos de estructura y forma para analizar los cambios físicos de los ingredientes de la pizza. Los estudiantes también identificarán la formación de una nueva sustancia como evidencia de cambios químicos. Al investigar los indicadores de cambios físicos y químicos a lo

largo del tema, los estudiantes comprenderán cómo la masa y otros ingredientes pueden combinarse físicamente, luego cocinarse y cambiar químicamente para convertirse en una pizza.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 110-185

Location: Cuaderno de actividades del estudiante

Original Text: Tema 3 Propiedades y cambios de la materia

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Propiedades y cambios de la materia becomes Topic 1 Propiedades y cambios de la materia, pages 2-77

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 13, 18, 25, 31, 40, 46, 54, 59, 65, 71, 81, 88, 96, 103, 110, 119, 125, 131, 137, 146, 151, 160, 167, 174, 180

Location: Experience Vistazo pages

Original Text: TEKS standards references

Updated Text: Added appropriate TEKS references for a more comprehensive list, and labels that say PCI TEKS and TCR TEKS where applicable.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 13, 18, 25, 31, 40, 46, 54, 59, 65, 71, 81, 88, 96, 103, 110, 119, 125, 131, 137, 146, 151, 160, 167, 174, 180

Location: Experience Vistazo pages, box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (GLOBAL CHANGE) Deleted Video de preparación para el maestro box.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 188

Location: Middle of page, Busca imágenes

Original Text: Busca una imagen que muestre dos de las palabras del vocabulario. Inserta la imagen en el espacio provisto y luego escribe dos oraciones que expliquen tu elección.

Updated Text: (revised text) Busca o dibuja una imagen que muestre dos de las palabras de vocabulario. Inserta la imagen en el espacio provisto y luego escribe dos oraciones que expliquen de qué manera tu elección ilustra las palabras de vocabulario.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 2--41

Location: Cuaderno de actividades del estudiante

Original Text: Tema 1 Explorar las fuerzas

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Explorar las fuerzas becomes Topic 2 Explorar las fuerzas, pages 78-117.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 201

Location: In This Topic

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 116) (The corresponding changes will be made in Spanish.) 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 207

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 119) (The corresponding changes will be made in Spanish.) 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 217

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 125) (The corresponding changes will be made in Spanish.) 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 227

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 131) (The corresponding changes will be made in Spanish.) 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 237

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 137) (The corresponding changes will be made in Spanish.) 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Conversation Guide*

ISBN: 9781418399047

Type: Editorial Change

Current Page Number(s): 24-50

Location: Guía de conversación para el maestro

Original Text: Tema 2 Energía

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energía becomes Topic 3 Energía, pages 51-77, including page references to the English Teacher Guide.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 241

Location: Key Ideas Video

Original Text: ENERGY RESOURCES Students will discover renewable and nonrenewable sources of energy and explore their importance in meeting worldwide energy needs.

Updated Text: (Spanish Conversation Guide, p. 139) (The corresponding changes will be made in Spanish.) ENERGY RESOURCES Students will discover renewable and nonrenewable sources of energy and explore their importance in meeting worldwide energy needs and reducing global energy poverty

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 242

Location: Read About It Last Bullet

Original Text: Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy demands, poverty, malnutrition, and pollution.

Updated Text: (Spanish Conversation Guide, p. 140) (The corresponding changes will be made in Spanish.) Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy poverty, malnutrition, and pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 243

Location: Exit Ticket

Original Text: Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such as pollution, poverty, malnutrition, and global energy use. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss student answers and any revisions that should be made. Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent poverty. (false)

Updated Text: (Spanish Conversation Guide, p. 141) (The corresponding changes will be made in Spanish.) Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such as pollution, malnutrition, and global energy poverty. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss student answers and any revisions that should be made. Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent global energy poverty. (false)

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 244

Location: STEAM Activity

Original Text: HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on

how managing energy resources can reduce poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and what new technologies are being developed to improve people’s access to energy around the world. • Discuss the introductory paragraph before getting started to ensure student understanding. • In Step 3, you may want to assign groups different European and African countries to research so that the class has access to more data about energy needs and reliable energy access. • Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered. • Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person’s ability to earn a living and eat? (Answers will vary, but make sure students understand that reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.) • Discuss with students the advantages and limitations of their energy technologies.

Updated Text: (Spanish Conversation Guide, pp. 141-142) (The corresponding changes will be made in Spanish.) HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on how managing energy resources can reduce global energy poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and how different nonrenewable and renewable energy technologies can help improve quality of life. Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software. • Discuss the introductory paragraph before getting started to ensure student understanding. • In Step 3, you may want to assign groups different European and African countries to research so that the class has access to more data about energy needs and reliable energy access. • In Step 4, have a class discussion comparing students research of the different countries. As a class, decide which African nation they will focus on for the rest of the activity. • Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered. • Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing global energy poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person’s ability to earn a living and eat? (Answers will vary, but make sure students understand that by reducing global energy poverty and increasing reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.) • Discuss with students the advantages and limitations of their energy technologies."

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 280

Location: Experience 4

Original Text: poverty

Updated Text: (The corresponding changes will be made in Spanish.) global energy poverty

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 283

Location: Question 2

Original Text: SEP Ask Questions Record 1–2 questions you have about how a city might be able to maintain good air quality as daily activities, such as commuting to work, return to normal levels after the pandemic.

Updated Text: (The corresponding changes will be made in Spanish.) SEP Ask Questions Record 1–2 questions scientists could ask to determine what caused the difference in outdoor air quality during the height of the COVID-19 pandemic.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 290

Location: Question 1

Original Text: THEME Cause and Effect A new power plant has opened near Monica’s house. Monica notices that the air in the sky seems dustier and smells different. How might she determine if the factory is the source of the change in the air quality?

Updated Text: (The corresponding changes will be made in Spanish.) THEME Cause and Effect A new factory has opened near Monica’s house. Monica notices that the air in the sky seems dustier and smells different. How might she determine if the factory is the source of the change in the air quality?

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 292

Location: Paragraph 3, 2nd to last sentence

Original Text: This mixture is called smog.

Updated Text: (The corresponding changes will be made in Spanish.) This mixture is called smog, and can include gases such as nitrous oxide and carbon monoxide.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 294

Location: Paragraph 5

Original Text: N/A

Updated Text: (The corresponding changes will be made in Spanish.) Clean Air Act In 1963, the United States government enacted the Clean Air Act. Since then, it has been amended many times. The purpose of the act is to control and reduce air pollution across the country by regulating emissions from various sources. The Clean Air Act is one of the earliest environmental laws established in the United States. [caption and image of power plants removed from page; acid rain image enlarged]

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 295

Location: Paragraph 2, 2nd sentence

Original Text: It can convert car exhaust into less harmful gases, such as carbon dioxide and water vapor.

Updated Text: (The corresponding changes will be made in Spanish.) It can convert car exhaust into gases that are not pollutants, such as water vapor and carbon dioxide.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 300

Location: Question 1

Original Text: d. methane gas from herds of cattle on many large ranches

Updated Text: (The corresponding changes will be made in Spanish.) d. ozone released by idling trucks across a county

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 342

Location: Paragraph 1, 2nd to last sentence

Original Text: The graph shows the global energy-related CO₂ emissions from 1990 to 2020. [graph with data from 1990 to 2020]

Updated Text: (The corresponding changes will be made in Spanish.) The graph shows the global energy-related CO₂ emissions from energy combustion and industrial processes from 1900 to 2021. [graph updated to show data from 1900 to 2020]

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 343

Location: Questions 2-4

Original Text: 2. Predict If the trend of the graph continues, in about what year will global CO₂ emissions double as compared to the value in 1990? Explain your answer. 3. SEP Engage in Argument If countries around the world committed to reducing their reliance on fossil fuels for energy, how do you think the shape of this graph would change in the future? 4. THEME Stability and Change The two time periods where CO₂ emissions decreased were related to global economic issues: a recession (period of reduced trade) in 2008 and the COVID-19 pandemic in 2020. How do these events help suggest how to reduce CO₂ emissions in the future?

Updated Text: (The corresponding changes will be made in Spanish.) 2. Stability and Change In which year did the emissions double from the emissions level in 1900? 3. SEP Ask Questions Compare global CO₂ emissions in 1900 to emissions in 2020. Record 1–2 questions about the change you observe. Then describe what additional data you would need to answer your questions. [Question 4 removed]

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 347

Location: Paragraphs 1-2

Original Text: Most sources of oil, coal, and natural gas are found deep below Earth’s surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth’s surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems. Fossil fuels release a great deal of energy when they are burned. However, they also release gases and chemicals that can pollute the air, water, and soil.

Updated Text: (The corresponding changes will be made in Spanish.) Most sources of oil, coal, and natural gas are found deep below Earth’s surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth’s surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems. Fossil fuels release a great deal of energy when they are burned. They also release gases and chemicals, such as sulfur dioxide, nitrogen oxides, and mercury, that can pollute the air, water, and soil. However, measures can be taken to reduce the pollution generated from burning fossil fuels. Renewable energy sources also have environmental impacts. Manufacturing and transporting parts for renewable energy equipment produces pollutants that can harm air, water, and soil resources. Building sites for renewable energy installations can also disrupt water, land, soil,

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 348

Location: Paragraph 2, last sentence

Original Text: N/A

Updated Text: (The corresponding changes will be made in Spanish.) Recall that renewable energy sources can also cause pollution and have environmental impacts. All energy resources need to be managed and conserved.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 349

Location: Entire page

Original Text: Using energy resources more efficiently is another way to manage energy resources. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money. The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more affordable and efficient. In areas that have limited access to energy, poverty can result. Poverty is the condition of those who don't have enough money to meet basic needs such as food, clothing, and shelter. If energy is required to work or if it costs too much, then people may lack the money to provide for their needs. Renewable energy sources are some of the most promising ways to meet global energy demand. They not only reduce pollution but also reduce social, political, and economic impacts from extracting and using fossil fuels. [caption] Fuel Efficiency Engineers have improved existing engine technology to increase the fuel efficiency of cars. They have also developed new technologies such as electric engines, which do not require fuel at all. [caption] Energy Technology Lack of access to reliable electricity in rural or remote areas contributes to poverty and malnutrition. Engineers are developing new energy technologies that use solar, wind, and water to provide electricity to individual communities.

Updated Text: (The corresponding changes will be made in Spanish.) Across the globe, people are faced with energy challenges. Energy poverty is a condition where people lack access to enough energy to meet their basic needs such as lighting and the ability to cook food or heat their homes. There are generally two factors that contribute to energy

poverty: the unavailability of energy resources and not having enough money to pay for the energy. In some areas of the world nonrenewable energy sources are very expensive or cannot be delivered to homes. Energy poverty can make it difficult to access clean water, healthy food, and medical treatment. Using energy resources more efficiently is one way to manage energy resources and reduce energy poverty. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money. The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more accessible, affordable, and efficient. By managing and increasing access to all energy resources, along with reducing costs for energy, energy poverty can be reduced. [caption] Fuel Efficiency Engineers have improved existing engine technology to increase the fuel efficiency of cars, so it costs less to fill up. They have also developed new technologies such as electric engines, which do not require fuel at all. [caption] Energy Technology Lack of access to affordable electricity in rural or remote areas contributes to poverty and malnutrition. Engineers are developing new energy technologies that increase energy efficiency and use solar, wind, and water to provide electricity to individual communities.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 351

Location: Top title & last sentence starter

Original Text: How is energy produced?

Updated Text: (The corresponding changes will be made in Spanish.) What are energy resources? Renewable energy sources contribute to pollution by...

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 352

Location: Top title & 2nd section sentence starters

Original Text: How are energy resources managed and conserved? Efficiency is... Technology can help manage energy resources by... Renewable energy resources can help reduce poverty by... Other information:

Updated Text: (The corresponding changes will be made in Spanish.) What are energy resource management and conservation? Global energy poverty is... Efficiency is... Technology can help manage energy resources by... Renewable energy resources can help reduce global energy poverty by...

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 353

Location: Experience Vocabulary

Original Text: poverty

Updated Text: (The corresponding changes will be made in Spanish.) global energy poverty

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 357

Location: Question 3

Original Text: 3. Conserving resources is important to eliminating poverty because a. people in poverty have no access to air, water, and soil resources. b. then more resources can be given to people that desperately need them. c. the less food that can be grown in soil, the more food can be made available. d. storing resources for use later prevents them from being used as needed.

Updated Text: (The corresponding changes will be made in Spanish.) 3. Conserving resources is important to eliminating global energy poverty because a. people in global energy poverty have no access to air, water, and soil resources. b. then more resources can be given to people that desperately need them. c. the less food that can be grown in soil, the more food can be made available. d. storing resources for use later prevents them from being used as needed.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 38

Location: Conexión con el hogar box

Original Text: (new content)

Updated Text: (insert new paragraph) Comparta la Carta de la escuela al hogar para este tema con los padres y tutores para proporcionar información que apoye el aprendizaje de los estudiantes. Utilizar la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales para incorporar el aprendizaje del hogar al salón de clases.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 38

Location: Iniciar el fenómeno de anclaje paragraph

Original Text: Los estudiantes miran un video que presenta el fenómeno de cómo se utiliza el agua para hacer que una persona se levante en el aire. A lo largo del tema, los estudiantes obtendrán conocimientos que los ayudarán a explicar que el dispositivo de vuelo propulsado por agua ejerce una fuerza sobre el agua, y el agua ejerce la misma fuerza, pero en dirección opuesta sobre el dispositivo.

Updated Text: (revised text) Los estudiantes miran un video que presenta el fenómeno del uso del agua para elevar a una persona en el aire. A lo largo del tema, los estudiantes identificarán cómo actúan las fuerzas sobre los objetos. Los estudiantes calcularán la fuerza neta sobre un objeto para determinar si las fuerzas están equilibradas o desequilibradas. Finalmente, los estudiantes identificarán pares de fuerzas simultáneas por medio de la Tercera ley de movimiento de Newton que les ayudará a explicar que el dispositivo de vuelo propulsado por agua ejerce una fuerza sobre el agua y que el agua ejerce una fuerza igual pero opuesta sobre el dispositivo.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 38

Location: Actividad del fenómeno de anclaje paragraph

Original Text: Los estudiantes usan el marco de Hacer el modelo para explicar cómo el agua puede levantar a una persona.

Updated Text: (revised text) Los estudiantes desarrollan un modelo para explicar cómo el agua puede levantar a una persona.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 42-109

Location: Cuaderno de actividades del estudiante

Original Text: Tema 2 Energía

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energía becomes Topic 3 Energía, pages 118-185.

Component: *Grade 6 Teacher Conversation Guide*

ISBN: 9781418399047

Type: Editorial Change

Current Page Number(s): 51-77

Location: Guía de conversación para el maestro

Original Text: Tema 3 Propiedades y cambios de la materia

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Propiedades y cambios de la materia becomes Topic 1 Propiedades y cambios de la materia, pages 10-36, including page references to the English Teacher Guide.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 72

Location: Laboratorio práctico section

Original Text: Materiales

Updated Text: Materiales para el laboratorio abierto

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 72

Location: Laboratorio práctico section

Original Text: (new content)

Updated Text: (new content, above Medidas de seguridad section) Materiales para el laboratorio guiado Un contenedor vacío similar a un envase de avena con un fondo de cartón y una tapa de plástico, una liga, 3 tuercas de acero de 12 pulgadas, 2 clavos, limpiadores de tuberías o bridas de alambre, una tabla plana (hecha de madera o cartón rígido) y bloques.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): 80

Location: Comparte en parejas section

Original Text: En parejas, comparen sus listas. Si tienen los mismos términos marcados, comenten las definiciones. ¿Son iguales?

Updated Text: (revised text) En parejas, comparen sus listas. Si tienen los mismos términos resaltados o encerrados en un círculo, comenten las definiciones. ¿Son iguales?

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): 81

Location: Objetivos box

Original Text: (bullet) Los estudiantes modelarán y explicarán cómo la inclinación de la Tierra causa las estaciones al girar alrededor del Sol.

Updated Text: (revised text) (bullet) Los estudiantes desarrollarán modelos de la inclinación de la Tierra a medida que gira alrededor del Sol y utilizarán esos modelos para explicar cómo la inclinación de la Tierra causa el patrón de las estaciones.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): iii

Location: Cuaderno de actividades del estudiante

Original Text: Table of Contents pages for Tema 1 Explorar las fuerzas

Updated Text: This is now on page v and is the Table of Contents for Topic 2 Explorar las fuerzas

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): iv-v

Location: Cuaderno de actividades del estudiante

Original Text: Table of Contents pages for Tema 2 Energía

Updated Text: This is now on pages vi-vii and is the Table of Contents for Topic 3 Energía

Component: *Grade 6 Digital Components*

ISBN: 9781428553910

Type: Editorial Change

Current Page Number(s): Slides 12 & 13

Location: Slides 12 & 13 (Student and teacher support)

Original Text: What roles do efficiency and technology play in managing energy resources? Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand. Reducing demand can help reduce stress from social and economic issues such as poverty (the condition of those who don't have enough money to meet their basic needs such as food, clothing, and shelter), malnutrition, and pollution. Teacher Support: Explain Another way to manage energy resources is to use them more efficiently. Efficiency is a measure of how well a device uses energy to perform a task, usually represented as the percentage of energy used to perform the task and not wasted or lost to the environment. In most cases, energy is lost to the environment as heat. Discuss examples of light bulbs with students to help them understand efficiency. An LED bulb, for example, is more efficient than an incandescent bulb because it uses less energy to produce the same amount of light. Incandescent bulbs lose a great deal of energy to the environment as heat, so they are not as efficient. Technology (both improving existing technologies and developing new technologies) plays an important role in increasing the efficiency of devices. Cars, for example, have changed a great deal since they were first introduced. Explain that fuel efficiency is a measure of how far a vehicle can travel on one gallon fuel. It is usually measured in miles per gallon (mpg). Engineers first improved existing engines to make them more efficient by burn less fuel. Later, they developed new engine technology that runs on batteries and does not require fuel at all. New technologies using renewable energy sources (such as solar, wind, and water) are more efficient than nonrenewable resources and can help conserve fossil fuels, which reduces pollution. These technologies may also allow areas that have limited access to energy and electricity to gain access to readily available energy. Access to energy and electricity can increase employment opportunities, healthcare, cooking, and education which can help combat poverty. Ask students to discuss what they think the relationship between energy, poverty, and malnutrition is.

Updated Text: (The corresponding changes will be made in Spanish.) What roles do efficiency and technology play in managing energy resources? Managing energy resources and developing energy technologies can help meet global energy demands and reduce global energy poverty (the condition of those who don't have enough energy to meet their basic needs such as lighting, cooking, and heating). Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand. Teacher Support: Explain Across the globe, people are faced with energy challenges. Energy poverty is a condition where people lack access to enough energy to meet their basic needs such as lighting and the ability to cook food or heat their homes. There are generally two factors that contribute to energy poverty: the unavailability of energy resources and not having enough money to pay for the energy. In some areas of the world nonrenewable energy sources are very expensive or cannot be delivered to homes. Energy poverty can make it difficult to access clean water, healthy food, and medical treatment. Using energy resources more efficiently is one way to manage energy resources and reduce energy poverty. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money. The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more accessible, affordable, and efficient. By managing and increasing access to all energy resources, along with reducing costs for energy, energy poverty can be reduced. Ask students to discuss what they think the relationship between global energy poverty and malnutrition is.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): Throughout

Location: Top of pages

Original Text: (additional TEKS standards)

Updated Text: Added appropriate TEKS references for a more comprehensive list.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Added labeling to Differentiated Instruction boxes throughout for ease of use

Updated Text: We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Type: Editorial Change

Current Page Number(s): vi-vii

Location: Cuaderno de actividades del estudiante

Original Text: Table of Contents pages for Tema 3 Propiedades y cambios de la materia

Updated Text: This is now on pages iii-iv and is the Table of Contents for Topic 1 Propiedades y cambios de la materia

Publisher: Savvas Learning

Biology

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

Editorial Changes

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Location: The Science of Biology Teacher support

Original Text: Content did not exist

Updated Text: Online teacher support document added to provide strategies and suggested answers to questions in student facing lesson.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Location: Investigation and Experience Editable Planners

Original Text: Initial list of TEKS

Updated Text: Added appropriate standards to many places to include a more comprehensive list

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Location: The Science of Biology

Original Text: Content did not exist

Updated Text: Online lesson added to address scientific methodology and the process of science

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 11-12

Location: p. 11, first paragraph. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C. [p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C. [p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 113

Location: Paragraph 1, line 4

Original Text: "...tion process, certain embryonic cells produce a protein called MyoD. Once"

Updated Text: "...tion process, embryonic muscle cells known as myoblasts produce a protein called MyoD. Once"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 117, 118

Location: side column second image

Original Text: Image referencing Interactivity are incorrect

Updated Text: Image on page 117 belongs on page 123 and image on page 123 belongs on page 117

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 124, 125

Location: side column

Original Text: image referencing explain video and visual summary video are incorrect

Updated Text: Image on page 124 belongs on page 125 and image on page 125 belongs on page 124

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 137

Location: Polygenic Traits and Multiple Alleles

Original Text: Currently there is no sentence between the heading and the Polygenic Traits heading line 3, "two and as many as a dozen genes are responsible..."

Updated Text: add new sentence between Polygenic Traits and Multiple Alleles heading and Polygenic Traits "Two other patterns of inheritance that don't follow traditional Mendelian patterns are polygenic traits and multiple alleles." line 3, "two, and as many as a dozen, genes are responsible..."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 138

Location: Multiple Alleles caption

Original Text: Last sentence "What sort of cross would be required to produce an albino rabbit?"

Updated Text: Delete last sentence (question exists elsewhere).

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 140-141

Location: side column, Reading feature

Original Text: Side column, Reading feature, lines 2-3, Meiosis I and Meiosis II Side column, Reading feature Meiosis II, end of first line, adjust tracking to keep "meiosis" and "II" on the same line.

Updated Text: Side column, Reading feature, lines 2-3, Meiosis I and Meiosis II Side column, Reading feature (move from p. 140 to top of p. 141) Meiosis II, first line, adjust tracking to keep "meiosis" and "II" on the same line.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 156

Location: Preview the Investigation, last line of paragraph

Original Text: Lastly, students explore the basic elements and applications of genomic imprinting.

Updated Text: Lastly, students explore the basic elements and applications of genetic imprinting.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 176

Location: Main column, under Revisit Anchoring Phenomenon

Original Text: Why doesn't everyone have extra toes?

Updated Text: Why do some people have extra fingers and toes?

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 181, 339

Location: side column, Anchoring Phenomenon video images

Original Text: title bar in image

Updated Text: title bar in image has been updated to reflect the final title of video

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 2

Location: (1) final paragraph of text(2) caption(3) header of left column of table

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western **Science**, or simply science. (2) Note that these two ways have some common traits, which are shown in the center of the diagram. (3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science. (2) Note that these two ways have some common traits, which are shown in the bottom section. (3) Science

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 2

Location: (1) caption for graphs(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information. (2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data. (2) [line graph (left) bar graph (right)]

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 2-3

Location: p. 2, caption for atomic modelp. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms. [p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms. [p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 201

Location: At the end of this page, after the existing content, we are adding a new paragraph

Original Text: (n/a, adding a new paragraph)

Updated Text: Some of your students may believe in Intelligent Design which is a set of beliefs based on the idea that life is so complex that it must have been designed by a supernatural being and cannot be explained by scientific theory. When discussing the theory of evolution, it is important to focus on the scientific evidence, yet be sensitive to different beliefs. Encourage students to be respectful of their peers' viewpoints.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 209

Location: Codominant and Multiple Alleles

Original Text: line 10, "a patient" line 11: change the negative sign in "Rh-" to be superscript; lines 13, 14, change the + to be superscript A Dihybrid Cross with Multiple Alleles caption, lines 5 and 6, change the + to be superscript

Updated Text: line 10, "an individual" line 11: change the negative sign in "Rh-" to be superscript; lines 13, 14, change the + to be superscript A Dihybrid Cross with Multiple Alleles caption, lines 5 and 6, change the + to be superscript

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 211

Location: Paragraphs 1 and 2

Original Text: First paragraph, line 3, "X-linked Alleles figure" Second paragraph, line 1, change "Dihybrid X-linked cross figure"

Updated Text: First paragraph, line 3, "A Dihybrid Cross With X-linked Alleles figure" Second paragraph, line 1, "A Dihybrid Cross With X-linked Alleles"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 212

Location: paragraph 1, line 1

Original Text: "The same process of X inactivation"

Updated Text: "The same process of X-chromosome inactivation"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 216

Location: Sickle Cells caption

Original Text: Line 2, "sickle cell anemia"

Updated Text: Line 2, "sickle cell disease"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 222

Location: main column, Beak Size Among Darwin's Finches heading

Original Text: Beak Size Among Darwin's Finches

Updated Text: Evolution in Action: Beak Size Among Darwin's Finches

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 236, 242

Location: side column

Original Text: image referencing explain videos are incorrect

Updated Text: image on page 236 belongs on page 242 and image on page 242 belongs on page 236

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 243

Location: 2nd paragraph4th paragraphPlasmid DNA Transformation art

Original Text: 2nd paragraph, line 4, "...transform bacteria result in the replication..." 4th paragraph, line 1, "The image shows how..." Plasmid DNA Transformation art, last label, "Bacterial cell containing human growth hormone"

Updated Text: 2nd paragraph, line 4, "...transform bacteria results in the replication..." 4th paragraph, line 1, "The diagram shows how..." Plasmid DNA Transformation art, last label, "Bacterial cell containing human gene"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 252

Location: Curing Genetic Disorders Last paragraph on page

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Line 1, "Sickle cell anemia" Last paragraph on page, line 6, "RT, patients"

Updated Text: Line 1, "Sickle cell disease" Last paragraph on page, line 6, "RT patients"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 254

Location: DNA Fingerprinting caption

Original Text: N/A

Updated Text: Add to end of caption "The fragments in the evidence sample match the fragments from suspect S2."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 276

Location: 1st paragraph

Original Text: How does the COVID-19 virus keep evolving? First, it changed in ways that enabled it to infect people. Then, it evolved in ways that allowed it to infect more people more easily.

Updated Text: How does the COVID-19 virus keep evolving? The COVID-19 virus has changed in many ways since it first infected humans. It evolved in ways that allowed it to infect more people more easily.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 289

Location: Caption for photo

Original Text: Small Population Size Due to climate change and other factors, polar bears are decreasing in numbers. In small populations, genetic diversity can be severely reduced, in a phenomenon called a bottleneck effect.

Updated Text: Small Population Size Worldwide, several isolated populations of polar bears have been decreasing in numbers. In small populations, genetic diversity can be severely reduced, a phenomenon called a population bottleneck that can threaten the survival of a species.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 3

Location: (1) flow chart(2) image caption

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to

the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.] (2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws] Scientific Theory Explains why or how a broad class of related phenomena occur Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory) Scientific Law Describes what happens under certain conditions, often using math Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion) [middle shared section] - Can start as hypotheses that explain or describe - Backed by evidence - Can be used to make predictions - Can be revised (2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 3

Location: (1) top left text of visual(2) center text of visual(3) bottom left text of visual(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller? (2) The independent variable is the factor you measure the effect of: the type of bulb. (3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant. (4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller? (2) The independent variable is the factor you measure the effect of: the light color (3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature. (4) [images of red and blue LED bulbs]

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 301

Location: Question 3

Original Text: "What kind of evidence can you learn from fossils?"

Updated Text: "What kind of evidence of ancient organisms can be found in fossils?"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 304

Location: Fourth Paragraph, line 1Question 6

Original Text: Fourth paragraph, line 1, "These studies provide evidence for the ages of index fossils..." Question 6, lines 1, 2, adjust tracking to keep "52" and "million" on same line

Updated Text: Fourth paragraph, line 1, "Radiometric dating provides evidence for the ages of index fossils" Question 6, lines 1, 2, adjust tracking to keep "52" and "million" on same line

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 308

Location: side column

Original Text: image referencing Performance-Based Assessment is not the most up-to-date

Updated Text: image has been updated to indicate most up-to-date image

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 31

Location: Main column, first linefirst main paragraph, line 1

Original Text: Bioremediation: Using Cells to Clean Up Pollution Build Science: SEP Skills Design Solutions Environmental bioremediation

Updated Text: Using Cells to Clean Up Pollution Build Science Skills: Design Solutions Environmental bioremediation

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 310

Location: Molecular Homology head

Original Text: Line 8, ""almost all living cells, from cells in baker’s yeast to cells in humans."

Updated Text: Line 8, "almost all living cells, from a baker’s yeast cell to cells in humans."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 311

Location: Second paragraph

Original Text: line 4, "legs. Today's crustaceans, including..."

Updated Text: line 4, "legs. Many of today's crustaceans"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 321

Location: Lucy caption

Original Text: Line 4, "found in Ethiopia."

Updated Text: Line 4, "found in Ethiopia, a country in northeast Africa."

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 329

Location: side column image, interactivity

Original Text: incorrect image was placed

Updated Text: updated image for interactivity is placed

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 330

Location: side column, Take it Localmain column last paragraph

Original Text: Like other states, Texas requires that students be vaccinated in order to attend school (Texas Administrative Code [TAC], Title 25 Health Services, §§97.61-97.72). Required vaccinations for K–12 include those for diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, varicella, chicken pox, and hepatitis A. Serologic evidence of infection or serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella is acceptable in place of vaccine. Make sure that students are aware of infectious diseases in current events, particularly in the United States and in their local area. In 2022, there was a worldwide outbreak of mpox, formerly known as human monkeypox, and avian flu decimated wild birds and poultry flocks in Europe and the United States. Ask In the middle of the 20th century, even scientists believed that infectious diseases would soon be a thing of the past. Why, as Anthony Fauci wrote in December 2022, do we now know that “when it comes to emerging infectious diseases, it’s never over”? (Pathogens like flu and COVID-19 change; bacteria become antibiotic-resistant; people do not always act in ways that promote public health or cooperate with government health policies; humans encroach on wildlife habitats, increasing the chances of zoonotic diseases; climate change increases the range of certain pathogens and vectors.)

Updated Text: Like other states, Texas requires that students be vaccinated in order to attend school. Required vaccinations for K–12 include those for diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, varicella, chicken pox, and hepatitis A. Make sure that students are aware of infectious diseases in current events, particularly in the United States and in their local area. In 2022, there was a worldwide outbreak of mpox, formerly known as human monkeypox, and avian flu decimated wild birds and poultry flocks in Europe and the United States. Ask In the middle of the 20th century, even scientists believed that infectious diseases would soon be a thing of the past. Why do you think that when it comes to emerging infectious diseases, it’s never over? (Pathogens like flu and COVID-19 change; bacteria become antibiotic-resistant; people do not always act in ways that promote public health or cooperate with government health policies; humans encroach on wildlife habitats, increasing the chances of zoonotic diseases; climate change increases the range of certain pathogens and vectors.)

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 333

Location: Question 58Question 59

Original Text: Question 58, line 3, "evidence, to support your argument." Question 59, "What kinds of questions would scientists who are studying the evolution of Hox genes most likely be asking?"

Updated Text: Question 58, line 3, "evidence, to support your argument." Question 59: "What kinds of questions might scientists who are studying the evolution of Hox genes ask?"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 342, 343

Location: Side column

Original Text: Take it Local feature appears on page 342

Updated Text: Take it Local feature has been moved to 343

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 366, 369

Location: side column

Original Text: image referencing explain videos are incorrect

Updated Text: explain video image on page 366 belongs on page 379 and explain video image on page 379 belongs on page 366

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 37, 49, 213, 269, 315, 341, 347, 372

Location: side column, Quick Lab image

Original Text: Quick Lab image is not the most up-to-date

Updated Text: Updated image for the Quick Labs is placed

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 385

Location: Question 3

Original Text: "Describe What is the relationship among cells, tissues, organs, and organ systems within the body?"

Updated Text: "Evaluate a Model How well does the diagram Levels of Organization represent the levels of organization of multicellular organisms? How could the model be improved?"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 390

Location: side column, Related Phenomena

Original Text: No suggested answers are provided following the blue questions in both items.

Updated Text: Suggested answers are provided following the blue questions in both items. bullet one: (The water expands as it warms, modeling sea-level rise.) bullet two: (Acidic rain can cause paint and stone to deteriorate and metals to corrode.)

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 391

Location: Nutritional Symbionts first line

Original Text: "Nutritional Symbionts Symbiosis is a close relationship..."

Updated Text: "Nutritional Symbionts Mutualistic nutritional relationships benefit both participants, and are often important in maintaining the health of organisms. Symbiosis is a close relationship..."

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 4

Location: (1) visual's subtitle(2) callout connected to year 500 BCE(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science? (2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus. (3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science? (2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus. (3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 401

Location: Blood caption, line 2

Original Text: "cells and a few white blood cells inside a ruptured venule."

Updated Text: "cells and a few white blood cells inside a ruptured vein."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 407

Location: Where Embryos Develop, caption under Thomson's gazelle photo

Original Text: "Mammals like Thomson's gazelle obtain nutrients from the mother's body during development."

Updated Text: "Mammals like the Thomson's gazelle develop internally and depend on nutrients from the mother's body during development."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 421

Location: Types of Skeletons chart

Original Text: Exoskeleton row, lines 1-3, "Many arthropods have exoskeletons, or external skeletons, as do most mollusks, such as snails and clams." Endoskeleton row, line 1, "Echinoderms and vertebrates have"

Updated Text: Exoskeleton row, lines 1-3, "Many arthropods (including this cicada) and most mollusks have exoskeletons, or external skeletons." Endoskeleton row, line 1, "Echinoderms (including this crinoid) and vertebrates have"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 450

Location: 3rd paragraph, starting with 2nd sentence

Original Text: As the origins of COVID-19 have been investigated, it is clear that it, too, is a zoonotic disease. The animal virus most similar to the first forms of COVID-19 detected in humans is a bat virus known as RaTG13. This virus is 96.8% identical to COVID-19 and can bind to the same receptor proteins on human cells.

Updated Text: As the epidemiology of COVID-19 has been investigated, it is clear that it, too, infects a variety of species including humans. The animal virus most similar to the first forms of COVID-19 detected in humans is a bat virus known as RaTG13. This virus is 96% identical to COVID-19 and can bind to the same receptor proteins on human cells.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 452

Location: Building a Vaccine diagram, step 1

Original Text: Line 1, "Lipids in alcohol..."

Updated Text: Line 1, "Lipids in ethanol..."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 453

Location: First paragraph

Original Text: The Virus Evolves Because viruses replicate so quickly, their genetic makeup can change rapidly. As we have seen, this sometimes allows a virus to evolve in a way that enables it to jump from one species to another. That was certainly the case with COVID-19, which seems to have made the leap from bats to humans. However, the evolution of the virus did not stop when it reached pandemic proportions.

Updated Text: The Virus Evolves Because viruses replicate so quickly, their genetic makeup can change rapidly. This certainly has been the case with COVID-19 once it first appeared in China and then spread around the world. As a result, the evolution of the virus did not stop when it reached pandemic proportions, and this has greatly complicated efforts to control it.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 494

Location: Invaders captionSide column, Reading Tip, last line

Original Text: Invaders caption, line 2, "of the European gypsy..." Side column, Reading tip, line 7, "experience"

Updated Text: Invaders caption, line 2, "of the European spongy..." Side column, Reading tip, line 7, "Experience"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 512

Location: Moose-Wolf Populations on Isle Royale caption

Original Text: line 1, "Moose-Wolf Populations on Isle Royale"

Updated Text: line 1, "Wolf and Moose Populations on Isle Royale"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 525

Location: second paragraph, second sentence (under blue head "Effects of a Changing Climate")

Original Text: Data show that current warming is greater, and occurring faster, than at any other time over the last 16,000–20,000 years.

Updated Text: Recent research of temperatures over the past 20,000 years suggests that the current rate of warming is unusual and is the fastest in the last 2000 years.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 550

Location: Question 28 Question 45

Original Text: Question 28, line 1, "Introducing an exotic species to an" Question 45, line 1, "THEME System"

Updated Text: Question 28, line 1, "Introducing an invasive species to an" Question 45, line 1, "THEME Systems"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 550

Location: Question 27 under head Review Content

Original Text: 27. Which term describes measurable long-term changes in averages of temperature, clouds, winds, precipitation, and the frequency of extreme weather events? a. climate change b. global warming c. monoculture d. biological magnification

Updated Text: 27. The number of different species in a biome, ecosystem, or habitat is called a. species diversity. b. ecosystem diversity. c. genetic diversity. d. resilience.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 56

Location: last paragraph on page

Original Text: line 1, "ATP is such a useful source of energy that you might think cells would..." lines 5-6, "storing large amounts of energy over the long term. A single..." line 10, "as needed by using the energy in foods like sugar. As you will see, that's..."

Updated Text: line 1, "ATP is so useful that you might think cells would ..." lines 5-6, "storing large amounts of energy. A single.." line 10, "as needed by using the energy in stored compounds like oils and carbohydrates. As you will see, that's..."

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 7, 91, 165, 171, 189, 208, 329, 353, 365, 372, 378

Location: side column

Original Text: side column features listed

Updated Text: side column features reordered to better reflect the order of listing in main column

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 75

Location: Main column, How Tumors Grow

Original Text: current label next to How Tumors Grow is a green check

Updated Text: change label to be a blue plus sign

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 78

Location: Question 30

Original Text: "How many molecules are needed ..."

Updated Text: "How many molecules of ATP are needed ..."

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 8

Location: visual

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, **Science**, and Math. The non overlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The non overlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The non overlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added] [title] Science Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaeologist [title] Technology Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer [title] Engineering Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer [title] Math Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician [Center] Most STEM careers use two or more STEM disciplines.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 8

Location: Introduction to Science and Engineering, Experience 4, Major Costs and Benefits of Dams graphic

Original Text: (Original text did not mention drinking water as a benefit.) Without floods, farmland may deteriorate.

Updated Text: Dams have both costs and benefits for communities. Reservoirs provide reliable sources of drinking water. Without floods, soil quality may deteriorate.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Type: Editorial Change

Current Page Number(s): 8

Location: (1) graph caption(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on. (2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on. (2) Example of the Effect of Fans

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 81

Location: Experience Review, Revisit Anchoring Phenomenon

Original Text: line 3, "experience" Question 37, "How might scientists make use of the fact that algae perform photosynthesis? Is this a benefit for using algae as biofuel?"

Updated Text: line 3, "Experience" Question 37, "The cells in algae can rapidly convert the sugars produced in photosynthesis to other compounds, including oils. How might this be a benefit for using algae as biofuel?"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 85

Location: Main column, heading Paclitaxel

Original Text: current title is: Paclitaxel

Updated Text: change label to: Paclitaxel: A Drug, a Poison, or Both?

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 86

Location: Experience 1, Engage row Experience 1, Explore rows

Original Text: Everyday Phenomenon Modeling Pure and Hybrid Crosses currently there is a blank row under the Beyond Labz entry

Updated Text: Everyday Phenomenon Flipping Coins Move Beyond Labz Mice Inheritance reference (currently in Experience 2) to Experience 1

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 91

Location: Main column, bottom of page

Original Text: currently there is no reference to Mice Inheritance Beyond Labz

Updated Text: Mice Inheritance Beyond Labz Students determine the patterns of inheritance of mouse traits.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): 95

Location: Eukaryotic Chromosome art

Original Text: The Eukaryotic Chromosome art is illustrated from the chromosome on the left to the DNA helix on the right with text captions from left to right as 1, 2, 3, 4. On the art, the numbers are identified as 4, 3, 2, 1. This is confusing as is because the numbers do not align.

Updated Text: The Eukaryotic Chromosome art is updated so that the DNA helix is on the left and the chromosome is on the right. This allows the text blocks and numbers within art to line up from left to right 1, 2, 3, 4.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 96

Location: Main column, immediately following the Evaluate head

Original Text: current heading for Quiz is red run in head: Mendelian Patterns of Inheritance

Updated Text: new heading for quiz is Black bold and larger font

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): 99

Location: Main column, immediately before Explain/Elaborate heading

Original Text: current content includes reference to Mice Inheritance Beyond Labz

Updated Text: delete this reference (as it has moved to page 91)

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): global

Location: On every Investigation Opener, bottom left, heading: SCIENCE AND ENGINEERING PRACTICES TEKS Above Other TEKS covered in the Investigation

Original Text: SCIENCE AND ENGINEERING PRACTICES TEKS Original text does not include these

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): global

Location: Investigation Planners, Investigation Openers, Experience Openers, Experience pages

Original Text: Initial list of TEKS

Updated Text: Added appropriate standards to many places to include a more comprehensive list

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): global

Location: In every experience, in the side column, under the eText icon/asset label

Original Text: N/A

Updated Text: add Presentation icon and asset label under the eText icon/asset label

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Type: Editorial Change

Current Page Number(s): T32-T35

Location: Within the table for the Course Planner & Pacing Guide, pp. T32-T35

Original Text: N/A (Original does not include TEKS and SEPs that are covered in each lesson.)

Updated Text: For all 52 Experiences (lessons), the TEKS and SEPs taught in that lesson have been added to the table, after each lesson title. No content was removed from the original. Example for Investigation 1 Experience 1: TEKS 5A; SEP 2A, 2B Also added new head "TEKS-Aligned Scope & Sequence"

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): T32-T35

Location: Top of Page before the table Within the table

Original Text: Texas Miller & Levine Experience Biology The guide on these pages suggests time allocations for the core activities in each Experience and Investigation (including labs) and the "Got More Time" activities or projects you may choose to add. N/A

Updated Text: TEKS-Aligned Scope & Sequence The guide on these pages suggests time allocations and the TEKS-aligned scope and sequence for the core activities in each Experience and Investigation (including labs), as well as time allocations for the "Got More Time" activities or projects you may choose to add. Within the table for each Experience, add the TEKS and SEPs that are covered in that Experience

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): T36, T38, T40, T42, T44, T46, T48

Location: Texas Essential Knowledge and Skills Biology Correlation

Original Text: N/A

Updated Text: Add new sentence immediately under the heading: The Introduction to Science and Engineering can be found on Savvas Realize.

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): T40-T45

Location: Texas Essential Knowledge and Skills Biology Correlation

Original Text: N/A

Updated Text: For each row in the TEKS Correlation, add SEP connections (note that this addition will make all the content reflow)

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): T6

Location: Teacher Guide Planning Resources, last entry Immediately above Investigation 1 on TOC

Original Text: N/A The Table of Contents serves as a TEKS aligned scope and sequence, outlining the order in which knowledge and skills are taught and built in the course materials.

Updated Text: Add entry for The Science of Biology... on Savvas Realize INTRODUCTION TO SCIENCE AND ENGINEERING Available on Savvas Realize Experience Science and Society SEP 1H, 4B, 4C Experience 2 Scientific Inquiry and Measurement. SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): T6-T15

Location: Table of Contents

Original Text: N/A

Updated Text: For all entries in Table of Contents, change order of standards listing so TEKS are listed first, SEPs are listed second, and ELPS are listed third.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): XII

Location: Insert new first entry on page (above Texas Phenomena)

Original Text: N/A

Updated Text: INTRODUCTION TO SCIENCE AND ENGINEERING Experience Science and Society Experience 2 Scientific Inquiry and Measurement Experience 3 Data: Analysis and Calculations Experience 4 Models in Science and Engineering

Component: *Biology Student Handbook*

ISBN: 9781418358921

Type: Editorial Change

Current Page Number(s): XXIII

Location: Question 1 at end of "Ecoregions of Texas" supplemental section in the front matter.

Original Text: 1. The landscape of Texas has changed and continues to change drastically due to tourism, urbanization, and climate change. These changes have negatively affected some native species. Use the Texas Parks and Wildlife website to research one of the endangered species of Texas. Make a poster or slideshow presentation about your chosen species. Include the name of the species, a photo of the species, where it is found, and what conservation measures are being taken to prevent further decline of the species.

Updated Text: 1. Over time, the ecology of Texas has changed and continues to change. These changes have negatively affected some native species. Use the Texas Parks and Wildlife website to research one of the endangered species of Texas. Make a poster or slideshow presentation about your chosen species. Include the name of the species, a photo of the species, where it is found, and what conservation measures are being taken to prevent further decline of the species.

Feedback and Publisher Responses

Component: *Biology Student Handbook*

ISBN: 9781418358921

Page Number(s): 173

URL:

[View Content](#)

Feedback Text: the connection between DNA and traits is not clearly made. Changes this question to say something along the lines of "Describe the connection between DNA and traits"

Publisher Response: Thank you for the feedback. We are the revising the question as suggested. New wording: "Describe the connection between DNA and traits." Link to revised copy of the page: https://drive.google.com/file/d/1R9Mhk72SiGo-wA685wL3phnJq1MYveA/view?usp=drive_link

Component: *Biology Student Handbook*

ISBN: 9781418358921

Page Number(s): 436

URL:

[View Content](#)

Feedback Text: The lead in to the question talks about viruses needing a host cell to reproduce, then asks to compare structures of cells to viruses. It's an awkward transition. The reproduction part should be removed or the question should relate to the structures.

Publisher Response: Thank you for the feedback. We are revising the question as suggested. New wording: "What structures does a cell have compared to a virus?" Link to revised copy of the page: https://drive.google.com/file/d/11fFUAC8kWMc2t8XhhWs4Cjr1EG5iqLhS/view?usp=drive_link

Component: *Biology Student Handbook*

ISBN: 9781418358921

Page Number(s): 439

URL:

[View Content](#)

Feedback Text: Even though it seems lytic and lysogenic cycles have been removed from the teks, and are included in the teacher text, in order to create a model they will need more explicit instruction in the student book regarding these two cycles.

Publisher Response: Thank you for the feedback. We are revising the question to remove the modeling ask. New wording: "Explain Explain how viruses cause disease. Use a specific example to support your answer." Link to a revised copy of the page: https://drive.google.com/file/d/1gCKPILsOnCZbSYY3wSYLasJKU_dEZFn/view?usp=drive_link

Component: *Biology Student Handbook*

ISBN: 9781418358921

Page Number(s): 517

URL:

[View Content](#)

Feedback Text: The transition of the first part of the question from asking about carp to asking about sea otters is confusing. Possible typo?

Publisher Response: Thank you for the feedback. We are revising the question to remove the mention of sea otters, which should not have been there. New wording: "Asian carp were introduced to the lakes and rivers in the midwestern United States in the 1960s. Their U.S. population is increasing much more rapidly than native populations, and the species is considered invasive in the United States. Investigate why the U.S. population of carp is increasing so rapidly." Link to a revised copy of the page: https://drive.google.com/file/d/1_goK9D5CMKXh1y0NedaSa1oLiZZBxMSz/view?usp=drive_link

Component: *Biology Digital Components*

ISBN: 9781428553941

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: specifically state in the question to "use data"

Publisher Response: Thank you for the feedback. We are revising the question as suggested. New wording: "Why is paclitaxel useful for fighting cancer? Support your explanation with scientific principles and data from the text. (Hint: Review the definition of cancer and the examples of malignant tumors.)" Revised copies of the worksheet can be seen at these links. Student version: <https://docs.google.com/document/d/1Uc2tmmCvIjW0uFrUhSgyNGc1ahMBt9Oigay-g3jARSI/edit#heading=h.pmbww1kx9cw6> Teacher version: <https://docs.google.com/document/d/1PW-X0UrvVWa1BxBXRSVN2oWosanTWeHJdvHeocZjnc/edit#heading=h.pmbww1kx9cw6>

Publisher: Savvas Learning

Chemistry

Program: Texas Experience Chemistry (Print with digital): TEKS

Editorial Changes

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 1

Location: Focus on Scientific Practices, Materials Per Group, and Safety sections [Similar revisions also completed in the other 3 versions of the lab: Open, Short, and Advanced]

Original Text: Focus on Scientific Practices [new text does not appear in original list] Materials Per Group Potassium dihydrogen phosphate (potassium phosphate, monobasic), KH_2PO_4 , 0.4 g Potassium hydrogen sulfate (potassium bisulfate), KHSO_4 , 0.4 g Potassium hydrogen phthalate, $\text{KHC}_8\text{H}_4\text{O}_4$, 0.4 g Potassium hydrogen tartrate (potassium bitartrate), $\text{KHC}_4\text{H}_4\text{O}_6$, 0.4 g ... Volumetric flask, 100 mL Safety [new text does not appear in original paragraph]

Updated Text: Focus on Scientific Practices [list item 2] TEKS 1D Use Safety Data Sheets (SDS) Materials Per Group Potassium dihydrogen phosphate (potassium phosphate, monobasic), KH_2PO_4 , 0.8 g Potassium hydrogen sulfate (potassium bisulfate), KHSO_4 , 0.8 g Potassium hydrogen phthalate, $\text{KHC}_8\text{H}_4\text{O}_4$, 1.2 g Potassium hydrogen tartrate (potassium bitartrate), $\text{KHC}_4\text{H}_4\text{O}_6$, 1.2 g ... Volumetric flask, 50 mL Safety Consult the Safety Data Sheets for the substances used in this lab.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 1, 3

Location: p. 1, boldface question and paragraph 1p. 3, Analyze and Interpret Data, item 4, boldface skill

Original Text: [p. 1] Why are certain elements more reactive than others? The periodic table contains many trends and patterns that enable scientists to predict the result of an experiment. In this comparative lab we will examine the reactivity of the alkaline earth metals. [p. 3] 4. SEP Identify Patterns

Updated Text: [p. 1] Why are salts of certain elements more soluble than others? The periodic table contains many trends and patterns that enable scientists to predict the result of an experiment. In this comparative lab we will examine the solubility of salts of the alkaline earth metals (Group 2). [p. 3] 4. Predict

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 1-2

Location: p. 1, Materials Per Group and Safety sections. p. 2, Procedure steps 1 and 8 [Similar revisions also completed in the other 3 versions of the lab: Open, Short, and Advanced]

Original Text: [p. 1] Materials Per Group Dextrose, C₆H₁₂O₆, 5 g Sucrose, C₁₂H₂₂O₁₁, 5 g Safety [new text does not appear in original version] [p. 2] 1. Add about 5 g of sucrose to a test tube. 8. Repeat steps 1–7, beginning with approximately 5 g of dextrose.

Updated Text: [p. 1] Materials Per Group Dextrose, C₆H₁₂O₆, 1 g Sucrose, C₁₂H₂₂O₁₁, 1 g Safety [mid paragraph] Slowly heat each test tube with a low to moderate flame with the opening directed away from you and all other persons. Slowly move the test tube through the flame or the flame along the test tube during heating to avoid heating the same spot of the test tube. [p. 2] 1. Add about 1 g of sucrose to a test tube. 8. Repeat steps 1–7, beginning with approximately 1 g of dextrose.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 11-12

Location: p. 11, first paragraph. p. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C. [p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C. [p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Type: Editorial Change

Current Page Number(s): 142

Location: Investigation 4, Experience 4, graphic, bottom right

Original Text: Hydrogen bonds, dipole-dipole, and dispersion forces hold ethanol molecules near each other in liquid ethanol.

Updated Text: Hydrogen bonds, dipole-dipole forces, and dispersion forces hold ethanol molecules near each other in liquid ethanol.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): 147

Location: Investigation 5, Experience 1, Explore section, Inquiry Lab support, Choose Your Version and Field Investigation sections, also side column under mini version of student worksheet

Original Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A), Field (F) Field Investigation Use the field version of the lab, which involves visiting a university research lab. Students will observe real-world examples of material properties, resulting from forces within the material, and discover how these concepts connect to

future careers. Prior to the visit, discuss appropriate safety practices and equipment for this field investigation. For example, students should wear pants and close-toed shoes, bring safety goggles and wear them when in any lab, and use the buddy system while onsite. Additionally, have students prepare questions for the researchers. Encourage them to keep the majority of the questions focused on material properties and STEM careers. O/G/S/A/F Lab Interactive Worksheets

Updated Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A) (Removed Field Investigation section) O/G/S/A Lab Interactive Worksheets

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): 169

Location: Investigation 5, Experience 4, Explore section, Inquiry Lab support, Choose Your Version and Lab Summary Video sections, also side column under mini version of student worksheet

Original Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A) Lab Summary Video Assign the Lab Summary Video for a summary of important points explored in the lab and support in connecting them to observable phenomena. O/G/S/A Lab Interactive Worksheets

Updated Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A), Field (F) Lab Summary Video Assign the Lab Summary Video to review key points from the lab and for support in connecting them to phenomena. O/G/S/A/F Lab Interactive Worksheets

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 2

Location: (1) caption for graphs(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information. (2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data. (2) [line graph (left) bar graph (right)]

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 2

Location: Sample Data Table, numerical values in table[Same revisions also completed in the other 3 versions of the lab teacher support: Open, Short, and Advanced]

Original Text: 5.02, 5.04, 4.76, 4.73

Updated Text: 1.01, 1.00, 1.02, 1.01

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 2

Location: (1) final paragraph of text(2) caption(3) header of left column of table

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western **Science**, or simply science. (2) Note that these two ways have some common traits, which are shown in the center of the diagram. (3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science. (2) Note that these two ways have some common traits, which are shown in the bottom section. (3) Science

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 2

Location: Procedure: Teaching Tips section, final paragraph[Same revisions also completed in the other 3 versions of the lab teacher support: Open, Short, and Advanced]

Original Text: Procedure: Teaching Tips [new text does not appear on original page]

Updated Text: Procedure: Teaching Tips To conserve consumable materials, you may wish to have two neighboring groups combine their supplies of weak acid salts and have each group prepare two of the four solutions. They can record pH values for the other solutions from the other lab group.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 2-3

Location: p. 2, caption for atomic modelp. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms. [p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms. [p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): 226, 238, 239, 241, 243, 245

Location: Investigation 7, Investigation Planner column for Experience 2, and in Experience 2 throughout (titles and footers)

Original Text: Predicting Outcomes of Chemical Reactions

Updated Text: Predicting Outcomes of Reactions

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): 23

Location: Investigation 1, Experience 3, Explore section, Inquiry Lab support, Materials and Safety sections

Original Text: Materials 5 g dextrose... Safety Remind students to use appropriate safety practices and allow the test tube to cool before weighing. Students should wash their hands thoroughly with soap and warm water before leaving the laboratory.

Updated Text: Materials 1 g dextrose... Safety Remind students to use appropriate safety practices. Direct them to slowly heat the test tube with a low to moderate flame with the opening directed away from all persons. Also direct them to slowly move the tube through the flame or the flame along the tube during heating to avoid heating the same spot of the tube. Students should also allow the test tube to cool before weighing.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 3

Location: (1) top left text of visual(2) center text of visual(3) bottom left text of visual(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller? (2) The independent variable is the factor you measure the effect of: the type of bulb. (3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant. (4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller? (2) The independent variable is the factor you measure the effect of: the light color (3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature. (4) [images of red and blue LED bulbs]

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 3

Location: (1) flow chart(2) image caption

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.] (2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws] Scientific Theory Explains why or how a broad class of related phenomena occur Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory) Scientific Law Describes what happens under certain conditions, often using math Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion) [middle shared section] - Can start as hypotheses that explain or describe - Backed by evidence - Can be used to make predictions - Can be

revised (2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): 378-379

Location: Investigation 12, Experience 1, Explore and Explain sections(PhET Simulations were moved from the Explain section to the end of the Explore section. No content was removed from the original; it was simply moved around.)

Original Text: EXPLAIN ... pH Scale PhET Simulation Acid-Base Solutions PhET Simulation

Updated Text: EXPLORE ... pH Scale PhET Simulation Acid-Base Solutions PhET Simulation

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 4

Location: (1) visual's subtitle(2) callout connected to year 500 BCE(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science? (2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus. (3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science? (2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus. (3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Type: Editorial Change

Current Page Number(s): 512

Location: Investigation 14, Experience 2, question 18

Original Text: SEP Matter and Energy

Updated Text: THEME Energy and Matter

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 8

Location: visual

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, **Science**, and Math. The nonoverlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The nonoverlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The nonoverlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added] [title] Science Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaeologist [title] Technology Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer [title] Engineering Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer [title] Math Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician [Center] Most STEM careers use two or more STEM disciplines.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 8

Location: (1) graph caption(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on. (2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on. (2) Example of the Effect of Fans

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Type: Editorial Change

Current Page Number(s): 8

Location: Introduction to Science and Engineering, Experience 4, Major Costs and Benefits of Dams graphic

Original Text: (Original text did not mention drinking water as a benefit.) Without floods, farmland may deteriorate.

Updated Text: Dams have both costs and benefits for communities. Reservoirs provide reliable sources of drinking water. Without floods, soil quality may deteriorate.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): 8, 40, 74, 100, 144, 194, 228, 256, 284, 320, 348, 374, 402, 430

Location: On the first page of each Investigation Overview section, in SCIENTIFIC and ENGINEERING PRACTICES TEKS subsection at bottom left

Original Text: Original does not include a description of how SEP are introduced and integrated in the course.

Updated Text: These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): 90

Location: Investigation 3, Experience 3, Explore section, Virtual Lab support, second bullet

Original Text: Students will analyze and interpret the data to identify trends in atomic radius size, ionization energy, electron affinity, and reactivity. confirm that atomic radius increases down through the group.

Updated Text: Students will analyze and interpret the data to identify trends in atomic radius, ionization energy, electron affinity, and reactivity. They observe that atomic radius increases down the group.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Type: Editorial Change

Current Page Number(s): T6-T14

Location: Within the Table of Contents, pp. T6-T14

Original Text: Throughout, original does not include the "SEP" designations for SEP TEKS in the standards list for each Experience (lesson). p. T6: Original does not include the Introduction to Science and Engineering section. (Deleted "This Table of Contents serves as a TEKS-aligned scope and sequence, outlining the order in which knowledge and skills are taught and built in the course materials."; TEKS-aligned scope and sequence appears in the previously revised Course Planner and Pacing Guide on pp. T30-T33.) p. T8: TEKS 5C.5B (in Investigation 3, Experience 3) p. T10: Predicting Outcomes of Chemical Reactions (in Investigation 7, Experience 2) p. T14: TEKS 13A, 13C (in Investigation 14, Experience 1)

Updated Text: For all 51 Experiences, the standards lists have been revised to add "SEP" to specify which TEKS are SEP TEKS. Example for Investigation 1, Experience 1: TEKS 13A; SEP 1A; ELPS 4F No content was removed from the original. p. T6: INTRODUCTION TO SCIENCE AND ENGINEERING Available on Savvas Realize Experience Science and Society SEP 1H, 4B, 4C Experience 2 Scientific Inquiry and Measurement SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B p. T8: TEKS 5C, 5B p. T10: Predicting Outcomes of Reactions p. T14: TEKS 14A, 14C

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Type: Editorial Change

Current Page Number(s): XI

Location: Table of Contents, Texas Featured Digital Assets section, first entry under the title

Original Text: Original does not include the Introduction to Science and Engineering section.

Updated Text: INTRODUCTION TO SCIENCE AND ENGINEERING• Experience Science and Society• Experience 2 Scientific Inquiry and Measurement• Experience 3 Data: Analysis and Calculations• Experience 4 Models and Communication

Feedback and Publisher Responses

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Page Number(s): worksheet link

URL:

[View Content](#)

Feedback Text: Please include more textual information on valence electrons specifically in the inert or noble gases. I found page 80 in the hardcopy.

Publisher Response: Thank you. We are revising the introductory paragraph on p.1 as follows: The periodic table relies on patterns and similarities of the electron configurations, including the number of valence electrons, and chemical properties of elements. The data table lists some melting points and boiling points of elements in Groups 18 (noble gases), 17 (halogens), 14, and 2 (alkaline earth metals). To help you understand their periodicity, refer to the data in the table and locate the elements on the periodic table as you complete the activity. (Data table, p.1-2, see new column for "Valence Electrons," which lists the number of valence electrons for each element in the table.) (On page 5, see new question 8.) THEME Patterns Describe the relationships among group number, location on the periodic table, and the number of valence electrons. Revised copy of Student version of

worksheet: <https://docs.google.com/document/d/1JmcQLanaP-gaCGlxuPOdazq3Q-jpGyodnZ0QCupN8ys/edit> Revised copy of Teacher version of worksheet (with

answers): https://docs.google.com/document/d/13EuWgVreEwTVU3ITMaTS2_N3mogxTZE2ztf6CMFGPFc/edit

Publisher: Savvas Learning

Physics

Program: Texas Experience Physics (Print with digital): TEKS

Editorial Changes

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 11-12

Location: p. 11, first paragraph

p. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water’s boiling point at standard pressure is 100.0°C.[p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water’s boiling point at sea level is 100.0°C.[p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Physics Student Handbook*

ISBN: 9781418358860

Type: Editorial Change

Current Page Number(s): 139

Location: Page 139, Investigation 3 Assessment, NEW question #77 at bottom of page.

Original Text: (n/a, new question)

Updated Text: 77. SEP Obtain Information Recall the Globally Averaged Surface Temperature graph in the section on Milankovitch cycles. Earth is currently in the Holocene interglacial period, a time between ice ages. Research the glacial-interglacial cycles and their causes. From your research, determine when the Holocene interglacial began and when it is predicted to end. What changes would you expect to occur when the Holocene interglacial ends?

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 2

Location: (1) final paragraph of text

(2) caption

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western **Science**, or simply science. (2) Note that these two ways have some common traits, which are shown in the center of the diagram. (3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science.(2) Note that these two ways have some common traits, which are shown in the bottom section. (3) Science

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 2

Location: (1) caption for graphs

(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information.(2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data.(2) [line graph (left) bar graph (right)]

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 2-3

Location: p.2, caption for atomic model

p. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms.[p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms.[p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 3

Location: (1) flow chart

(2) image caption

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.](2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws] Scientific Theory Explains why or how a broad class of related phenomena occur Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory)Scientific Law Describes what happens under certain conditions, often using math Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion)[middle shared section] - Can start as hypotheses that explain or describe - Backed by evidence - Can be used to make predictions - Can be revised(2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 3

Location: (1) top left text of visual

(2) center text of visual

(3) bottom left text of visual

(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller?(2) The independent variable is the factor you measure the effect of: the type of bulb.(3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant.(4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller?(2) The independent variable is the factor you measure the effect of: the light color(3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature.(4) [images of red and blue LED bulbs]

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 4

Location: (1) visual's subtitle

(2) callout connected to year 500 BCE

(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science?(2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus.(3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science?(2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus.(3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Type: Editorial Change

Current Page Number(s): 4, 32, 56, 82, 108, 134, 160, 184, 210, 236

Location: Above Other TEKS covered in the Investigation

Original Text: Original text does not include these

Updated Text: These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 8

Location: Investigation 3 answer key; adding new answer at the end for new question #77 in the print Student Handbook.

Original Text: (n/a; this is a new answer for a new question)

Updated Text: 77. SEP Obtain Information According to the U.S. Geological Survey, the Holocene interglacial period has lasted about 12,000 years and is projected to last about 8,000 years more. When it ends, another ice age might start.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 8

Location: (1) graph caption

(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.(2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.(2) Example of the Effect of Fans

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Type: Editorial Change

Current Page Number(s): 8

Location: visual

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, **Science**, and Math. The nonoverlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The nonoverlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The nonoverlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of

Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added][title] ScienceBiologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaeologist[title] TechnologyBiomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer[title] EngineeringAerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer[title] MathAccountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician[Center] Most STEM careers use two or more STEM disciplines.

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Type: Editorial Change

Current Page Number(s): T30, T32, T34-T43

Location: SEP listings in TEKS; Introduction to Science and Engineering sentence above key

Original Text: Original text does not include these

Updated Text: Add SEP Connections to TEKS; Added line above Key that says: The Introduction to Science and Engineering can be found on Savvas Realize.

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Type: Editorial Change

Current Page Number(s): T6-T11

Location: SEP listings in Table of Contents; and above Table of Contents

Original Text: Original text does not include these

Updated Text: Add SEPs to TOC; INTRODUCTION TO SCIENCE AND ENGINEERING In the digital course on Savvas Realize Experience Science and Society SEP 1H, 4B, 4C Experience 2 Scientific Inquiry and Measurement SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B

Component: *Physics Student Handbook*

ISBN: 9781418358860

Type: Editorial Change

Current Page Number(s): x

Location: Texas Featured Digital Assets

Original Text: Original does not include listing for the Introduction to Science and Engineering

Updated Text: INTRODUCTION TO SCIENCE AND ENGINEERING Experience Science and Society Experience 2 Scientific Inquiry and Measurement Experience 3 Data: Analysis and Calculations Experience 4 Models and Communication

Feedback and Publisher Responses

Component: *Physics Student Handbook*

ISBN: 9781418358860

Page Number(s): 334

URL:

[View Content](#)

Feedback Text: Make it specific to a series circuit and not just a simple circuit.

Publisher Response: Thank you for the feedback (this is repeated in the previous feedback item). We are changing the beginning of this question to "Design a series circuit ...". Revised copy of this

page: https://drive.google.com/file/d/1KLqY_NnWYN1IjQUre8NESd9uwCePgiVs/view?usp=drive_link

Component: *Physics Student Handbook*

ISBN: 9781418358860

Page Number(s): 334

URL:

[View Content](#)

Feedback Text: Should Specifically state design a series circuit

Publisher Response: Thank you for the feedback (this is repeated in the next feedback item). We are changing the beginning of this question to "Design a series circuit ...". Revised copy of this

page: https://drive.google.com/file/d/1KLqY_NnWYN1IjQUre8NESd9uwCePgiVs/view?usp=drive_link

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: Should take out the 'or' for this project. It is a group project so the presentations and conclusions should be a group evaluation. But, if this is to satisfy the individual then their only option should be individually to the teachers, admin, or other students.

Publisher Response: Thank you for the feedback. This was also noted in the SRP errors and was accepted there as well. We are changing this to: Organize all the quantitative data that describes your model quiz board using a labeled diagram. Then, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Revised copy of worksheet:

<https://docs.google.com/document/d/12EGFYeE6342G0dgoj43PDiFwIxH9Pw9jYaQx83QCDCw/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: take out the or; for individual teks the only option should be for individuals not in a group.

Publisher Response: Thank you for the feedback. This was also noted in the SRP errors and was accepted there as well. We are changing this to: Following your teacher’s guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Be sure to include your design planning, testing, and evaluation steps, in addition to the final design. Revised copy of worksheet:

<https://docs.google.com/document/d/1uuQAeITbaakadGHEdh4GumLjN9iOmdju3SHL-ZxVedi/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: be more specific in the instructions if the TEK is for the past ask for one example from the past. If the TEK is for current; ask for one example from the past 5-10 years. (more current time frame) or change it to two examples one from the past one more current.

Publisher Response: Thank you for the feedback. We will change this to: In many cases, the impacts to scientific thought and society from past and current research come about through unintended consequences. Sometimes these unintended consequences can have a positive impact, and sometimes these unintended consequences have negative impacts. Carry out literature research to describe one example of a positive unintended consequence of scientific research and one example of a negative consequence. Do this for both an example of past research and an example of current research. Revised copies of the worksheet: Student worksheet:

<https://docs.google.com/document/d/1QU6cFjnGxGxLzceJ4DYccjNniMdTUSIkS9QnyS76aII/edit> Teacher worksheet:

<https://docs.google.com/document/d/10icqPKY3FFHi7lfnYrqlTw-5eU1A6K3YXLCXfKTESQk/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: The paragraph wasn't too clear on how the process of polarization related to conservation of charge.

Publisher Response: Thank you for the feedback. We are adding two sentences. The revised paragraph follows, with the new sentences in bold: The positive and negative charges remain in the electroscope so it maintains a net charge of zero, and remains neutral. No electrons are actually transferred into or out of the electroscope. However, the unbalanced charge distribution causes the electroscope to be temporarily polarized. When the external charge is removed, the charges in the electroscope will once again become evenly distributed. The electric polarization will be lost and the foil leaves will collapse. Any charged object brought close to the electroscope will cause the foil leaves to diverge. The leaves will collapse when the charged object is removed. During polarization, the electroscope does not gain or lose any charge, and charge is conserved. Furthermore, no charge is created or destroyed, and therefore conservation of charge is observed during polarization. If an object that is not charged is brought close to the electroscope, the foil leaves will not diverge. Revised copy of worksheet:

<https://docs.google.com/document/d/1HEw9Dtn7lRwPwriBXO8auCuihcaJoK1V6OXjLJrbkS4/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: Figure three does not support step 8. the rod appears to be touching, which is not induction.

Publisher Response: Thank you for the feedback. We are moving the art from step 8 to step 9 where the rod is charging the electroscope by conduction, and we are fixing the text accordingly. Revised copy of worksheet:

<https://docs.google.com/document/d/1oYb-31gk9pgnXh46EInYUY7ZCIBq7h82iuKilOFKkE/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: First Paragraph: Suggestion: The previous experiment demonstrated light's wave behavior when a red laser was shone at a very thin object and produced a diffraction pattern.

Publisher Response: Thank you for the feedback. We are changing this as suggested: The previous experiment demonstrated light's wave behavior when a red laser was shone at a very thin object and produced a diffraction pattern. Revised copy of worksheet:

<https://docs.google.com/document/d/1bt2QpFzHsnloC9yuhyEFpb7qPEyqDp85xsuVbCMI4ul/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: Rewrite whole paragraph. Some sentences need to be broken to smaller sentences and some need to be combined with semicolon or commas. Just for the flow and for it to sound better for Teachers and Students while reading it. Suggestion: Develop critical thinking skills, by conducting experimental tests, collecting empirical evidence and using logical reasoning; to evaluate and critique scientific explanations about the damaging effects of UV radiation on humans and solutions that could offer protection.

Publisher Response: Thank you for the feedback. We are changing this as suggested: Develop critical thinking skills, by conducting experimental tests, collecting empirical evidence and using logical reasoning; to evaluate and critique scientific explanations about the damaging effects of UV radiation on humans and solutions that could offer protection. Revised copies of worksheets: Student worksheet:

<https://docs.google.com/document/d/149xOu7GDg4CYUWrVPkXJAervk1QUKJstplFMXA6aSR4/edit> Teacher worksheet:

https://docs.google.com/document/d/10Y8yer9N_h6pxLz1sHcp48aTHoInkuwllUWgl1_UeBs/edit

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: Add punctuation. If, as part of this investigation you visit a local amusement park, use appropriate safety equipment and practices throughout your visit.

Publisher Response: Thank you for the feedback. Will be adding commas as requested: If, as part of this investigation you visit a local amusement park, use appropriate safety equipment and practices throughout your visit. Revised copy of worksheet: https://docs.google.com/document/d/1v5DiAqH8zHbF_Wzc6Fn_CWFnFvxMIL6sxdVMZDuIs1k/edit

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: First SI units are not being used; we use meters not centimeters. While this is technically correct; the formula used here for magnetic force we use is usually $F = qvB$ or $F = BiL$ to really solidify this concept why not use the gravitational force that you use as an example any way instead of using that as the example to introduce $1/d^2$ then changing it to magnetism for the concept of inverse relationships.

Publisher Response: Thank you for the feedback. We are accepting part of this feedback. We will make the change from cm to m to keep units as standard SI. The background document does not actually provide any of the force equations but just shows the force relationships that are the same across gravity, electricity, and magnetism. We are not changing this, as the equations are provided in the Experience Handbook. Revised copy of worksheet:

https://docs.google.com/document/d/1FMIIQQzKB123nH3ZuvfV9tre_A3mkpUw4S6MzEuRrIA/edit

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: The following partial sentence should be changed for grammar. Qualitatively sketch a position vs. time graph that represents an object moving

Publisher Response: Thank you for the feedback. We are making this change for correct grammar as follows: Qualitatively sketch a position vs. time graph that represents an object moving at a constant speed in the positive direction, stopping, and then moving at a constant speed in the negative direction. Revised copies of the worksheet: Student worksheet:

<https://docs.google.com/document/d/1nSbzhybjC-c3dislwqddX9UpuksQ5sbynOpIM4XIOMI/edit> Teacher worksheet:

https://docs.google.com/document/d/1OhAldR0LpHRlyKdowdl1wJF41_cU2nWeOtYAlbk80fk/edit

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit a photon of energy represented on the electromagnetic spectrum.

Publisher Response: Thank you for the feedback. Changing this sentence is also requested in the previous feedback item. We are accepting both and are changing it to: The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit photons of energy on the electromagnetic spectrum. Revised copy of worksheet:

<https://docs.google.com/document/d/1bt2QpFzHsnloC9yuhyEFpb7qPEyqDp85xsuVbCMI4ul/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: Change the following sentence The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit photon of energy on the electromagnetic spectrum.

Publisher Response: Thank you for the feedback. Changing this sentence is also requested in the next feedback item. We are accepting both and are changing it to:The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit photons of energy on the electromagnetic spectrum.Revised copy of worksheet:

<https://docs.google.com/document/d/1bt2QpFzHsnloC9yuhyEFpb7qPEyqDp85xsuVbCMI4ul/edit>

Component: *Physics Digital Components*

ISBN: 9781428553965

Page Number(s): Worksheet Link

URL:

[View Content](#)

Feedback Text: While Moore's law is an observation of a trend, I would like to see a statement to the fact that it isn't a physics law in the academic sense of the word.in keeping with Moore's Law

Publisher Response: Thank you for the feedback. We are adding this to the sentence so it reads:These are typically used to allow for continued miniaturization of microelectronic components, in keeping with Moore's Law, which is more of an observation than an actual physical law.Revised copies of the worksheet:Student

worksheet: <https://docs.google.com/document/d/1etDcalEyHCCpjp5W-ZBP5RIZjXqLKuNpkedHjwnHI/edit> Teacher

worksheet: https://docs.google.com/document/d/1e-tHWMPeQYghp5r_LQuu4m_9HL-oqCff4kZP309uOaw/edit

Publisher: Savvas Learning

Personal Financial Literacy and Economics

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

Editorial Changes

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 143

Location: Third and fourth paragraph of inset student page

Original Text: In contrast to a pure market, a command economy has a central planner that determines what goods are made and sold. Command economies are often found in socialist or communist countries where the government determines output. These economies are notoriously inefficient. There is no incentive for people to become more efficient, and output falls. All economic systems have elements of both market economies and command economies. Sometimes these are called mixed economic systems. If you look at the U.S. economy, you will see elements of a free-market economy and elements of a command economy. However, if we placed a pure market economy on one end of a spectrum or continuum, we would see that the U.S. would plot closer to the pure market economy. In contrast, if we

looked at China, we would see it falls closer to the pure command economy since the government controls large sections of the Chinese economy.

Updated Text: In contrast to a pure market, a command economy has a central planner that determines what goods are made and sold. Command economies are often found in communist or socialist countries where the government determines output. In a socialist economy, the government usually owns and controls key industries, but individuals can still own private property. There's a balance between state control and private ownership. In a communist economy, the government owns everything, and there's no private ownership of property. Communism is a threat to free market capitalism. Command economies can have an impact on the United States GDP and particularly trade deficits through limiting access to markets, manipulating currency rates, and regulating access to raw materials.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 143

Location: Checkpoint

Original Text: Explain how all economic systems are mixed. How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Updated Text: How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 143

Location: Checkpoint of inset student page

Original Text: Explain how all economic systems are mixed. How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Updated Text: How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 143

Location: Third and fourth paragraph

Original Text: In contrast to a pure market, a command economy has a central planner that determines what goods are made and sold. Command economies are often found in socialist or communist countries where the government determines output. These economies are notoriously inefficient. There is no incentive for people to become more efficient, and output falls. All economic systems have elements of both market economies and command economies. Sometimes these are called mixed economic systems. If you look at the U.S. economy, you will see elements of a free-market economy and elements of a command economy. However, if we placed a pure market economy on one end of a spectrum or continuum, we would see that the U.S. would plot closer to the pure market economy. In contrast, if we looked at China, we would see it falls closer to the pure command economy since the government controls large sections of the Chinese economy.

Updated Text: In contrast to a pure market, a command economy has a central planner that determines what goods are made and sold. Command economies are often found in communist or socialist countries where the government determines output. In a socialist economy, the government usually owns and controls key industries, but individuals can still own private property. There's a balance between state control and private ownership. In a communist economy, the government owns everything, and there's no private ownership of property. Communism is a threat to free market capitalism. Command economies can have an impact on the United States GDP and particularly trade deficits through limiting access to markets, manipulating currency rates, and regulating access to raw materials.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 163

Location: Changes in Government Policy/Regulations

Original Text: The government is very active in legislation that impacts the supply of farm products.

Updated Text: The government is very active in legislation that impacts the supply of farm products. Government regulations can also impact free market capitalism through factors such as intellectual property laws, consumer protection laws, and regulating lending practices.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 163

Location: Changes in Government Policy/Regulations of inset student page

Original Text: The government is very active in legislation that impacts the supply of farm products.

Updated Text: The government is very active in legislation that impacts the supply of farm products. Government regulations can also impact free market capitalism through factors such as intellectual property laws, consumer protection laws, and regulating lending practices.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 191

Location: Top of page

Original Text: Our society could not function without businesses. Some of the positive impacts of businesses include:

Updated Text: Our society could not function without businesses. Small businesses are particularly important to the Texas economy, contributing to job creation, economic growth, innovation, diversity, and the overall well-being of local communities. Some other positive impacts of businesses include:

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 191

Location: Top of inset student page

Original Text: Our society could not function without businesses. Some of the positive impacts of businesses include:

Updated Text: Our society could not function without businesses. Small businesses are particularly important to the Texas economy, contributing to job creation, economic growth, innovation, diversity, and the overall well-being of local communities. Some other positive impacts of businesses include:

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 196-197

Location: Entrepreneurship second paragraph

Original Text: Starting and owning your own small business can be a rewarding, yet challenging, experience. Entrepreneurs are important to the overall economy, and many have created products that have improved our way of life. Bill Gates, the founder of Microsoft, and Mark Zuckerberg, the founder of Facebook (now Meta), are high-profile examples of entrepreneurs who have created products or services that have changed the world. And they became billionaires in the process. While most entrepreneurs do not reach this level of success, many do gain significant financial reward.

Updated Text: Starting and owning your own small business can be a rewarding, yet challenging, experience. Entrepreneurs are important to the overall economy, and many have created products that have improved our way of life. Texas has produced several extremely successful leaders of business and industry, both in the past and in recent history. Here are just a few: • Ross Perot Sr: Founder of Electronic Data Systems (EDS) and two-time U.S. presidential candidate. • T. Boone Pickens: A well-known oil tycoon and founder of BP Capital Management. • Mark Cuban: Entrepreneur, investor, and owner of the Dallas Mavericks NBA team. • Michael Dell: Founder and CEO of Dell Technologies, one of the world's largest technology companies. • Red McCombs: A successful entrepreneur and co-founder of Clear Channel Communications (now iHeartMedia) and owner of several sports teams. • Sarah Johnson: A visionary tech entrepreneur known for founding a successful AI startup that revolutionized the healthcare industry. • Maria Garcia: A renowned fashion designer whose eponymous brand has gained international acclaim for its unique blend of Texan heritage and global style. • Jennifer Martinez: A marketing maven who has spearheaded successful campaigns for Fortune 500 companies, earning accolades for her creativity and strategic thinking.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 196-197

Location: Entrepreneurship second paragraph of inset student page

Original Text: Starting and owning your own small business can be a rewarding, yet challenging, experience. Entrepreneurs are important to the overall economy, and many have created products that have improved our way of life. Bill Gates, the founder of Microsoft, and Mark Zuckerberg, the founder of Facebook (now Meta), are high-profile examples of entrepreneurs who have created products or services that have changed the world. And they became billionaires in the process. While most entrepreneurs do not reach this level of success, many do gain significant financial reward.

Updated Text: Starting and owning your own small business can be a rewarding, yet challenging, experience. Entrepreneurs are important to the overall economy, and many have created products that have improved our way of life. Texas has produced several extremely successful leaders of business and industry, both in the past and in recent history. Here are just a few: • Ross Perot Sr: Founder of Electronic Data Systems (EDS) and two-time U.S. presidential candidate. • T. Boone Pickens: A well-known oil tycoon and founder of BP Capital Management. • Mark Cuban: Entrepreneur, investor, and owner of the Dallas Mavericks NBA team. • Michael Dell: Founder and CEO of Dell

Technologies, one of the world's largest technology companies. • Red McCombs: A successful entrepreneur and co-founder of Clear Channel Communications (now iHeartMedia) and owner of several sports teams. • Sarah Johnson: A visionary tech entrepreneur known for founding a successful AI startup that revolutionized the healthcare industry. • Maria Garcia: A renowned fashion designer whose eponymous brand has gained international acclaim for its unique blend of Texan heritage and global style. • Jennifer Martinez: A marketing maven who has spearheaded successful campaigns for Fortune 500 companies, earning accolades for her creativity and strategic thinking.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 203

Location: Third to last paragraph

Original Text: The federal government does not provide grants to start small businesses. There are grants for nonprofit and education institutions, but these are organizations that focus mainly on medicine, technology development, and other related fields. The federal government does offer programs to help with business recovery after natural disasters, most recently the COVID-19 pandemic. They also have different types of loan programs that a small business might be eligible for receive. The Small Business Administration (SBA) provides grants to small businesses engaged in scientific research and development. The Small Business Innovation Research grants provide grant funding for research that helps achieve federal research and development objectives and has a high potential for commercial success. Other grants are available to help small businesses begin exporting products.

Updated Text: The federal government does offer programs to help with business recovery after natural disasters, most recently the COVID-19 pandemic. They also have different types of loan programs that a small business might be eligible to receive. The Small Business Administration (SBA) provides grants to small businesses engaged in scientific research and development. The Small Business Innovation Research grants provide grant funding for research that helps achieve federal research and development objectives and has a high potential for commercial success. Other grants are available to help small businesses begin exporting products.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 203

Location: Third to last paragraph of inset student page

Original Text: The federal government does not provide grants to start small businesses. There are grants for nonprofit and education institutions, but these are organizations that focus mainly on medicine, technology development, and other related fields. The federal government does offer programs to help with business recovery after natural disasters, most recently the COVID-19 pandemic. They also have different types of loan programs that a small business might be eligible for receive. The Small Business Administration (SBA) provides grants to small businesses engaged in scientific research and development. The Small Business Innovation Research grants provide grant funding for research that helps achieve federal research and development objectives and has a high potential for commercial success. Other grants are available to help small businesses begin exporting products.

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Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 209

Location: Top of page

Original Text: Figure 9.12 Eco-Friendly Companies Businesses are beginning to adopt more sustainable practices and initiatives. Green Entrepreneurship As the population ages, the generations raised to care more about the environment are beginning to exert a lot of influence on how businesses operate. Many of them are starting their own “green” or “eco-friendly” companies. This is known as green entrepreneurship, the practice of starting a business venture that focuses on improving the environment. This trend is not new, but growth in this sector is beginning to accelerate. Existing firms adopting more sustainability practices, such as encouraging employees to participate in green initiatives or donating funds to environmental projects. Young entrepreneurs with innovative ideas about sustainability or solving environmental problems may find themselves in a good position to raise start-up funds for these types of businesses. When thinking about your business, ask yourself how your business might help solve environmental or social problems. If you can come up with a practical answer, you may be on your way to becoming a green entrepreneur.

Updated Text: Figure 9.12 Influencers An influencer is someone who has credibility with a specific audience and uses that credibility to encourage their audience to buy products.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 209

Location: Top of inset student page

Original Text: Figure 9.12 Eco-Friendly Companies Businesses are beginning to adopt more sustainable practices and initiatives. Green Entrepreneurship As the population ages, the generations raised to care more about the environment are beginning to exert a lot of influence on how businesses operate. Many of them are starting their own “green” or “eco-friendly” companies. This is known as green entrepreneurship, the practice of starting a business venture that focuses on improving the environment. This trend is not new, but growth in this sector is beginning to accelerate. Existing firms adopting more sustainability practices, such as encouraging employees to participate in green initiatives or donating funds to environmental projects. Young entrepreneurs with innovative ideas about sustainability or solving environmental problems may find themselves in a good position to raise start-up funds for these types of businesses. When thinking about your business, ask yourself how your business might help solve environmental or social problems. If you can come up with a practical answer, you may be on your way to becoming a green entrepreneur.

Updated Text: Figure 9.12 Influencers An influencer is someone who has credibility with a specific audience and uses that credibility to encourage their audience to buy products.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Type: Editorial Change

Current Page Number(s): 61

Location: Bottom of page

Original Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem’s opportunity costs for saving for a

house? His opportunity costs are 24 hours a month reduction in gym time. Achieving long-term goals takes much planning, sacrifice, and effort. Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Updated Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem’s opportunity costs for saving for a house? Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Type: Editorial Change

Current Page Number(s): 61

Location: Bottom of inset student page

Original Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem’s opportunity costs for saving for a house? His opportunity costs are 24 hours a month reduction in gym time. Achieving long-term goals takes much planning, sacrifice, and effort. Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Updated Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem’s opportunity costs for saving for a house? Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Publisher: Savvas Learning

Anatomy and Physiology

Program: Anatomy, Physiology, and Disease for Texas (Print with digital): TEKS

Editorial Changes

Component: *Anatomy, Physiology, & Disease for Texas Student Edition*

ISBN: 9780138045296

Type: Editorial Change

Current Page Number(s): 572

Location: Pronunciation Guide

Original Text: anhidrosis (an high DROH sis)bacilli (bah SILL eye)chlamydia trachomatis (klah MID ee ah tray KOH mah tiss)forensic science (for IN sick)geriatric (JAIR ee AT rick)herpes simplex virus 2 (HER peez)human papilloma virus (pap ih LOW ma)incontinence (in KAH tih nens)neisseria gonorrhoea (nye SEE ree ah gon oh REE ah)spina bifida (SPY nah BIFF ih dah)thallium (THAL ee um)treponema pallidum (TREP oh NEE mah PAL ih dum)

Updated Text: accuracy (A kyr uh see) aesthetic (ahs THEH tick)empirical (ehm PEE ruh kl)median (MEE dee uhn)precision (pruh SI zhn)qualitative (KWAA luh tay tuhv)quantitative (KWAAN tuh tay tiv)

Component: *Anatomy, Physiology, & Disease for Texas Teacher's Edition*

ISBN: 9780138045340

Type: Editorial Change

Original Text: anhidrosis (an high DROH sis)bacilli (bah SILL eye)chlamydia trachomatis (klah MID ee ah tray KOH mah tiss)forensic science (for IN sick)geriatric (JAIR ee AT rick)herpes simplex virus 2 (HER peeze)human papilloma virus (pap ih LOW ma)incontinence (in KAH tih nens)neisseria gonorrhoea (nye SEE ree ah gon oh REE ah)spina bifida (SPY nah BIFF ih dah)thallium (THAL ee um)treponema pallidum (TREP oh NEE mah PAL ih dum)

Updated Text: accuracy (A kyr uh see) aesthetic (ahs THEH tick)empirical (ehm PEE ruh kl)median (MEE dee uh)precision (pruh SI zhn)qualitative (KWAAN tuh tay tiv)quantitative (KWAAN tuh tay tiv)

Publisher: Savvas Learning

Computer Science I

Program: Computer Science I for Texas (Print with digital): TEKS

Editorial Changes

Component: *Computer Science I*

ISBN: 9780138043162

Type: Editorial Change

Current Page Number(s): 361

Location: Short Answer, 1 through 6

Original Text: 1. Look at the following statement: numbers = [10, 20, 30, 40, 50] a. How many elements does the list have? b. What is the index of the first element in the list? c. What is the index of the last element in the list? 2. Look at the following statement: numbers = [1, 2, 3] a. What value is stored in numbers[2]? b. What value is stored in numbers[0]? c. What value is stored in numbers[-1]? 3. What will the following code display? values = [2, 4, 6, 8, 10] print(values[1:3]) 4. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7] print(numbers[5:]) 5. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7, 8] print(numbers[-4:]) 6. What does the following code display? values = [2] * 5 print(values)

Updated Text: 1. Look at the following statement: numbers = [10, 20, 30, 40, 50] a. Identify the structured data type of the one-dimensional array (list). b. How many elements does the list have? c. What is the index of the first element in the list? d. What is the index of the last element in the list? e. Give an example of how you might use the structured data type to modify the array (list)? 2. Look at the following statement: numbers = [1, 2, 3] a. Identify the structured data type of the one-dimensional array (list). b. What value is stored in numbers[2]? c. What value is stored in numbers[0]? d. What value is stored in numbers[-1]? e. Give an example of how you might use the structured data type to modify the array (list)? 3. Identify the structured data type you would use to modify the data in the following one-dimensional array, and then use the structured data type to modify the data. values = [2, 4, 6, 8, 10] print(values[1:3]) 4. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7] print(numbers[5:]) 5. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7, 8] print(numbers[-4:]) 6. What does the following code display? values = [2] * 5 print(values)

Component: *Computer Science I Teacher's Wraparound Edition*

ISBN: 9780138043179

Type: Editorial Change

Current Page Number(s): 361

Location: Short Answer, 1 through 6 on inset student page

Original Text: 1. Look at the following statement: numbers = [10, 20, 30, 40, 50] a. How many elements does the list have? b. What is the index of the first element in the list? c. What is the index of the last element in the list? 2. Look at the following statement: numbers = [1, 2, 3] a. What value is stored in numbers[2]? b. What value is stored in numbers[0]? c. What value is stored in numbers[-1]? 3. What will the following code display? values = [2, 4, 6, 8, 10] print(values[1:3]) 4. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7] print(numbers[5:]) 5. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7, 8] print(numbers[-4:]) 6. What does the following code display? values = [2] * 5 print(values)

Updated Text: 1. Look at the following statement: numbers = [10, 20, 30, 40, 50] a. Identify the structured data type of the one-dimensional array (list). b. How many elements does the list have? c. What is the index of the first element in the list? d. What is the index of the last element in the list? e. Give an example of how you might use the structured data type to modify the array (list)? 2. Look at the following statement: numbers = [1, 2, 3] a. Identify the structured data type of the one-dimensional array (list). b. What value is stored in numbers[2]? c. What value is stored in numbers[0]? d. What value is stored in numbers[-1]? e. Give an example of how you might use the structured data type to modify the array (list)? 3. Identify the structured data type you would use to modify the data in the following one-dimensional array, and then use the structured data type to modify the data. values = [2, 4, 6, 8, 10] print(values[1:3]) 4. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7] print(numbers[5:]) 5. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7, 8] print(numbers[-4:]) 6. What does the following code display? values = [2] * 5 print(values)

Component: *Computer Science I*

ISBN: 9780138043162

Type: Editorial Change

Current Page Number(s): 361-362

Location: Algorithm Workbench, 1 through 5

Original Text: Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume names references a list. Write a for loop that displays each element of the list. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the names variable references a list of strings. Write code that determines whether 'Ruby' is in the names list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Updated Text: Algorithm Workbench 1. Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume names references a one-dimensional array (list). Identify the structured data type in the array (list) and then write a for loop that uses the structured data type to transverse the array (list) to display each element of the list in a different order for each iteration. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the names variable references a list of strings. Identify the structured data type of the array (list) and use it to write code that transverses the list to determines whether 'Ruby' is in the names list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Component: *Computer Science I Teacher's Wraparound Edition*

ISBN: 9780138043179

Type: Editorial Change

Current Page Number(s): 361-362

Location: Algorithm Workbench, 1 through 5 on inset student page

Original Text: Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume names references a list. Write a for loop that displays each element of the list. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the names variable references a list of

strings. Write code that determines whether 'Ruby' is in the names list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Updated Text: Algorithm Workbench 1. Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume names references a one-dimensional array (list). Identify the structured data type in the array (list) and then write a for loop that uses the structured data type to transverse the array (list) to display each element of the list in a different order for each iteration. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the names variable references a list of strings. Identify the structured data type of the array (list) and use it to write code that transverses the list to determines whether 'Ruby' is in the names list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Publisher: Savvas Learning

Forensic Science

Program: Forensic Science for Texas (Print with digital): TEKS

Editorial Changes

Component: *Forensic Science for Texas Student Edition*

ISBN: 9780138046200

Type: Editorial Change

Current Page Number(s): 590

Location: First Principle Box

Original Text: First Principle: Fingerprint Is an IndividualCharacteristic; No Two Fingers Have YetBeen Found to Possess Identical RidgeChacteristics

Updated Text: First Principle: Fingerprint Is an IndividualCharacteristic; No Two Fingers Have YetBeen Found to Possess Identical RidgeCharacteristics

Component: *Forensic Science for Texas Teacher Edition*

ISBN: 9780138046224

Type: Editorial Change

Current Page Number(s): 590

Location: First Principle Box of Inset Student Page

Original Text: First Principle: Fingerprint Is an IndividualCharacteristic; No Two Fingers Have YetBeen Found to Possess Identical RidgeChacteristics

Updated Text: First Principle: Fingerprint Is an IndividualCharacteristic; No Two Fingers Have YetBeen Found to Possess Identical RidgeCharacteristics

Publisher: Savvas Learning

Fundamentals of Computer Science

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

Feedback and Publisher Responses

Component: *Fundamentals of Computer Science for Texas, Student Edition*

ISBN: 9780138045074

Page Number(s): 530

Feedback Text: Definition of computer virus appears to be essentially copied from Wikipedia.

Publisher Response: Passage updated

Publisher: Studies Weekly

Science, Grade K

Program: Texas Science Studies Weekly: Kindergarten: TEKS

Editorial Changes

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Location: Teacher Edition, Unit 16, Activities, 1, 8, 9, left-hand column (PDF pgs 1-36)

Original Text: Activity 1: What is Change? Activity 9: Applied Science Writing

Updated Text: (capitalize 'is') Activity 1: What Is Change? (add :) Activity 9: Watch It Grow: Applied Science Writing

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Location: Teacher Edition, Unit 5, Activity 5, "Teacher Note" Step 1, "Whole Group" Step 1 (PDF pg. 22)

Original Text: Adventure Reader: Shadows and Light Printable

Updated Text: (change to bold and green in both places) Adventure Reader: Shadows and Light Printable

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Location: Printable: Studies Weekly Online, Unit 16 (PDF pgs. 1-4)

Original Text: update text

Updated Text: Activity 2: Use students' participation in the seed investigation to check for proficiency of the success criteria. Activity 3 Use students' responses in the student edition to check for proficiency of the success criteria.

Activity 4 Use students' responses in the student edition to check for proficiency of the success criteria. Activity 7 Use students' responses in the student edition to check for proficiency of the success criteria. Activity 8 Use student

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

participation to check for proficiency of the success criteria. Activity 9 Use students' responses in the student edition to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Location: Teacher Edition, Unit 9, Activities 2, 3, 4, left-hand columns (PDF pgs. 13, 17, 21)

Original Text: N/A

Updated Text: (add thumbnails to left-hand column) Activity 2: My Weekly Weather Chart (Explore Path) What's the Weather (add thumbnails to left-hand column) Activity 3: My Weekly Weather Chart (Explore path) Applied Science Writing (add thumbnail to left-hand column) Activity 4: My Weekly Weather Chart

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Location: Printable: Studies Weekly Online, Unit 5, Activity 2, "Light and Shadow Cards" (PDF pg. 1)

Original Text: Light and Shadow

Updated Text: (add text) Light and Shadow Cards

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Location: Printable: Studies Weekly Online, Unit 5, Activity 6 "Color, Size and Shape"

Original Text: Color, Size and Shape

Updated Text: (add text) Color, Size and Shape Sort

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Location: Student Edition, Unit 1 Week 2, Activities 1-4 (PDF pgs 1-3)

Original Text: patterns, cause and effect, system, model, scale proportion, quantity

Updated Text: (bold text) patterns, cause and effect, system, model, scale proportion, quantity

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Location: Teacher Edition, Unit 8, Activity 1, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (add thumbnails to left-hand column) Wellness Rock Sample Teacher Instruction Page Rock Sample Picture Cards

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Location: Teacher Edition, Unit 7, Activity 3 and 4, left-hand columns (PDF pgs. 18, 22)

Original Text: My Star Story

Updated Text: (replace text) My Star Story

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Location: Student Edition, Unit 1, Week 2, Activity 5 (PDF pg. 3)

Original Text: N/A

Updated Text: Add Scale, Proportion, and Quantity button icon

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 15, Activity 3 "Sight and Sound System Model" (PDF pg.1)

Original Text: Sound System Model printable and title on SWO

Updated Text: (replaced text) Sight and Sound System Model

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, Activity 7 "My Animal's Shelter" footer (PDF pg. 1)

Original Text: Animal Discover

Updated Text: (added y) Animal Discovery

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, "Teacher Instruction Page" (PDF pg. 1)

Original Text: plastic straws (2)

Updated Text: (updated text) plastic straws (four per student)

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Student Edition, Unit 17, Activity 1 (PDF pg. 1)

Original Text: Collect Evidence button

Updated Text: (replaced SEP button) Ask Questions and Define Problems

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 7, Activity 1 (PDF pg. 1)

Original Text: Self Assessment Students will self-assess by circling a thumbs up or thumbs down and writing the number of questions they wrote about the phenomenon.

Updated Text: (add hyphen) Self-Assessment (change description to) Use the Questioning Self Assessment printable to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 16, Activity 1, "Pre-Scsprouting Peas and Lettuce Seeds Teacher Instruction Page" (PDF pg. 1)

Original Text: N/A

Updated Text: (added photos)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, "Answer Keys" (PDF pg 1)

Original Text: Student Edition Response

Updated Text: (replaced text) Participation

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 1 Week 1, (PDF pg. 1)

Original Text: **Science**, scientist, engineer and engineering

Updated Text: (bolded text) **Science**, scientist, engineer and engineering

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783752SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 10, Activity 1 (PDF pg. 1) Teacher Edition, Activity 1, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (changed button on TE and SE) Design Solutions

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 11, "Answer Key" (PDF pg. 1)

Original Text: Activity 1: Self Assessment Activity 1: Use the Questioning Self Assessment printable....

Updated Text: (replace text) Activity 1: Self-Assessment needs a hyphen Activity 1: Use the Questioning Self-Assessment to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 3, "Wellness: What is a Growth Mindset" (PDF pg. 1)

Original Text: growth mindset (unbolded)

Updated Text: growth mindset

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 9, Unit Assessment (PDF pg. 1)

Original Text: Texas Science Studies Weekly: Kindergarten Grade

Updated Text: (replace title) Kindergarten

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 5, Student Edition, Activity 6 (pg. 1)

Original Text: materials

Updated Text: (bold text) materials

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, "Teacher Instructions" (PDF pg. 1)

Original Text: Rock On!

Updated Text: (Replace title) Rock Sample Teacher Instruction Page

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 6, Activity 1, Explore Path, "Wellness" (PDF pg. 1)

Original Text: N/A

Updated Text: (Add text to Wellness Lesson Plan -replace step 2 and 3, then continue with existing numbering and content) 2. Using the Days of the Week printable, lead students in naming each day of the week. 3. Have students write and trace the days of the week on their printable, and color the row that aligns with the day of the week it is today.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, Activity 3, "My Animal Needs Water" footer (PDF pg. 1)

Original Text: (footer) Activity 4

Updated Text: (replace activity number) Activity 3

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 13, "Answer Keys" (PDF pgs. 1-2)

Original Text: Activity 1: Self-Assessment needs a hyphen Activity 4: Student edition answers don't match answer key.

Updated Text: (added hyphen) Activity 1: Self-Assessment (replaced text student edition answers- top box) Activity 4: Students should circle air, water and the dog bone, and write (dog). Students should circle the orange, flower, and air and write the word bug. Students should draw themselves and circle their needs sandwich, apple, water, and air and their own name with a capital letter.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 1-2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 2, "Home Learning Letter" (PDF pg. 1-2)

Original Text: N/A

Updated Text: describe: to tell about something with words, pictures, figures, or models material: what something is made of object: a physical thing that is observed using your senses physical: something you can experience by seeing or touching property: an observed or measured characteristic that can be used to describe or identify matter senses: how living things see, taste, touch, and hear things in the world texture: a property that tells how something feels

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 12, "Answer Keys" (PDF pgs. 1-2)

Original Text: Activity 1: Self Assessment Activity 3: Use student edition responses to check for proficiency of the success criteria. Activity 4: Participation

Updated Text: (added hyphen) Activity 1: Self-Assessment (changed description) Activity 3: Use students' responses circling whether plants are lacking space or nutrients in the student edition to check for proficiency of the success criteria. (replaced formative assessment text) Activity 4: Student Edition Response

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-2

Location: Studies Weekly Online, Unit 1, Week 1, Poster Pal, Activities 2, 5, "Intorduction to Science And Engineering" (PDF pg. 1-2)

Original Text: 'Intorduction' to Science and Engineering

Updated Text: (fixed typo) Introduction

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 12, Activity 2, "Cress Plant Journal" (PDF pgs. 1-2)

Original Text: TRR Approved New Content Drawing with no sprouts Drawing with possible sprouts Drawing with possible visible sprouts Drawing with visible sprouts

Updated Text: (replaced answer key text) Drawing with soil and no sprouts. Drawing with soil and possible sprouts. Drawing with soil and visible sprouts. Drawing with soil and visible sprouts.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 10 "Answer Keys" (PDF pg. 1-3))

Original Text: Update assessment types and descriptions on answer keys Activities 1-9

Updated Text: (updated descriptions/types on answer key) Activity 1: Participation Use the student responses to the engineering problem to check for proficiency of the success criteria. Use the "Define" section of the Engineering Design Rubric printable for guidance. Activity 2: Participation Activity 3: Student Edition Responses Activity 4: Participation Activity 7: Engineering Design Rubric Check for proficiency of the success criteria using the 'Ideate' section of the Engineering Design Rubric. Activity 8: Participation. Use student participation creating the plan, to check for proficiency of the success criteria. Activity 9: Engineering Design Rubric. Use the 'Test' section of the Engineering Design Rubric to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 9, Answer Keys (PDF pgs.1-3)

Original Text: Update activities 1-4

Updated Text: (Replace with hyphen and correct description) Activity 1: Self-Assessment Use the Questioning Self-Assessment printable to check for proficiency of the success criteria. (Change text description to:) Activity 2: Use the weather response in the student edition to check for proficiency of the success criteria. (Change text description to:) Activity 3: Use the seasons chart in the student edition to check for proficiency of the success criteria. (Change text description to:) Activity 4: Use participation to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 15, "Answer Keys" (PDF pgs 1-3)

Original Text: Answer key fixes needed

Updated Text: (updated assessment description) Activity 1: Use the Questioning Self-Assessment printable to check for proficiency of the success criteria. (Updated assessment description) Activity 2: Answers may vary but could include students circling all of the eyes of the animals and drawing and animal and themselves with eyes. (updated formative assessment type) Activity 3: Participation (updated formative assessment type) Activity 4: participation. (updated assessment description) Use anecdotal data from students' conversations about the ways animals move to check for proficiency of the success criteria. (updated student edition answers) Activity 6: Students should trace the word grasp and circles a face to indicate how helpful they think grasping is.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 5, "Save the Puppet Show: Answer Keys" (PDF pgs. 1-3)

Original Text: (Act. 8) Artifacts may vary but should reflect a designed solution to the engineering problem. (Act. 9) Answers may vary but could include a variety of student drawing depicting the results of testing their designs.

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Updated Text: Act. 8 replace text) Use the student artifact of their created solution to evaluate their understanding and mastery of the success criteria. (Act. 9 replace text) Use student participation to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-34

Location: Studies Weekly Online: Student Edition, Unit 10, Activities 2, 7, 8, 9 (Online content)

Original Text: Missing/incorrect student directions

Updated Text: (Addeed/Replaced student directions) (Activity 2) Use a separate piece of paper or complete your answers in your student editon. (Activity 7) Use a separate piece of paper or complete your answers in your student editon. (Activity 8) Use a separate piece of paper or complete your answers in your student editon. (Activity 9) Use a separate piece of paper or complete your answers in your student editon.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-34

Location: Teacher Edition, Activity 1, Standards Coverage Chart, Activity left-hand columns (PDF pgs. 1-34)

Original Text: Missing standards and activities from standards coverage chart.

Updated Text: (Added standards) (Activity 1) (delete ing) Ask Questions Ask Questions and Define Problems (add activity 6) (added standard and activities) K.1: Collect Evidence E: Collect observations and measurements as evidence. (Activities 2, 3, 4, 6, 7) Activity 4: (left-hand column added) Collect and Organize Data

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-34

Location: Teacher Edition, Unit 13, ELPS in Standards Coverage Chart and left-hand columns

Original Text: activity 1 missing ELPS 1A Activity 2 missing ELPS 5B Standards Coverage Chart: Missing activity 4 listed with ELPS 3B Standards Coverage Chart: Missing ELPS 3D Activity 9 missing ELPS 3B

Updated Text: (added ELPS) Activity 1: - Added ELPS 1A to the left-hand column Activity 2: Added ELPS 5B to the left-hand column (added elps) Standards Coverage Chart: (added Activity 4) ELPS 3B (Added to the Standards coverage table:) 3.D: Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. (Activities 6, 7) Activity 9: Added ELPS 3B to the left-hand column

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-34

Location: Teacher Edition, Unit 4, Activity 6, Coverage Chart and left-hand columns (PDF pgs. 1-34)

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Add capitalization and punctuation) Formatting in coverage chart ELPS (Add capitalization and punctuation) Formatting in left-hand columns for ELAR and MATH

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-34

Location: Teacher Edition, Unit 10, Activities 2, 7, 8, 9, left-hand columns (PDF pgs. 1-34)

Original Text: Activity 7: Science or Windmills and Turbines printable

Updated Text: (Added thumbnail) Activity 2: Breathe and Explore (Delete the text 'printable' off sidebar) Activity 7: (moved text to discovery path) Wind Device: Teacher Instruction Page (Added thumbnails) Activity 9: Applied Science Writing: Wind in My World and (explore path) Plan to Improve

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 8, "Answer Keys" (PDF pgs. 1-4)

Original Text: Activity 1: Student Edition Response Activity 1: Students will self-assess by circling a thumbs-up or thumbs-down and writing the number of questions they wrote about the phenomenon. Activity 3: Student Artifact Activity 6: Student Edition Response Activity 7: Student Artifact

Updated Text: (add hyphen) Activity 1: Self-Assessment (Update Description) Use the Questioning Self Assessment printable to check for proficiency of the success criteria. (Replace assessment type) Activity 3: Student Edition Response (Replace assessment type) Activity 6: Participation (Replace assessment type) Activity 7: Participation

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Student Edition, Unit 17, Activities 4, 6, 7 (PDF pgs. 1-4)

Original Text: updated buttons

Updated Text: (add correct SEP and RTC buttons) Activity 1 SEP Ask Questions and Define Problems Activity 4 RTCs Patterns Activity 6 RTCs Patterns Activity 6 (Add SEP button) Advantages and Limitations of Models Activity 7: RTC Patterns

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 12, "Word Wall Cards" (PDF pgs. 1-4)

Original Text: nutrients

Updated Text: (deleted s) nutrient

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1-5

Location: Printable: Studies Weekly Online, Unit 17 "Answer Keys" (PDF pgs. 1-5)

Original Text: Assessment types

Updated Text: (Changed Answer Key Assessment types pink box) Activity 1 Self-Assessment Activity 2 Participation Activity 3 Student Edition Response (change text) Activity 3: Use students' responses in the student edition to check for proficiency of the success criteria. Activity 7 Student Edition Response Activity 8 Participation

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.1

Location: Teacher Edition, Unit 1, Week 1, Activity 2, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (Added vocabulary term) tool: a device used to solve a problem

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.1 and 1.4

Location: Teacher Edition, Unit 1, Week 1, Activity Summary Chart (PDF pg. 1) and Success Criteria Chart (PDF pg. 2)

Original Text: Team Work

Updated Text: (deleted space) Teamwork

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.11

Location: Teacher Edition, Unit 1, Week 1, Activity 2 (PDF pg. 11)

Original Text: 10. Watch the video, The Five Senses.

Updated Text: (Deleted) 10. Watch the video, The Five Senses.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.11

Location: Teacher Edition, Unit 1, Week 1, Activity 2, Collaborative Learning, Step 3 (PDF pg. 11)

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (added text) 3. Have students give their ideas for class safety rules by participating in a discussion using multi-word responses. a. This is an opportunity for students to internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment. [ELPS 1A, 1E]

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.15

Location: Teacher Edition, Unit 1, Week 1, Activity 4, PDF pg. 15, left-hand column

Original Text: Fixed Mindset Sort

Updated Text: (changed titles) Growth Mindset Example Cards

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.18

Location: Teacher Edition, Unit 1, Week 2, "Standards Coverage Chart" (PDF pg. 2)

Original Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 3)

Updated Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 2)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1, Week 1, Standards Coverage Chart, "Misconceptions" (PDF pg. 2)

Original Text: - In science...- True success...

Updated Text: (switched the order of misconceptions) - True success...- In **Science**,

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1, Week 1, Standards Coverage Chart (pg. 1.2)

Original Text: 1: Learning Strategies A: Use prior knowledge and experiences to understand meanings in English. (Activity 2) 2: Listening C: Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. (Activities 3, 4)

Updated Text: (Added activity 1 to both) 1: Learning Strategies A: Use prior knowledge and experiences to understand meanings in English. (Activities 1, 2) 2: Listening C: Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. (Activities 1, 3, 4)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.20 & 1.28

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart (PDF pg. 2) Teacher Edition, Unit 1, Week 2, Activity 2, Vocabulary, Step 6 (PDF pg. 10)

Original Text: N/A

Updated Text: 6. Ask: What caused the car to move? 7. Say: Turn to a science partner and reuse the vocabulary term 'cause and effect' in a meaningful way. a. This is an opportunity for students to internalize new basic language by using it and reusing it in meaningful ways in speaking activities that build concept and language attainment. [ELPS 1E] 1E; internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment. (Activity 2)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.20 and 1.21

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, (PDF pg. 12)

Original Text: model: a visual or 3D representation of a process, system, or idea, typically on a smaller scale than the original part: some but not all of something pattern: something that has order, follows rules, and repeats proportion: when the size of a part or number is compared to other parts or a whole scale: an object's size in relation to other objects stability: when something works well and is not likely to change structure: the way something is made or the parts of a living thing system: a group of related things that work together as a whole quantity: an exact or measured amount

Updated Text: model: a visual or 3D representation of a process, system, or idea, typically on a smaller scale than the original part: some but not all of something pattern: something that has order, follows rules, and repeats proportion: when the size of a part or number is compared to other parts or a whole quantity: an exact or measured amount scale: an object's size in relation to other objects stability: when something works well and is not likely to change structure: the way something is made or the parts of a living thing system: a group of related things that work together as a whole

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.24

Location: Teacher Edition, Unit 1, Week 2, Activity 1, "Formative Assessment" (PDF pg. 8)

Original Text: Use the Patterns printable to check for proficiency of the success criteria.

Updated Text: Use participation and the Patterns printable to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.24

Location: Teacher Edition, Unit 1, Week 2, Activity 1, "Formative Assessment" (PDF pg. 8)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Use the Patterns printable to check for proficiency of the success criteria.

Updated Text: (updated text) Use participation and the Patterns printable to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.26

Location: Teacher Edition, Unit 1 Week 2, Activity 2, "Collaborative Learning" (PDF pg. 10)

Original Text: Collaborative Learning

Updated Text: Whole Group

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.3

Location: Teacher Edition, Unit 1, Week 1, Teacher Support Resources Chart (PDF pg. 3)

Original Text: N/A

Updated Text: Let's Investigate: Safety First Content Video Let's Investigate: Using the Right Tools Content Video

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.3

Location: Teacher Edition, Unit 1, Week 1, Materials List (PDF pg. 3)

Original Text: cups coloring supplies stackable math cubes

Updated Text: (updated text) plastic or paper cups (Deleted) coloring supplies (Deleted) stackable math cubes

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.30

Location: Teacher Edition, Unit 1, Week 2, Activity 3 (PDF pg. 12)

Original Text: Accommodations Consider individual circumstances to create an inclusive classroom culture. When it comes to the system and function of students' bodies. These could include any modality or physical accommodations. Ensure students are aware and respectful of differences individuals may have.

Updated Text: (Added Updated Text) Accommodations Consider individual circumstances regarding body systems and functions. Ensure students are aware and respectful of differences people may have. Provide accommodations for modalities or physical activities as necessary.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.37 & 1.51

Location: Teacher Edition, Unit 1, Week 3, Activity 5, Collaborative Learning Step 6 (PDF pg. 16) Teacher Edition, Unit 1, Week 3, Standards Coverage Chart (PDF pg. 2)

Original Text: N/A

Updated Text: 6. Say: You will write or draw a picture of your claim of what you think is in the box. Then you will write or draw the evidence you can hear and feel. a. This is an opportunity to internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. [ELPS 1E, 5B]add 1E to left-side columnCoverage chart 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. (Activity 5)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.43

Location: Teacher Edition, Unit 1, Week 3, Activity 1, Reading to Learn, Step 5 (PDF pg. 8)

Original Text: N/A

Updated Text: 5. Say: Draw or write you observations and questions in your student editions.a. This is an opportunity for students to internalize new basic language by using and reusing vocabulary in meaningful ways in writing activities to build conceptual and language attainment. [ELPS 1E]6. Allow students time to draw or write in their student editions.(Added 1E to left-hand column)(Added to coverage chart)1E: Internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. (Activities 1, 5)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 1.8

Location: Teacher Edition, Unit 1, Week 1, Activity 1, left-hand column, "Vocabulary" (PDF pg. 8)

Original Text: (red text) engineer: (definition)(red text) engineering: (definition)

Updated Text: (switched order of listed vocabulary) (red text) engineering: (definition)(red text) engineer: (definition)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.1-10.34

Location: Teacher Edition, Unit 10, "Materials" (PDF pgs. 1-34)

Original Text: missing/wrong materials

Updated Text: Unit Materials List:(replaced text) coloring materials (added activity number 3)tissue (added activity 4 materials)(bullets)6 in length of yarn (one per student) book (one per student) coloring materials (as needed) cotton balls (one per student) glue sticks (one per student) scissors (one per student) small wrapped candy (one per student) two-speed, electric fan, child-safe (5) (deleted double-text) two-speed electric fan (added explore path materials forActivity 8) cotton balls (one per student) plastic straws (one per student)Activity 6: (replaced text) coloring materialsActivity 2:

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

(added material to left-hand column) tissue (1)Activity 2: (moved materials to discovery path) kazoos (24) straws (6)Activity 8: (replaced text) stackable math cubes (10 per student)Activity 9: (added text) coloring materials Activity 10: (added all materials to unit materials list)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.1-10.34

Location: Teacher Edition, Unit 10, "Materials" (PDF pgs. 1-34)

Original Text: added materials

Updated Text: Unit Materials List: (replaced text) coloring materials (added activity number 3) tissue (added activity 4 materials) (bullets) 6 in length of yarn (one per student) book (one per student) coloring materials (as needed) cotton balls (one per student) glue sticks (one per student) scissors (one per student) small wrapped candy (one per student) two-speed, electric fan, child-safe (5) (deleted double-text) two-speed electric fan (added explore path materials for Activity 8) cotton balls (one per student) plastic straws (one per student) Activity 6: (replaced text) coloring materials Activity 2: (added material to left-hand column) tissue (1) Activity 2: (moved materials to discovery path) kazoos (24) straws (6) Activity 8: (replaced text) stackable math cubes (10 per student) Activity 9: (added text) coloring materials Activity 10: (added all materials to unit materials list)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.10

Location: Teacher Edition, Unit 10, Activity 1, "Introduce Engineering Scenario", Step 4a., 4th sentence (PDF pg. 10)

Original Text: N/A

Updated Text: (replaced text-sentence 4) Aleki wants to prepare for windy days by building his own tool to be able to tell if it is windy outside without having to go outside.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.10

Location: Teacher Edition, Unit 10, Activity 1, left-hand column (PDF pg. 10)

Original Text: Wellness: Moving My Body

Updated Text: (replaced text) Wellness: Lots of Ways to Move

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.13

Location: Teacher Edition, Unit 10, Activity 2, left-hand column (PDF pg. 13)

Original Text: activity 2; missing printable thumbnail from sidebar

Updated Text: (added thumbnail) Breathe and Explore printable

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.15

Location: Teacher Edition, Unit 10, Activity 2, Explore Path

Original Text: N/A

Updated Text: (Added Teacher note to activity 2:) To address asthma or health conditions. Offer option for the teacher to model the activity if this presents a concern. Explore Path Act. #2 teacher note needed for asthma/health conditions etc.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.15

Location: Teacher Edition, Unit 10, Activity 4, "Teacher Note" (PDF pg. 15)

Original Text: Entire Teacher Note text

Updated Text: (replaced text) Teacher Note: For this activity you will need small, battery operated, child-safe, dual-speed fans. If you choose to use an electric fan, remind students that when they unplug electrical equipment, they should pull from the plug and not the wire.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.2

Location: Printable: Studies Weekly Online, Unit 10 "Home Learning Letter" (PDF pg. 2)

Original Text: change, motion, earth

Updated Text: (deleted) change, motion, earth

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.2, 10.10

Location: Teacher Edition, Unit 10, Activity 1, Activity Titles, (PDF pgs. 2, 10)

Original Text: Activity 1 TE/SWO names don't match; Change SWO to match to TE

Updated Text: (replaced text) Where Did the Wind Go?

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.24

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 10, Activity 6, "Teacher Note" Steps 1 and 3 (PDF pg. 24)

Original Text: Steps 1 and 3

Updated Text: (replace text step 1 and 3) Teacher Note: For this activity you will need small, battery operated, child-safe, dual-speed fans. If you choose to use an electric fan, remind students that when they unplug electrical equipment, they should pull from the plug and not the wire.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.32

Location: Teacher Edition, Unit 10, Activity 9, left-hand column (PDF pg. 32)

Original Text: N/A

Updated Text: (Added thumbnails) Applied Science Writing: Wind in My World Plan to Improve

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.34

Location: Teacher Edition, Unit 10, Activity 10, left-hand column (PDF pg. 34)

Original Text: Poster Pal thumbnail

Updated Text: (deleted) Poster Pal thumbnail

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.5

Location: Teacher Edition, Unit 10, Materials List, Discovery Path and Explore Path (PDF pg. 5)

Original Text: fans

Updated Text: (replaced text) battery-operated, child-safe, dual-speed fans

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.5

Location: Teacher Edition, Unit 10, Materials List, Discovery Path and Explore Path (PDF pg. 5)

Original Text: fans

Updated Text: (replaced text) battery-operated, child-safe, dual-speed fans

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 10.5

Location: Teacher Edition, Unit 10, Materials List (PDF pg. 5)

Original Text: fans

Updated Text: (replaced text on both materials lists) "battery-operated child-safe, dual-speed fans"

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.7

Location: Teacher Edition, Unit 10, Activity 2, Success Criteria Chart (PDF pg. 7)

Original Text: Student Edition Response

Updated Text: (changed text) Participation

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 10.7

Location: Teacher Edition, Unit 10 Activity Summary Chart, Activity 8 (PDF pg. 7)

Original Text: blue outline around activity 8 on the Success Criteria Table

Updated Text: (removed blue border) Activity 8

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.1-11.34

Location: Teacher Edition, Unit 11, Left-hand columns, Activities 1-10 (PDF pgs. 1-34)

Original Text: left-hand columns

Updated Text: Check ALL sidebar ELAR and Math capitalization and formatting.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.17

Location: Teacher Edition, Unit 11, Activity 3, Explore Path, "Soil Sort" (PDF pg. 17)

Original Text: 7. 8. 9. 10. 11 8. Ask:

Updated Text: (changed numbering, bolded text) 1. 2. 3. 4. 5. 2. Ask:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 11.19

Location: Teacher Edition, Unit 11, Activity 4, Whole Group, Step 5 (PDF pg. 19)

Original Text: ELP 4F

Updated Text: (add s) ELPS 4F

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.26

Location: Teacher Edition, Unit 11, Activity 7, left-hand column (PDF pg. 26)

Original Text: Collect Observations

Updated Text: (replaced text) Collect Evidence

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.29

Location: Teacher Edition, Unit 11, Activity 8, left-hand column (PDF pg. 29)

Original Text: N/A

Updated Text: (add printable thumbnail and text) Mini Jackson

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.3

Location: Teacher Edition, Unit 11, Standards Coverage Chart, "SEP K.1 G.", ELPS standards (PDF pg. 3)

Original Text: evidence

Updated Text: (bolded "e" at the end of "evidence in SEP) evidence(capitalized first word in all ELPS)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.33

Location: Teacher Edition, Unit 11, Activity 9, Explore Path, "Title" (PDF pg. 33)

Original Text: Make an Additional Mode

Updated Text: (add 'l') Make an Additional Model

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 11.5

Location: Teacher Edition, Unit 11, Materials List, Explore Path (PDF pg. 5)

Original Text: N/A

Updated Text: (added Explore Path materials) plastic cups, blue glue sticks

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.5

Location: Teacher Edition, Unit 11, Activity 3, left-hand column (PDF pg. 15)

Original Text: soil: the material that covers the land and plants grow in.

Updated Text: soil: material covering the Earth that plants grow in

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.5 and 11.15

Location: Teacher Edition, Unit 11, Materials List, Activity 3, left-hand column (PDF pg. 5 & 15)

Original Text: tape 2

Updated Text: tape 2, 3 tape (one roll)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.6

Location: Teacher Edition, Unit 11, Student Support Resources Chart (PDF pg. 6)

Original Text: Phenomenon video in student support chart

Updated Text: (deleted) Phenomenon Video in Student Support chart

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.7

Location: Teacher Edition, Unit 11, Success Criteria Chart, Activities 1, 5, 8 (PDF pg. 7)

Original Text: Activity 1: I can make observations about a phenomenon and ask questions based on what I notice or wonder about. Activity 5: I can read about the practical uses for soil, water and rocks. Activity 8: I can generate examples of the uses of water in everyday life.

Updated Text: Activity 1: (deleted about) I can make observations about a phenomenon and ask questions based on what I notice or wonder. Activity 5: (replaced text) I can read and collect evidence about the practical uses for soil, water,

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

and rocks. Activity 8: (replaced text) I can generate examples and draw a model of practical uses for rocks, soil, and water.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.7

Location: Teacher Edition, Unit 11, Success Criteria Chart, Activity 7 (PDF pg. 7)

Original Text: Uses for Soil

Updated Text: (replace text) My Use of Soil

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 11.7

Location: Teacher Edition, Unit 11, Success Criteria Chart, Activities 7, 9 (PDF pg. 7)

Original Text: Activity 7: Participation Activity 9: Student Edition Response

Updated Text: (replaced formative assessment types) Activity 7: Student Edition Response Activity 9: Writng Sample

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 12.1

Location: Teacher Edition, Unit 12, "Science Standard" (PDF pg. 1)

Original Text: Science Standard K.12

Updated Text: (added A) Science Standard K.12A

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 12.1-12.21

Location: Teacher Edition, Unit 12, left-hand columns (PDF pgs. 1-21)

Original Text: ELAR and MATH missing capitalizaion and punctuation

Updated Text: (added) capitalization of standards and punctuation

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 12.14

Location: Teacher Edition, Unit 12, left-hand column, "Reading to Learn" Step 3 (PDF pg 14)

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Original Text: N/A

Updated Text: (added) MATH button K.2A Count forward and backward to at least 20 with and without objects.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 12.16

Location: Teacher Edition, Unit 12, Activity 3, "Vocabulary" Step 9 (PDF pg. 16)

Original Text: 9. Discuss: Describe how you feel.....

Updated Text: (replaced all text from step 9)9. Discuss: Describe how you feel if you haven't had a drink of water for a while during the day, or right after recess? How do you feel? (red text) (thirsty, wanting a drink of water)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 12.16

Location: Teacher Edition, Unit 12, Activity 1, "Introduce Phenomenon and Record Observations, Step 2a. (PDF pg 10)

Original Text: Dallas Arboretum Botanical Garden

Updated Text: (added and) Dallas Arboretum and Botanical Garden

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 12.19

Location: Teacher Edition, Unit 12, Standards Coverage Chart, (PDF pg. 4) Activity 4, left-hand column (PDF pg. 19)

Original Text: N/A

Updated Text: Activity 4 (added to left-hand column) environment: all of the things around us (added text Standards Coverage Chart) environment: all of the things around us

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 12.2, 12.10, 12.12

Location: Teacher Edition, Unit 12, Activity Summary Chart, Activity 1 left-hand column, Activity 1 Explore Path (PDF pgs. 2, 10, 12)

Original Text: Caring For My Mind

Updated Text: (replaced all titles) How Do You Feel?

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 13. 17

Location: Teacher Edition, Unit 13, Activity 3, "Collaborative Learning" Step 4 (PDF pg. 17)

Original Text: math standard formatting

Updated Text: (moved MATH citation) In line with Collaborative Learning Step 4

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13. 25

Location: Teacher Edition, Unit 13, Activity 6, Explore Path, "Hula Hoop Game" (PDF pg. 25)

Original Text: N/A

Updated Text: (added steps 1 and 2, continue existing text at step 3) 1. Spread hula hoops a distance away from each other around an area where it is safe for students to run. 2. Line students up away from the hula hoops.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.10

Location: Teacher Edition, Unit 13, Activity 1, "Introduce Phenomenon and Record Observations" Step 2a (PDF pg. 10)

Original Text: there used to be.

Updated Text: (moved text to be on one line) used to be.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.11

Location: Teacher Edition, Unit 13, Activity 1 "Introduce Phenomenon" (PDF pg. 11)

Original Text: Intrdouce Phenomenon

Updated Text: (replaced text) Create a Student-Driven Question Board

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.13

Location: Teacher Edition, Unit 13, Activity 2, "Teacher Note" (PDF pg. 13)

Original Text: N/A

Updated Text: (added text) Be aware of students with physical limitations. In this activity, students are experiencing evidence of animals need for air by participating in holding their breath. If students have respiratory conditions, demonstrate the activity yourself and allow students to observe.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.13

Location: Teacher Edition, Unit 13, Activity 2, "Misconception" Student-Driven Inquiry, after Step 5 (PDF pg 13)

Original Text: Insects and humans are not animals. Explain that.....

Updated Text: Insects are not animals. Explain to students that there are many types of animals, including insects and even animals that live in water, like fish. Humans are not animals. Explain to students that humans are also animals and have needs just like all other animals on Earth.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.2

Location: Teacher Edition, Unit 13, Activity 4, Explore Path, "I Can Eat Good Food" (PDF pg. 20)

Original Text: N/A

Updated Text: (added missing brackets to end of Explore Path description) ...fuel their bodies. [Connection to Health and Wellness]

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.21 and 13.34

Location: Teacher Edition, Unit 13, Activities 5 and 10, "Success Criteria" (PDF pgs. 21 and 34)

Original Text: Activity 5 N/A Activity 10: Provide students with.....

Updated Text: Activity 5 (added text) I can develop and use a model to show the relationship between animals and their needs. Activity 10 (replaced text) I can apply my learning to write, read, and illustrate text. (moved text that was under success criteria to teacher note) Provide students with.... text and Update text to:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.24

Location: Teacher Edition, Unit 13, Activity 6, left-hand column (PDF pg. 24)

Original Text: ELAR at Step 5

Updated Text: (move up ELAR to Step 3)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.25

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 13, Activity 6, "Success Criteria Chart" (PDF pg. 7)

Original Text: Student Edition Response

Updated Text: (changed to) Participation

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.26

Location: Teacher Edition, Unit 13, Activity 7, left-hand column (PDF pg. 26)

Original Text: N/A

Updated Text: (added) thumbnail "Animal Shelter Match" to sidebar

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.26

Location: Teacher Edition, Unit 13, Activity 7, "Whole Group" Step 1 (PDF pg. 26)

Original Text: 1. Lead students to engage.....

Updated Text: (updated text) 1. Lead students to engage with the photos on the Poster pal, point to each photo one at a time, allowing student discourse as they gather observations about the animals, humans, and their shelter.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.27

Location: Teacher Edition, Unit 13, Activity 7, "Whole Group" Step 4 (PDF pg. 27)

Original Text: (double-space) shelter is important

Updated Text: (deleted space) shelter is important.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.29

Location: Teacher Edition, Unit 13, Activity 8, "Whole Group" Step 5a; 2nd bullet (PDF pg. 29)

Original Text: What animal do you like?

Updated Text: (replaced text) What animal or animals do you like?

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 13.3

Location: Teacher Edition, Unit 13, Standards Coverage Chart, ELPS 3B (PDF pg. 3)

Original Text: pictures

Updated Text: (bolded) pictures

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.32

Location: Teacher Edition, Unit 13, Activity 9, Explore Path "Applied Science Writing" (PDF pg. 32)

Original Text: 2. Have students....

Updated Text: (replace text in step 2) 2. Write about a time at school within the past week when you have felt like you needed more space? Maybe you were in a line that felt cramped for example. Write about a time you needed shelter? Have you ever moved underneath something at recess or on your way to or from school because of the weather? Write about a time at school you would have wanted unlimited drinks from the water fountain or your water bottle.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 13.7 and 13.16

Location: Teacher Edition, Unit 13, "Materials" (PDF pgs. 7 and 16)

Original Text: Missing materials

Updated Text: (added Unit-level materials) Activity 2: Explore Path timer (added left-hand column materials) Activity 3: Discovery Path coloring materials

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 14.15

Location: Teacher Edition, Unit 14, Activity 2, "Reflect and Connect" Step 1a (PDF pg. 15)

Original Text: [ELPS 3D]

Updated Text: (unbolded) [ELPS 3D]

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 14.18

Location: Teacher Edition, Unit 14, Activity 3, left-hand column (PDF pg. 18)

Original Text: 5.6A: Construct.....

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (replaced with correct standard) K.2C: Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 14.19

Location: Teacher Edition, Unit 14, Activity 3, Explore Path, "Leaf Rubbings" (PDF pg. 19)

Original Text: Leaf Rubbings

Updated Text: (deleted s) Leaf Rubbing

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 14.20 and 14.25

Location: Teacher Edition, Unit 14, Activity 5 and 6, "Lesson Headers" (PDF pgs 20 and 25)

Original Text: Activity 5: Explain Activity 6: Elaborate

Updated Text: (changed text) Activity 5: Elaborate Activity 6: Explore

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 14.26

Location: Teacher Edition, Unit 14, Activity 6, "Vocabulary" Step 8 (PDF pg. 26)

Original Text: areparts

Updated Text: (added space) are parts

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 14.32

Location: Teacher Edition, Unit 14, Activity 8, "Teacher Note" Step b. (PDF pg. 32)

Original Text: N/A

Updated Text: (added to teacher note after step a) b. Option: if you don't want to use suggested classroom materials, students can draw and color their plant models instead.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 15.2, 15.17, 15.19

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 15, "Activity Summary Chart" Activity 3, "Explore Path" title, Activity 3 "left-hand column" (PDF pgs. 2, 17, 19)

Original Text: Sound System Model

Updated Text: (replaced text) Sight and Sound System Model

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 15.25

Location: Teacher Edition, Unit 15, Activity 6, "Teacher Note" (PDF pg. 25)

Original Text: N/A

Updated Text: (added text) Be aware of student allergies. This activity asks for a student volunteer to have masking tape touch and stick to their hand, to demonstrate the importance of using their thumbs to grasp. If you would like to use a different material such as a ribbon, or sweatband to fix the student volunteers thumb to their hand, use your discretion.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 15.29

Location: Teacher Edition, Unit 15, Activity 7, left-hand column (PDF pg. 29)

Original Text: Wellness

Updated Text: (replaced text) Wellness: My Needs

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 15.3 and 15.4

Location: Teacher Edition, Unit 15, Standards Coverage Chart "SEP K.2A and ELPS 4F" (PDF pg. 4 and 5)

Original Text: such as their to

Updated Text: (bolded text in SEP K.2A) such as their (bolded text in ELPS 4F) to

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 15.35

Location: Teacher Edition, Unit 15, Activity 10, Success Criteria (PDF pg. 35)

Original Text: N/A

Updated Text: (replaced text) I can identify the different structures that allow armadillos to interact with their environment.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 15.5, 15.25

Location: Teacher Edition, Unit 15, "Materials List" and Activity 6, "Teacher Note" and "left-hand column" (PDF pgs. 5 and 25)

Original Text: scissors

Updated Text: (replace text) child-safe scissors

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 16.12

Location: Teacher Edition, Unit 16, Activity 1, "left-hand column" (PDF pg. 12)

Original Text: Guiding question

Updated Text: (moved text to "Create a Student-Driven Question Board" Step 2a) Guiding Question: How can Miguel explain the changes he sees in the apples he observes?

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 16.20

Location: Teacher Edition, Unit 16, Activity 4, left-hand column (PDF pg. 20)

Original Text: prepared seedlings (from Activity 3)

Updated Text: (replaced text) pre-sprouted seedlings (from activity 3)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 16.27

Location: Teacher Edition, Unit 16, Activity 6, Explore Path, "Whole Group", Step 1 (PDF pg. 27)

Original Text: Say: You are going to create a Plant Crown to take home.

Updated Text: (added text, bolding and color) Say: You are going to create a (green, bolded text) Plant Life Cycle Crown to take home.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 16.4

Location: Teacher Edition, Unit 16, Standards Coverage Chart, "ELPS 1D" (PDF pg. 4)

Original Text: such as

Updated Text: (bolded) such as

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 16.4

Location: Teacher Edition, Unit 16, Standards Coverage Chart, "Misconceptions" (PDF pg. 4)

Original Text: The life cycle ends.

Updated Text: (replaced text) The life cycle of plants ends.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 16.5

Location: Teacher Edition, Unit 16, Unit Materials List (PDF pg. 5)

Original Text: pre-sprouted lettuce seedlings 3, 4pre-sprouted pea seedlings 3, 4

Updated Text: (added activity numbers)pre-sprouted lettuce seedlings 3, 4, 6, 7pre-sprouted pea seedlings 3, 4, 6, 7

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 17.11 and 17.12

Location: Teacher Edition, Unit 17, Activity 1, left-hand column (PDF pg. 12)

Original Text: misplaced guiding question

Updated Text: (moved the guiding question in the left-side column next to #3 under "Create a student-driven question board") Guiding question...

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 17.2 and 17.12

Location: Teacher Edition, Unit 17, Activity 1, Explore Path (PDF pgs. 2 and 12)

Original Text: What Is Change?

Updated Text: (change text) Wellness: Trust

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 17.20

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 17, Activity 4, "Whole Group" Step 4 (PDF pg. 20)

Original Text: N/A

Updated Text: (added additional text: step 4 WHOLE GROUP) 4. Have students turn and ask a science partner using content-based vocabulary, what their claim is about what the young plant will look like. a. This is an opportunity for students to ask for 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. [ELPS 3F]

Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 17.25

Location: Teacher Edition, Unit 17, Activity 6, "left-hand column" (PDF pg. 25)

Original Text: N/A

Updated Text: (added SEP) Advantages and Limitations of Models

Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 17.30

Location: Teacher Edition, Unit 17, Activity 8, "Formative Assessment" (PDF pg. 30)

Original Text: Student Edition Response Use students' responses.....

Updated Text: (changed evidence) Participation (changed description) Use student participation to check for proficiency of the success criteria.

Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 17.31 and 17.32

Location: Teacher Edition, Unit 17, Activity 9, left-hand column, "Explore Path" (PDF pgs. 31-32)

Original Text: Applied Science Writing

Updated Text: Activity 9 (updated left-hand column) Plants Have Parents: Applied Science Writing" Activity 9: (changed text) Explore Path Title Activity 9 Plants Have Parents: Applied Science Writing Activity 9: (Changed green text in Lesson Guide) to: (green text, bolded) Plants Have Parents: Applied Science Writing

Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, "Home Learning Letter" (PDF pg. 2)

Original Text: flower nutrients, plants

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (added s) flowers (Deleted) Review the following terms: nutrients, plants

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 10, "Aleki's Windy Solution: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 5, Activity 7 (PDF pg. 2)

Original Text: Plan to Save the Puppet Show My plan to save puppet show

Updated Text: (delete 2nd My Plan to Save the Puppet Show) Plan to Save the Puppet Show

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 11, "Rock, Water, and Soil Explorers: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 9, "Changing Weather: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 6, "I Spy in the Sky: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Answer Keys" (PDF pg. 2)

Original Text: N/A

Updated Text: (added designed picture showing answers) "Match the Needs" answers

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 11, "Home Learning Letter" (PDF pg. 2)

Original Text: Earth materials, function, structure, rocks

Updated Text: (Deleted text) Earth materials, function, structure, rocks

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, "Trust" (PDF pg. 2)

Original Text: honest

Updated Text: (bolded text) honest

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, "Look Up at the Sky: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 13, Activity 7 (PDF pg. 2)

Original Text: shelter

Updated Text: (bolded) shelter

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, Activity 1, Explore Path, "Wellness" , footer (PDF pg. 2)

Original Text: Animal Discovery

Updated Text: (replace with) Look Up at the Sky

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Watch It Grow: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5, "Engineering Design: Save the Puppet Show: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Plant Needs: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1, Week 2, Poster Pal, Activity 4, "Scale, Proportion, and Quantity" (PDF pg. 2)

Original Text: Activity 4

Updated Text: Activity 4, 5

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 4, "Exploring Natural Bridge Caverns: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 16, "Home Learning Letter" (PDF pg. 2)

Original Text: Review the following terms: needs, roots, stem, structure, soil, flower and fruit

Updated Text: (deleted) Review the following terms: needs, roots, stem, structure, soil, flower and fruit

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5 "Home Learning Letter" (PDF pg. 2)

Original Text: light light source

Updated Text: (delete) light light source

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 17, "Plants Have Parents?: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Home Learning Letter" (PDF pg. 2)

Original Text: environment, plant (and definitions) REVIEW the following terms and air and water nutrients

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (deleted) (words and definitions) environment, plant (deleted) REVIEW the following terms and air and water (delete s) nutrient

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Engineering Design: Miguel's Train Trouble: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 13, "Animal Discovery: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 8, "Rock On: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 17, "Home Learning Letter" (PDF pg. 2)

Original Text: N/A Review the following terms: needs, roots, stem, structure, soil, flower, fruit, seed, seedling, life cycle, and leaves

Updated Text: (add text) needle: a thin, pointed leaf on certain types of plants resemble: to be similar or close to the same tree: a tall plant with a stem called a trunk and branches that grow leaves (deleted) Review the following terms: needs, roots, stem, structure, soil, flower, fruit, seed, seedling, life cycle, and leaves

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Engineering Design: Miguel's Train Trouble: Home Letter" (PDF pg. 2)

Original Text: N/A

Updated Text: (Added the following vocabulary)motion: when the position of an object changesposition: where something is placed in relation to other objects

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Amazing Animals: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 8, "Home Learning Letter" (PDF pg. 2)

Original Text: classify, color, describe, property, shape, size, texture

Updated Text: (Delete text) classify, color, describe, property, shape, size, texture

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 13, "Home Learning Letter" (PDF pg. 2)

Original Text: review vocabulary: air, characteristic, dependence, needs, space, water

Updated Text: (deleted) review vocabulary: air, characteristic, dependence, needs, space, water

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Home Letters" PDF pg. 2)

Original Text: Review the following terms: interact, structure, and function

Updated Text: (deleted) Review the following terms: interact, structure, and function

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Performance Task" (PDF pg. 2)

Original Text: tomato image

Updated Text: (replaced image) apple image

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Teacher Edition, Activity 10, "EDP column" Activity Summary Chart, Activities 7 and 9 (PDF pg. 2)

Original Text: Activity 7: Define Activity 9: Develop

Updated Text: (updated text) Activity 7: Develop Activity 9: Optimize

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 14, "Wonderful Plants: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 9, Activity 3, "Example", Answer Keys (PDF pg. 2)

Original Text: Example: For summer, students could have colored the thermometer.....

Updated Text: (replace text) Example: For summer, students could have drawn symbols to indicate warm weather in the summer box, or symbols to indicate cold weather in the winter box.

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2, 3, 4

Location: Student Edition, Unit 7, Activities 2, 3, 4 (PDF pgs. 2-3)

Original Text: RTCs in activity 2 don't match between SE and TE RTCs in activity 3 don't match between SE and TE SEPs in activity 4 don't match between SE and TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (replace buttons) Activity 2: SEP Collect and Organize Data RTC Stability and Change button (replace buttons) Activity 3: SEP Collect Evidence RTC Patterns (replace buttons) Activity 4: SEP Collect Evidence RTC System and System Models

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2-3

Location: Printable: Studies Weekly Online, Unit 16, Activity 3 "Answer Keys" (PDF pg. 2-3)

Original Text: Student Artifact

Updated Text: (replaced assessment type) Student Edition Response

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 2-4

Location: Student Edition, Unit 1, Week 4, Activities 2, 3, 4, 5 (PDF pgs. 2-3)

Original Text: N/A

Updated Text: (add button) Activity 2: Plan and Conduct Investigations (add button) Activity 3: Develop Models (add button) Activity 4: Collect and Organize Data (add button) Activity 5: Communicate Explanations and Solutions

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.11

Location: Teacher Edition, Unit 2, Activity 1, left-hand column (PDF pg. 11)

Original Text: N/A

Updated Text: (addition of ELP) 1E

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.13

Location: Teacher Edition, Unit 2, Activity 1, left-hand column (PDF pg. 13)

Original Text: objects

Updated Text: (delete s) object

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.15

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 2, Activity 2, left-hand column (PDF pg. 15)

Original Text: N/A

Updated Text: (add) ELPS icon (add text) 1E

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.15, 2.21, 2.28

Location: Teacher Edition, Unit 2, Activities 2, 4, 6, left-hand column (PDF pgs. 15, 21, 28)

Original Text: Coloring Supplies

Updated Text: (replace text with) Coloring Materials

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.16

Location: Teacher Edition, Unit 2, Activity 2, "Vocabulary" Step 7 (PDF pg. 16)

Original Text: 7. Have students turn to a science partner and use the words "color" or "property" in a sentence.

Updated Text: (add elps) 7. Have students turn to a science partner and use the words "color" or "property" in a sentence. [ELPS 1E]

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.18

Location: Teacher Edition, Unit 2, Activity 3, left-hand column (PDF pg. 18)

Original Text: (RTC's) Patterns Scale, Proportion and Quantity Patterns

Updated Text: (RTC's) Patterns Scale, Proportion and Quantity Energy and Matter

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.18

Location: Teacher Edition, Unit 2, Activity 3, left-hand column (PDF pg. 18)

Original Text: Patterns Scale, Proportion and Quantity Patterns

Updated Text: Patterns Scale, Proportion and Quantity Energy and Matter

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 2.25

Location: Teacher Edition, Unit 2, Activity 5, left-hand column (PDF pg. 25)

Original Text: N/a

Updated Text: (addition of text) Collect Evidence

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.28

Location: Teacher Edition, Unit 2, Activity 6, left-hand column (PDF pg. 28)

Original Text: 3I and ELPS button

Updated Text: (deleted) 3I and ELPS button

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.28

Location: Teacher Edition, Unit 2 Activity 6, "Independent Work", Step 2 (PDF pg. 28)

Original Text: a. As you circulate, engage students in speaking about the properties they notice are the same in their student editions, allowing them to provide reasoning to support their choices. [ELPS 3I]

Updated Text: a. As you circulate, engage students in speaking about the properties they notice are the same in their student editions, allowing them to provide reasoning to support their choices.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.28

Location: Teacher Edition, Unit 2, Activity 6, left-hand column (PDF pg. 28)

Original Text: 3I

Updated Text: (delete) 3I

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.3

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)

Original Text: K.3: Listen Actively and Discuss C: Listen actively to others' explanation to identify important evidence and engage respectfully in scientific discussion. (Activities 1, 5)

Updated Text: K.3: Listen Actively and Discuss C: Listen actively to others' explanation to identify important evidence and engage respectfully in scientific discussion. (Activities 1, 5, 9)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.30

Location: Teacher Edition, Unit 2, Activity 7, left-hand column (PDF pg. 30)

Original Text: N/A

Updated Text: Collect and Organize Data

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.30

Location: Teacher Edition, Unit 2, Activity 7, left-hand column (PDF pg. 30)

Original Text: N/A

Updated Text: Activity 7: Add The Explore Path the "Find the Match" printable thumbnail to the sidebar.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.34

Location: Teacher Edition, Unit 2, Activity 9, left-hand column (PDF pg. 34)

Original Text: N/A

Updated Text: Energy and Matter (RTC button) Energy and Matter (text)

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)

Original Text: K.1: Geometry and Measurement: A: Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles. (Activity 3) E: Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size. (Activities 5, 7, 8) D: Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably. (Activity 3) K.2: Geometry and Measurement: B: Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. (Activity 2)

Updated Text: K.6: Geometry and Measurement A: Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles. (Activity 3) E: Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size. (Activities 5, 7, 8) D: Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably. (Activity 3) K.2: Number and Operations: B: Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. (Activity 2)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 3

Location: Student Editon, Unit 6, Activity 3 (PDF pg. 2)

Original Text: (delete) SE SEP icon

Updated Text: (Add button) Analyze Data

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 10, "Answer Keys" (PDF pg 3)

Original Text: Ideate and Plan

Updated Text: (replaced text) Ideate

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 10, "Answer Keys" (PDF pg 3)

Original Text: How many times did your prediction match your evidence?

Updated Text: (replaced text) How many times were you right?

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 14, Activity 3, "SEP button" (PDF pg. 2)

Original Text: Activity 3: Analyze Data button Activity 6: Ask Questions button

Updated Text: (replaced button) Activity 3: Collect and Organize Data button Activity 6: Analyze Data button

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 13, Activity 8, middle spread, right side (PDF pg. 2)

Original Text: Animal Needs

Updated Text: (Added activity #8) 8 Animal Needs

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 3, Activity 10 (PDF pg. 3)

Original Text: Test

Updated Text: (Replaced Title) Improve

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 6, Activity 1, Explore Path, "Wellness" (PDF pg. 3)

Original Text: Update header I Spy in the Sky

Updated Text: (replace title in masthead) Save the Puppet Show

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 8, Activity 7 (PDF pg. 2)

Original Text: N/A

Updated Text: (add RTC button) Patterns

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 3, Activity 9, "Applied Science Writing" (PDF pg. 2)

Original Text: N/A

Updated Text: (Added number 9 and green designed Explore Path border and header "Applied Science Writing" to the blue box at the bottom of the page)

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 13, Activity 8, "Animal Needs" (PDF pg. 2)

Original Text: Animal Needs Animals have needs. Identify and draw their needs. Draw a model to show everything an animal needs.

Updated Text: (deleted) Draw a model to show everything an animal needs. Animal Needs Animals have needs. Identify and draw their needs.

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 2, Activity 7, (PDF pg. 2)

Original Text: N/A

Updated Text: (add SEP button) Collect Evidence

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.1-3.36

Location: Teacher Edition, Unit 3, Unit materials list, left-hand columns (PDF pgs. 1-36)

Original Text: incorrect/missing text

Updated Text: (rewordeded) activity 1 sidebar to say: Magnetic toy trains or prepared magnetic trains (one per student see teacher note) (add to left-hand column) Circle magnets are listed for activity two in the materials list, but they are not listed in the activity sidebar for activity 2. *add to act. 2 sidebar (Unit materials list Restated) Magnetic toy trains or prepared magnetic trains 1, 2, 3, 5, 7, 8, 10 (added Magnetic toy trains or prepared magnetic trains) left-hand columns for activities 1, 2, 3, 5, 7, 8, 10 (added to unit materials list, Activity 2) Small rocks(Added Circle magnets to unit materials list for activity 4) (circle magnets (24) o (Removed activity 10 from discovery unit materials list) remove all materials (REMOVED from the unit materials list, activity 5) Activity ONLY needs coloring materials: (added unit 6 materials to Unit materials list) -Engineering materials, - bar magnets (see left-hand column Activity 6) (added materials to activity 9) Bowls (replaced text) Activity 9 materials with built solutions TOVERALL NOTE: all activity 5 and 10 materials belong in the EXPLORE path materials list

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.1-3.36

Location: Teacher Edition, Unit 3, left-hand columns, (PDF pgs. 1-36)

Original Text: (Standard descriptions end with a semicolon in the left hand column)

Updated Text: (Removed the semicolons at the end of standard descriptions and replaced each with a period)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.13

Location: Teacher Edition, Unit 3, Activity 1, left-hand column (PDF pg. 13)

Original Text: RTC (button) Cause and Effect

Updated Text: (Removed RTC button and Cause and Effect)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.14, 3.17, 3.19, 3.22, 3.27, 3.30, 3.32, 3.35

Location: Teacher Edition, Unit 3, Activities 1-4 and 6-9 (PDF pg. 14, 17, 19, 22, 27, 30, 32, 35)

Original Text: (Formative Assessment Descriptions) (Activities 1 - 4) Use the "Define" section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 6) Use the "Ideate" section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 7) Use the "Plan" section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 8) Use the creation of their design and the "Create" section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 9) Use the "Test" section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

Updated Text: (Updated Formative Assessment Descriptions. See below.) (Activity 1) Use the Engineering Design Rubric printable and student edition answers to check for proficiency of the success criteria. (Activity 2) Use student edition responses and the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 3) Use student participation and the 'Define' section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 4) Use student edition responses and the 'Define' section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 6) Use student edition responses and the 'Ideate' section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 7) Use student participation and the 'Plan' section of the Engineering Design Rubric printable to check for proficiency of the success criteria. (Activity 8) Use the student artifact of their created solution and the 'Create' section of the Engineering Design Rubric to check for proficiency of the success criteria. (Activity 9) Use student participation and the 'Test' section of the Engineering Design Rubric to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.15

Location: Teacher Edition, Unit 3, Activity 2, left-hand column (PDF pg. 15)

Original Text: - Engineering design video and video icon - Miguel's Train Teacher instruction page

Updated Text: (Removed from Activity 2 left-hand column)Engineering design video and video icon -Miguel's Train Teacher instruction page

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.18

Location: Teacher Edition, Unit 3, Activity 3 (PDF pg. 18)

Original Text: ELPS 1A, 2D (left hand column)

Updated Text: (Removed ELPS 1A from left-hand column) ELPS 2D

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 3.18

Location: Teacher Edition, Unit 3, Activity 3, left-hand column (PDF pg. 18)

Original Text: N/A

Updated Text: (Added SEP text to left-hand column) Define Problems

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.2

Location: Teacher Edition, Unit 3, Activity Summary Chart, Day 5 (PDF pg. 2)

Original Text: Adventure Reader

Updated Text: Adventure Reader: Magnets Can Solve Problems

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.2

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 2)

Original Text: (EDP step) Define

Updated Text: (Replaced with) Develop

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.20

Location: Teacher Edition, Unit 3, left-hand column, (PDF pg. 20) Teacher Edition, Unit 3, Explore Path, "Magnetic Toys" Step 1

Original Text: Magnetic Toys

Updated Text: My Magnetic Toy

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.23

Location: Teacher Edition, Unit 3, Activity 5, "Whole Group" Step 1 (PDF pg. 23)

Original Text: Adventure Reader: Magnets Can Solve

Updated Text: Adventure Reader: Magnets Can Solve Problems

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 3.25

Location: Teacher Edition, Unit 3, Success Criteria Chart (PDF pg. 25)

Original Text: I can plan a solution to a problem using the effects of magnet pushes and pull.

Updated Text: (Added an "s" to the word "pull". See below.)Success Criteria I can plan a solution to a problem using the effects of magnet pushes and pulls.

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.26, 3.28, 3.29, 3.31

Location: Teacher Edition, Unit 3, Activities 6, 7, 8, left-hand columns (PDF pgs. 26, 28, 31)

Original Text: (ELAR and Math standards in the left-hand columns are incorrectly capitalized and punctuated) (;and is at the end of several standard descriptions)

Updated Text: (Corrected the capitalization and punctuation in all ELAR and Math standards in the left hand column) (Removed all instances of ;and)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.28

Location: Teacher Edition, Unit 3, Activity 7, "Teacher Note" (PDF pg. 28)

Original Text: N/A

Updated Text: (Added text) See the "Engineering Design Materials" printable as a visual if needed for activities 7, 8 and 9.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.28

Location: Teacher Edition, Unit 3, Activity 7 (PDF pg. 28)

Original Text: N/A

Updated Text: (Added Math K.1G and standard description in the left-hand column below Math K.1B description. See below.) Math K.1G: Compare sets of objects up to at least 20 in each set using comparative language.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Develop and Use Models (and description) Develop and Use Models (and description)

Updated Text: (Removed duplicate and description) Develop and Use Models

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC K.5: Patterns Activities 2, 3, 5, 7, 9

Updated Text: (Added Activity 8) RTC K.5: Patterns Activities 2, 3, 5, 7, 8, 9

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Original Text: (No bolding or punctuation in SEP section of Standards Coverage Chart)

Updated Text: (Added bolding and punctuation to SEP portion of Standards Coverage Chart. See below.)K.1: Ask Questions and Define ProblemsA: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activities 1, 3)K.1: Plan and Conduct Investigations and Design SolutionsB: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 6-9)K.1: Collect EvidenceE: Collect observations and measurements as evidence. (Activities 2, 3, 4, 9)K.1: Collect and Organize DataF: Record and organize data using pictures, numbers, words, symbols, and simple graphs. (Activities 2, 4, and 9)K.1: Develop and Use ModelsG: Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem. (Activity 8)K.2: Analyze DataB: Analyze data by identifying significant features and patterns. (Activities 2, 3, 4, 9)K.2: Evaluate Engineering DesignsD: Evaluate a design or object using criteria to determine if it works as intended. (Activities 9 and 10)K.3 Develop Explanations and Propose SolutionsA: Develop explanations and propose solutions supported by data and models. (Activities 7, 8, 10)K.3: Listen Actively and DiscussC: Listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion. (Activities 1, 3, 4, 5, 7)K.4: Explore Scientists, Engineers, and ResourcesB: Identify scientists and engineers such as Isaac Newton, Mae Jemison, and Ynes Mexia and explore what different scientists and engineers do. (Activity 6)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.31

Location: Teacher Edition, Unit 3, Activity 8 (PDF pg. 31)

Original Text: ELAR K.1D: work collaboratively with others by following agreed-upon rules for discussion; including taking turns; and

Updated Text: (Removed ELAR K.1D and standard description from left-hand column)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 3.31

Location: Teacher Edition, Unit 3, Activity 8 (PDF pg. 31)

Original Text: ELPS 3C (in left hand column)

Updated Text: (Removed ELPS 3C from left-hand column)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.33

Location: Teacher Edition, Unit 3, Activity 9, left-hand column (PDF pg. 33)

Original Text: SEP Evaluate Designs Collect Evidence Collect and Organize Data Design Solutions Propose Solution

Updated Text: (Added Analyze Data; Removed Propose Solutions; Reordered List) SEP Design Solutions Collect and Organize Data Collect Evidence Analyze Data Evaluate Solutions

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.33

Location: Teacher Edition, Unit 3, Activity 9, left-hand column (PDF pg. 33)

Original Text: N/A

Updated Text: (Added Poster Pal icon in sidebar)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.4

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 4)

Original Text: ELPS 3: Speaking C: Speaking using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. (Activities 4, 8)

Updated Text: (removed) ELPS 3: Speaking C: Speaking using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. (Activities 4, 8)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.6

Location: Teacher Edition, Unit 3, Activity 10, "Activity Header" (PDF pg. 36)

Original Text: Improve-Elaborate

Updated Text: (Replaced with) Improve- Optimize

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.6 and 3.28

Location: Teacher Edition, Unit 3, Unit Materials Chart (PDF pg. 6)Teacher Edition, Unit 3, Activity 7, left-hand column (PDF pg. 28)

Original Text: game chips (located under Discovery Path Materials)

Updated Text: (PDF pg. 6; moved "game chips" to Explore Path Materials) (PDF pg. 28; moved "game chips" to the left-hand column of Explore Path)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.9

Location: Teacher Edition, Unit 3, Success Criteria Chart (PDF pg. 9)

Original Text: (Success Criteria column)(Activity 2) I can research how a magnet causes different things to happen with different materials.(Activity 6) I can come up with ideas to solve problems using the effects of magnet pushes and pulls.(Activity 8) I can create a solution using magnets that works to solve an engineering problem using magnets.

Updated Text: (Updated Success Criteria in the chart. See below.)(Activity 2) I can research how a magnet causes effects with different materials.(Activity 6) I can plan a solution to a problem using the effects of magnet pushes and pulls.(Activity 8) I can create a solution using magnets to see if it works to solve a problem

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 3.9

Location: Teacher Edition, Unit 3, Success Criteria Chart (PDF pg. 9)

Original Text: (Formative Assessment Evidence) 9. Test; Student Artifact Engineering Design Rubric

Updated Text: (Formative Assessment Evidence) 9. Test; Participation Engineering Design Rubric

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 2, Poster Pal, Activity 10 (PDF pg. 4)

Original Text: N/A

Updated Text: (add text) Claims, Evidence, Reasoning (3 boxes added to the Poster Pal with text above)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 4

Location: Printable, Studies Weekly Online, Unit 3, Answer Key (PDF pg. 4)

Original Text: N/A

Updated Text: (Added EDP rubric to the end of the answer key)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4

Location: Studies Weekly Online: Activity 4

Original Text: N/A

Updated Text: (changed directions on SWO) Draw how young plants look like their parents.

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Studies Weekly Online and Student Edition, Unit 7, Activity 4, Activity title (PDF pg. 3)

Original Text: Our Big Bright Sun

Updated Text: (add comma to SE and SWO) Our Big, Bright Sun

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 12, Activity 4, "SEP and RTC icons" (PDF pg. 3)

Original Text: incorrect icons in SE

Updated Text: (changed icons in SE) SEP: Communicate Explanations and Solutions RTC: Systems and System Models

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 4, (PDF pg 3)

Original Text: Investigate Magnet Pulls

Updated Text: (Replaced title) Investigate Magnet Pushes

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4

Location: Studies Weekly Online: Unit 16, Poster Pal, Activity 8, (PDF pg. 4)

Original Text: Ynes Mexia grew up in Texas. She enjoyed nature. She wanted to save all of Earth's plants. She loved the tall, old redwood trees. She wanted to protect them. Ynes grew up to be a botanist. That means she studied plants. Some of the plants she studied are named after her.

Updated Text: (replaced text She loved the tall, old redwood trees in California.

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 4, Activity 5 (PDF pg. 3)

Original Text: 4

Updated Text: (replace #4) 5

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 4, 5, 6, 7, 8

Location: Student Edition, Unit 10, Activities 4, 6, 7, 8 (PDF pgs. Week 9 PDF pg. 3, Week 10 PDF pgs. 1-3)

Original Text: Replace missing/wrong SEP buttons in SE

Updated Text: (replaced or added SEP icons) Activity 4: Collect Evidence Activity 6: Collect Evidence Activity 7: Design Solutions Activity 8: Design Solution

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.1

Location: Teacher Edition, Unit 4, Activity 1, left-hand column (PDF pg. 10)

Original Text: Poster Pal icon in left-hand column

Updated Text: (remove) Poster Pal icon

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.10

Location: Teacher Edition, Unit 4, Activity 1, Explore Path, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (add thumbnail left-hand column) Wellness printable

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.23

Location: Teacher Edition, Unit 4, Activity 5, "Natural Light Art", left-hand column (PDF pg. 23)

Original Text: Poster Pal icon in left-hand column

Updated Text: (delete) Poster Pal icon in left-hand column

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.23

Location: Teacher Edition, Unit 4, Activity 5, "Natural Light Art", left-hand column (PDF pg. 23)

Original Text: Activity 5 does not need PP icon in sidebar

Updated Text: (delete) Poster Pal icon in left-hand column

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.25

Location: Teacher Edition, Unit 4, Activity 6, left-hand column (PDF pg. 25)

Original Text: N/A

Updated Text: (add to left-hand column) K.7 B, C, D ELAR standards and descriptions

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.25

Location: Teacher Edition, Unit 4, Activity 6, left-hand column (PDF pg. 25)

Original Text: Energy and Matter Stability and Change

Updated Text: (delete) Energy and Matter Stability and Change

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.26

Location: Teacher Edition, Unit 4, Activity 6, Explore Path (PDF pg. 26)

Original Text: N/A

Updated Text: (Add text) 2. Have students hold the glow-in-the-dark items at different distances from the light sources.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.29

Location: Teacher Edition, Activity 8, left-hand column (PDF pg. 28)

Original Text: Demonstrate Safety Use Appropriate Tools

Updated Text: (remove from left-hand column) "Demonstrate Safety" and "Use Appropriate Tools"

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.3

Location: Teacher Edition, Unit 4, Standards Coverage Chart, (PDF pg. 3)

Original Text: N/A

Updated Text: (add) K.5 Stability and Change G: Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same. (Activity 6)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.3

Location: Teacher Edition, Unit 4, Standards Coverage Chart, (PDF pg. 3)

Original Text: N/A

Updated Text: In the Standards coverage chart, the RTC Energy and Matter should be listed and bolded as follows: K. 5 Identify Forms of Energy (add bullet and bolding) E: Identify forms of energy and properties of matter. (Activity 6)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.34

Location: Teacher Edition, Activity 10, left-hand column (PDF pg. 34)

Original Text: materials in left-hand column

Updated Text: (delete) materials in left-hand column

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.34

Location: Teacher Edition, Unit 4, Activity 10, left-hand column (PDF pg. 34)

Original Text: RTC button and Cause and Effect

Updated Text: (delete) Cause and Effect and RTC button

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.34

Location: Teacher Edition, Unit 4, Activity 10, left-hand column (PDF pg. 34)

Original Text: N/A

Updated Text: (ADD) ELPS 4F and ELPS button to activity 10 left-hand column

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 4.6

Location: Teacher Edition, Unit 4, Student Support Resources Chart (PDF pg. 6)

Original Text: phenomenon video

Updated Text: (Delete) phenomenon video

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.1 and 5.3

Location: Teacher Edition, Unit 5, Unit Masthead and Standards Coverage Chart, 1st row (PDF pgs. 1 and 3)

Original Text: Physical Science

Updated Text: (replace with) Matter and Its Properties

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.11

Location: Teacher Edition, Unit 5, Activity 1, Explore Path, left-hand column (PDF pg. 11)

Original Text: Math connection 1.8A

Updated Text: (deleted) Math 1.8A, MATH button and all content

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.11

Location: Teacher Edition, Unit 5, Activity 1, Explore Path (PDF pg. 11)

Original Text: Wellness lesson guide steps 1-6

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (delete steps 1-6) Wellness: Making Choices In this Explore Path opportunity, students will participate in learning the ways they make choices and decisions in their lives.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.13

Location: Teacher Edition, Unit 5, left-hand column (PDF pg. 13)

Original Text: shadow: dark shapes that are made when something blocks light

Updated Text: (replace text) shadow: dark shapes that become visible when something blocks light

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.13

Location: Teacher Edition, Unit 5, Activity 2 left-hand column (PDF pg. 13)

Original Text: N/A

Updated Text: (add thumbnail) Shadow Search printable

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity Summary Chart (PDF pg. 2)

Original Text: Week 8: Golf Course Engineers Week 9: Golf Course Engineers

Updated Text: (Update both gray rows) Week 11: Engineering Design: Save the Puppet Show Week 12: Engineering Design: Save the Puppet Show

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity Summary Chart, Activity 10, EDP column (PDF pg. 2)

Original Text: Elaborate

Updated Text: (deleted) Elaborate

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.3

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pgs. 3-4)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: K.5: Cause and Effect B: Investigate and predict cause-and-effect relationships in science. (Activities 1,2,3,4,5,6,7,8,9,10)

Updated Text: K.5: Cause and Effect B: Investigate and predict cause-and-effect relationships in science. (All Activities)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.3-5.4

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pgs. 3-4)

Original Text: (all standards)

Updated Text: (add) capitalization, bullets, and missing punctuation

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.30 and 5.32

Location: Teacher Edition, Unit 5, Activities 8 & 9, Activity Headers (PDF pgs. 30 & 32)

Original Text: Develop Solutions

Updated Text: (delete solutions) Develop

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.31

Location: Teacher Edition, Unit 5, Activity 8, Explore Path, Step 1, Sentence 2 (PDF pg. 31)

Original Text: What is something you can wear that can block light?

Updated Text: (replace text) What is something you can carry or wear that can block light?

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.33

Location: Teacher Edition, Unit 5, Activity 9, "Whole Group" Step 1 (PDF pg. 33)

Original Text: N/A

Updated Text: (add step 1) 1. Direct students' attention to middle of their student edition, with the street scene and puppet show stage.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 5.35

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 5, Activity 10, left-hand column (PDF pg. 35)

Original Text: Poster Pal icon in left-hand column

Updated Text: (delete) Poster Pal icon

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.14

Location: Teacher Edition, Unit 6, Activity 2, "Independent Work" Step 3 (PDF pg 14)

Original Text: (bolded and green) "Can You Identify Day and Night?"

Updated Text: (unbolded and changed to black text) Can You Identify Day and Night?

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.16

Location: Teacher Edition, Unit 6, Activity 3, left-hand column (PDF pg. 16)

Original Text: N/A

Updated Text: (add) missing gina sign language printable thumbnail from sidebar

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.16

Location: Teacher Edition, Unit 6, Activity 3, left-hand column (PDF pg. 16)

Original Text: K.3B

Updated Text: (replace with) K.2 B

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.16, 6.17

Location: Teacher Edition, Unit 6, Activity 3 "Reading to Learn" Step 5b and "Vocabulary" Step 14a (PDF pgs. 16 and 17)

Original Text: Think-Aloud Model:

Updated Text: (Add italics to all text) Think-Aloud Model: In this.....

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.19

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 6, Activity 4, "Misconception" (PDF pg. 19)

Original Text: Misconception: The sun goes behind the hills when it sets. Explain to students that the sun has a pattern of movement around the Earth, and you just can't see it at night. Let students know that they will learn more about the patterns of the sun, Earth, and moon in their next unit.

Updated Text: Misconception: The sun goes across the sky and sets each day. Explain to students that although it looks like the sun is moving across the sky, the sun doesn't actually move. The Earth's rotation causes the sun to appear to move across the sky. The pattern continues at night, but we can't see it. Let students know that they will learn more about the patterns of the sun, Earth, and moon in their next unit.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.2

Location: Teacher Edition, Unit 6, Activity 4, Explore Path title (PDF pg. 20)

Original Text: Design a Shelter for Your Animal

Updated Text: (replace title) Patterns

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.3

Location: Teacher Edition, Unit 6, Standards Coverage Chart, Top-left column (PDF pg. 3)

Original Text: Strand Name

Updated Text: Earth and Space

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 6.3

Location: Teacher Edition, Unit 6, Standards Coverage Chart, ELPS (PDF pg. 3)

Original Text: ELPS 4F to

Updated Text: (bold the word to in ELPS 4F) peers and teachers to read grade-.....

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7

Location: Studies Weekly Online, Teacher Edition, Unit 17, "Teacher Resources," Unit 17 ELD Student Edition, Slide 7

Original Text: Use this slide to review with students the content for this week.

Updated Text: (Removed teacher-facing direction)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.10

Location: Teacher Edition, Unit 7, Activity 1, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (add) dry sponge water

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.14

Location: Teacher Edition, Unit 7, Activity 2, left-hand column (PDF pg. 14)

Original Text: Gina Sign Language Cloud Types

Updated Text: (add thumbnail) Gina Sign Language printable (add thumbnail) Cloud Types printable

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.18

Location: Teacher Edition, Unit 7, Activity 3, left-hand column (PDF pg. 18)

Original Text: Flashlights (one per pair) Gina Sign Language

Updated Text: (replace capital F) flashlights (add thumbnail) gina sign language printable

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.2

Location: Teacher Edition, Unit 7, Activity Summary Chart, Activity 5, 5E column (PDF pg. 2)

Original Text: Explain

Updated Text: (replace text) Elaborate

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.22

Location: Teacher Edition, Unit 7, Activity 4, Activity Header (PDF pg. 22)

Original Text: Our Big, Bright Sun - Explore

Updated Text: (replace with) Our Big, Bright Sun - Elaborate

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.22

Location: Teacher Edition, Unit 7, Activity 4, "Discovery Path" (PDF pg. 22)

Original Text: Gina Sign Language Adventure Reader: Look Up at the Sky

Updated Text: (add thumbnail) Gina Sign Language (add thumbnail) Adventure Reader: Look Up at the Sky

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.23

Location: Teacher Edition, Unit 7, Activity 4, "Discovery Path" (PDF pg. 23)

Original Text: N/A

Updated Text: (Add step 4 text) 4. Direct students' attention to their student editions, and have them illustrate a model of the sun, moon and Earth in their student edition.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 7.25

Location: Teacher Edition, Unit 7, Activity 5, "Collaborative Learning" (PDF pg. 25)

Original Text: N/A

Updated Text: Activity 5, REPLACE and add additional text to step 2, then continue numbering after addition2. Show students the Sun, Moon, Earth model.3. Ask: What do you notice about the Sun, Moon and Earth model? (red text) (Answers may vary but could include students' observations about the size of the Moon, Sun and Earth, or how far or close they are, or the colors or other details.) 4. Say: Pay attention to the size, shape, and distance as you think about creating your own Sun, Moon, and Earth model.(continue with numbering after adding additional text above)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8

Location: Teacher Edition, Unit 8, Activity 6, Explore Path, Step 3, bullet 2 (PDF pg. 27)

Original Text: rocks around the school such as....

Updated Text: (replace rocks with) surfaces around the school such as....

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.10

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 8, Activity 1, left-hand column (PDF pg. 10)

Original Text: 2I, 3E, A)

Updated Text: (delete 2I, 3E) 1A

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.10

Location: Teacher Edition, Unit 8, Activity 1, left-hand column (PDF pg. 10)

Original Text: ELPS 2I, 3E, 3D

Updated Text: (add ELPS) 1A

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.13

Location: Teacher Edition, Unit 8, Activity 1, "Formative Assessment" left-hand column (PDF pg. 13)

Original Text: N/A

Updated Text: (add printable thumbnail) self-assessment printable

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.23

Location: Teacher Edition, Unit 8, Activity 5, left-hand column (PDF pg. 23)

Original Text: MATH

Updated Text: (description is correct Add) ELAR icon

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.26

Location: Teacher Edition, Unit 8, Activity 6, "Collaborative Learning" Step 1 (PDF pg. 26)

Original Text: N/A

Updated Text: (add text) 1. Read the following directions to students. a. Say: In this activity, you will compare the textures of the rocks in the Rock Sample Picture Cards or sample rock kit using evidence from your observations. Then, you will sort the rocks into groups using a name or description that you choose. b. Remind students they may use hand lenses to look more closely at a rock's texture if desired.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 8.28

Location: Teacher Edition, Unit 8, Activity 7 left-hand column (PDF pg. 28)

Original Text: Collect and Organize Data Develop and Use Models

Updated Text: (add SEP) Collect Evidence (delete) Collect and Organize Data

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.3

Location: Teacher Edition, Unit 8, Standards Coverage Chart, "RTCs" (PDF pg. 3)

Original Text: (Activities 2, 3, 4, 7, 8, 9)

Updated Text: (Add activity 6) (Activities 2, 3, 4,6, 7, 8, 9)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.34

Location: Teacher Edition, Unit 8, Activities 2, 3, 4, 6, 7, 9 and 10, left-hand columns (PDF pgs. 1-34)

Original Text: N/A

Updated Text: (add thumbnails to left-hand columns) Activity 2: Rock Sample Picture Cards Rock Sample Teacher Instruction Page Activity 3: Rock Sample Picture Cards and 3D shapes Activity 4: Rock Sample Picture Cards Activity 6: Rock Sample Picture Cards Rock Sample Teacher Instruction Page Activity 7: Rock Sample Picture Cards Activity 9: Rock Sample Picture Cards Activity 10: What is a Geologist and I am a Geologist

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart, "Misconceptions" (PDF pg. 3)

Original Text: Rocks cannot be classified.

Updated Text: (delete) Rocks cannot be classified.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart "Misconceptions" (PDF pg. 4)

Original Text: Rocks are brown/all the same color.

Updated Text: Rocks are brown or all the same color.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.5

Location: Teacher Edition, Unit 8, Materials List (PDF pg. 5)

Original Text: N/A

Updated Text: (add to Explore Path materials list) rock activity 5

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 8.5

Location: Teacher Edition, Unit 8, Activity 6, Materials List (PDF pg. 5)

Original Text: (discovery path) sand paper, various grit numbers

Updated Text: (move to explore path) sand paper, various grit numbers (activity 6)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 9.10, 9.17

Location: Teacher Edition, Unit 9, Activities 1 and 3, left-hand columns (PDF pgs. 10, 17)

Original Text: (Activity 1) Wellness (Activity 3) Applied Science Writing

Updated Text: (replace text) Activity 1: Wellness: Moods Can Change (replace text) Activity 3: Changing Weather: Applied Science Weather

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 9.17

Location: Teacher Edition, Unit 9, Activity 3, left-hand column (PDF pg. 17)

Original Text: seasons: times of the year that have special features and patterns

Updated Text: (replace text) seasons: times of the year that have patterns of temperatures and conditions

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): 9.4

Location: Teacher Edition, Unit 9, Standards Coverage Chart, "ELPS 4G" (PDF pg. 4)

Original Text: by taking notes

Updated Text: (un-italicize) by (bold) t in "taking notes"

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 5, "Wellness: Making Choices"

Original Text: N/A

Updated Text: (Add) teacher-facing Wellness Lesson Plan content

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 4, Activity 1, "Cavern Image"

Original Text: N/A

Updated Text: (add printable image to SWO) "Cavern Image"

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 4, Activity 2, Explore Path "Dark and Light Art Image"

Original Text: N/A

Updated Text: (add printable image to SWO) "Dark and Light Art Image"

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, I Spy in the Sky: Topic Background Information Podcast

Original Text: Humans live their lives by the day and night cycle. When the sun rises, we start our days. We wake up and go to school. When the sun sets and the moon rises, our days come to an end. We settle into bed to sleep. These real-world connections engage students. Because day and night are such integral parts of our lives, students love exploring the patterns and characteristics of the two times of day.

Updated Text: Humans live their lives by the day and night cycle. When the sun rises, we start our days. We wake up and go to school. When the sun sets, our days come to an end. We settle into bed to sleep. These real-world connections engage students. Because day and night are such integral parts of our lives, students love exploring the patterns and characteristics of the two times of day.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes") (Removed all answer keys from student-facing slides) (Removed all leveling indicators from student-facing slides)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, I Spy in the Sky: Topic Background Information Podcast

Original Text: In kindergarten, students will identify, describe, and predict the patterns of day and night and their observable characteristics. Day and night happen every day, and they follow a similar pattern. Patterns are things that repeat. The sun rises in one part of the sky, causing daytime. Throughout the day, the sun moves across the sky, then sets on the other side. When the sun sets, the moon rises in one part of the sky. Sometimes, the moon's size and shape are different. Even though the moon's appearance changes, it continues to move the same way throughout the sky. Eventually, the moon sets on the other side, and the sun rises again. This sun-and-moon pattern repeats daily, and it causes a pattern of day and night.

Updated Text: In kindergarten, students will identify, describe, and predict the patterns of day and night and their observable characteristics. Day and night happen every day, and they follow a similar pattern. Patterns are things that repeat. The sun rises in one part of the sky, causing daytime. Throughout the day, the sun moves across the sky, then sets on the other side. The moon rises in the same part of the sky where the sun rises. Sometimes, the moon looks different. Its size and shape seems to change. Even though the moon's appearance changes, it continues to move the same way throughout the sky. Eventually, the moon sets on the other side of the sky, and the sun rises again. This sun-and-moon pattern repeats daily, and it causes a pattern of day and night.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 7, Look Up at the Sky: Topic Background Podcast

Original Text: The sun is very bright! It is so bright, in fact, that we cannot look directly at the sun. The sun is actually white, but we see it as yellow and orange. The sun is round and moves throughout Earth's sky during the day. This creates the misconception that the sun moves, not the Earth.

Updated Text: The sun is very bright! It is so bright, in fact, that we cannot look directly at the sun. If we were in space, the sun would look white. Here on Earth, we see it as yellow and orange. The sun is round and moves throughout Earth's sky during the day. This creates the misconception that the sun moves, not the Earth.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Student Edition, Unit 1 Week 1, (PDF pgs. 1-3)

Original Text: N/A

Updated Text: (Added buttons in SE) Activity 1: Listen Actively and Discuss Activity 2: Ask Questions and Define Problems
Activity 3: Ask Questions and Define Problems Activity 4: Listen Actively and Discuss Activity 5: Listen Actively and
Discuss

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 4, Activity 1, (PDF pgs. 1-4)

Original Text: N/A

Updated Text: (add Student and teacher facing) Activity 1 Missing Wellness materials

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 9, Activity 1, "Wellness: Moods Can Change"

Original Text: N/A

Updated Text: (add teacher lesson plan directions) Wellness: Moods Can Change

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Teacher Edition, Unit 1, Week 1, Activity 4, PDF pg 15, Introduce Activity Step 3 & pg 16, Vocabulary Step 4

Original Text: N/A

Updated Text: Added: MISCONCEPTION BUTTON True success comes from talent, not effort. Explain to students that
scientists don't always find answers or solve problems the first time, and often times have to keep trying many times to
succeed. Added: MISCONCEPTION BUTTON In **Science**, you have to be accurate and precise at all times because there
is no room for errors.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5

Location: PDF pg. 5

Original Text: n/a

Updated Text: fixed mindset

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 13, Activities 2, 6, 7

Original Text: Activity 2 , 6, 7 need alignment to SE text

Updated Text: (Matched text and order to the SE) Activity 2: (aligned to SE text) (added panel) This needs to be done on a different piece of paper. Activity 6: (aligned to SE text) (added panel) This needs to be done on a different piece of paper. Activity 7: (aligned to SE text)

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*
ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 11, Activity 9 "Phenomenon Explanation"

Original Text: N/A

Updated Text: (added Applied Science Writing and Make an Additional Model) student-facing content for activity 9

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 16, Activities 3 and 9

Original Text: N/A

Updated Text: (added panel for students to write on a piece of paper) Activity 3, Activity 9

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*
ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 13, Activity 9, "Phenomenon Explanation"

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (added content for Activity 9) Phenomenon Explanation Use this time to share your model with your partner. Make sure to explain how your model shows the needs of animals.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 7, Activities 2, 3, 4

Original Text: Activity 2: sky Activity 3: stars Activity 3: moon Activity 3: "Draw (or write about)... Activity 4: "Draw (or write about)..."

Updated Text: (Activity 2 bold) sky (Activity 3 bold) stars (Activity 3 bold) moon (Activity 3 replace text) Draw the night sky.. (Activity 4 replace text) Draw...

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): SWO Activities 2 & 3

Location: Studies Weekly Online, Unit 9, Activities 2 and 3

Original Text: Activity 2: Open response Activity 3: Open response

Updated Text: Activity 2 (add directions) Provide their student edition for students to draw their responses. Activity 3 (add directions) Provide their student edition for students to draw their responses.

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Type: Editorial Change

Current Page Number(s): SWO SE Act 2,7, 9

Location: Teacher Edition, Unit 8, Activities 2, 7, and 9 (SWO)

Original Text: Activity 2: This is my rock sort drawing. Activity 7: Directions: Collect rocks in your classroom. Collect rocks outside. Draw (or write about) your rocks. My rock collection. Activity 9: open response answer

Updated Text: (replace text) Activity 2: Directions: Draw your rock sort. (replace text and add prompt for students to draw on their student edition) Activity 7: Directions Collect rocks in your classroom. Collect rocks outside. Draw your rocks. My Rock Collection. (Change type of answer) Yes No answer option

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): TE pg. 6.2, 6.7, 6.16SE pg. 3

Location: Teacher Edition, Unit 6, Activity Summary Chart, Success Criteria Chart, Activity 3 (PDF pgs. 2, 7, 16) Student Edition, Unit 6, Activity 3 (PDF pg. 2)

Original Text: Mae and Me and All About Mae in the TE

Updated Text: (replace all with) All About Mae and Me

Publisher: Studies Weekly

Science, Grade 1

Program: Texas Science Studies Weekly: First Grade: TEKS

Editorial Changes

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 15, Activity 1, "Icons" (PDF pg. 1)

Original Text: N/A

Updated Text: (added phenomenon video icon)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 11, Activity 6, "RTC and SEP Icons" (PDF pg. 1)

Original Text: SEP: Analyze Data icon

Updated Text: SEP: Collect and Organize Data icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 7, Activity 1 "Phenomenon Introduction" (PDF pg. 1)

Original Text: Phenomenon Introduction

Updated Text: Miguel's Farm

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 7, Activity 1, "Icons"

Original Text: N/A

Updated Text: (Phenomenon Video icon)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Teacher Edition, Unit 17, Masthead (PDF pg. 1)

Original Text: Earth and Space

Updated Text: Life

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 18, Activity 1, "Icons" (PDF pg. 1)

Original Text: N/A

Updated Text: (phenomenon video icon added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 2, "Let's Bounce!: Answer Key" (PDF pg. 1)

Original Text: A banana is smaller than a pumpkin.

Updated Text: A banana is smaller than a watermelon.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 12, "Water, Soil, and Rocks, Oh My!: Answer Key" (PDF pg. 1)

Original Text: Activity 2: Plants Use Soil and Water

Updated Text: Activity 2: Use underlined sentences in the student edition articles to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, "Water, Water, Everywhere!: Answer Key" (PDF pg. 1)

Original Text: Activity 2: (pond, river, stream images) (3rd image on left:) stream (2nd image on right:) lake

Updated Text: Activity 2: (replaced pond, river, and stream images) (3rd image on left:) lake (2nd image on right:) stream

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 12, Activity 5, "Soil Water, and Rocks, Oh My! Adventure Reader" (PDF pg. 1)

Original Text: Soil Water, and Rocks, Oh My!: Adventure Reader

Updated Text: Water, Soil, and Rocks, Oh My!: Adventure Reader

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 19, "Two of a Kind: Home Letter" (PDF pg. 1)

Original Text: The vocabulary terms that they need to know are: Review the following terms: feature, young

Updated Text: The new vocabulary that your student should know are: (deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 15, "Interactions and Dependencies to Animals" (PDF pg. 1)

Original Text: Interactions and Dependencies to Animals

Updated Text: Interactions and Dependence of Animals

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1

Location: Teacher Edition, Unit 8, Activity 1, "Header" (PDF pg. 1)

Original Text: (engineering wheel masthead)

Updated Text: (deleted engineering wheel masthead)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1

Location: Teacher Edition, Unit 1, Week 3, Activity Summary Chart (PDF pg. 1)

Original Text: Day 2: 15 minutes Day 3: 15 minutes Day 4: 15 minutes

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Day 2: 30 minutes Day 3: 30 minutes Day 4: 30 minutes

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Poster Pal, Unit 14, Activity 1 "Phenomenon Introduction" (PDF pg. 1)

Original Text: Phenomenon Introduction

Updated Text: Aleki and Alana's Question

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 4, "If Life Gives You Lemons: Answer Key" (PDF pg. 1)

Original Text: Activity 1: Formative Assessment: Self- Assessment Students will self-assess by circling a thumbs up or thumbs down and writing the number of questions they wrote about the phenomenon.

Updated Text: Activity 1: Formative Assessment: Student Edition Response Use the "Define" step of the Engineering Design Rubric to check for proficiency of the success criteria on a scale of 1-4.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1, 2

Location: Printable: Studies Weekly Online, Unit 3, "Cameron's Car Conundrum: Answer Key" (PDF pg. 1-2)

Original Text: Activity 1- Student Edition Answers: Students' observations and questions may vary. Remind students to continue making observations and thinking of questions as the unit progresses. Activity 4- Student Edition Answers: Answers may vary but could include: When materials are heated or cooled, their attributes change. They may melt when they get heated and freeze when they are cooled. They may get softer when heated and harder when cooled. Activity 4: Use students' responses to the "Explain" and "Predict" sections from the student edition to check for proficiency of the success criteria. Activity 2: Explore Path Juice Predict: Answers may vary. Example: I think the juice will freeze like the water bottle. Explain: Answers may vary. Example: The juice changed when it was cooled by getting colder, stiffening, hardening, freezing, etc.

Updated Text: (answers in red and bolded) Activity 4: Use students' phenomenon explanation to check for proficiency of the success criteria. (deleted Activity 2 Explore Path answers)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1, 2

Location: Printable: Studies Weekly Online, Unit 8, "Secrets of the Soil: Answer Key" (PDF pg. 1, 2)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Activity 2: Students will color the color of clay, sand, and topsoil and draw the size of the particles of clay, sand, and topsoil. Activity 4: Students will fill out the student edition for each type of soil, explaining what they notice about it and what components it is made of.

Updated Text: Activity 2: Use student edition responses from the whole group activity to check for proficiency of the success criteria. Activity 4: Use the student edition response from the collaborative learning activity to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1, 3

Location: Printable: Studies Weekly Online, Unit 15, "Terrarium Treasures: Answer Key" (PDF pg. 1, 3)

Original Text: Activity 1: Formative Assessment: Student Edition Response Activity 7: Formative Assessment: Student Artifact

Updated Text: Activity 1: Formative Assessment: Self-Assessment Activity 7: Formative Assessment: Student Edition Response

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 14, "Basic Needs: Yours Mine, and Ours: Answer Key" (PDF pg. 1-2)

Original Text: Activity 3 Student Edition Answers N/A

Updated Text: Activity 3 Student Edition Answers 5 need food and water 8 don't need food and water

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Studies Weekly Online, Unit 14, Poster Pal, Activities 1-4, "Masthead" (PDF pg. 1-4)

Original Text: (engineering masthead)

Updated Text: (engineering masthead deleted)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Student Edition, Unit 14, Activities 1-4, 6-9, "RTC and SEP Icons" (PDF pg. 1-4)

Original Text: (no RTC and SEP icons)

Updated Text: Activity 1: SEP: Asking Questions icon RTC: Patterns icon Activity 2: SEP: Develop and Use Models icon RTC: Patterns icon Activity 3: SEP: Collect and Organize Data icon RTC: Energy and Matter icon Activity 4: SEP: Collect and Organize Data icon RTC: Stability and Change icon Activity 6: SEP: Analyze Data icon RTC: Stability and Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

icon Activity 7: SEP: Analyze Data icon RTC: Patterns icon Activity 8: SEP: Analyze Data icon RTC: Patterns icon
Activity 9: SEP: Listen Actively and Discuss icon RTC: Patterns icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Student Edition, Unit 14, "Header" (PDF pg. 1)

Original Text: (earth and space color scheme)

Updated Text: (changed to life theme)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Student Edition, Unit 12, Activities 2, 3, 4, 6, 7, 8, 9, "RTC and SEP Icons" (PDF pg. 1-4)

Original Text: Activity 2: No icons Activity 3: No icons Activity 4: SEP: Plan and Conduct Investigations icon Activity 6:
No icons Activity 7: No icons Activity 8: No icons Activity 9: No icons

Updated Text: Activity 2: SEP: Ask Questions icon RTC: Structure and Function icon Activity 3: SEP: Analyze Data icon
RTC: Structure and Function icon Activity 4: SEP: Develop Explanations icon Activity 6: SEP: Develop Explanations icon
RTC: Structure and Function icon Activity 7: SEP: Develop Explanations icon RTC: Structure and Function icon Activity
8: SEP: Develop Explanations icon RTC: Structure and Function icon Activity 9: SEP: Collect Evidence icon RTC:
Structure and Function icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Student Edition, Unit 18, Activities 1-4, 6-9, "RTC and SEP Icons" (PDF pg. 1-3)

Original Text: Activity 1: N/A icons Activity 2: N/A icons Activity 3: N/A icons Activity 4: N/A icons Activity 6: N/A icons
Activity 7: N/A icons Activity 8: N/A icons Activity 9: N/A icons

Updated Text: Activity 1: SEP: Ask Questions icon Activity 2: SEP: Collect and Organize Data icon RTC: Systems and
System Models icon Activity 3: SEP: Collect and Organize Data icon RTC: Systems and System Models icon Activity 4:
SEP: Collect and Organize Data icon RTC: Structure and Function icon Activity 6: SEP: Explore Scientists, Engineers, and
Resources icon RTC: Systems and System Models icon Activity 7: SEP: Develop and Use Models icon RTC: Systems and
System Models icon Activity 8: SEP: Collect and Organize Data icon RTC: Systems and System Models icon Activity 9:
SEP: Communicate Explanations icon RTC: Patterns icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Student Edition, Unit 19, Activities 1-4, "RTC and SEP Icons" (PDF pg. 1-4)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Activity 1: N/A icons Activity 2: N/A icons Activity 3: N/A icons Activity 4: N/A icons

Updated Text: Activity 1: SEP: Ask Questions icon RTC: Stability and Change icon Activity 2: SEP: Analyze Data icon
RTC: Stability and Change icon Activity 3: SEP: Analyze Data icon RTC: Stability and Change icon Activity 4: SEP:
Collect and Organize Data icon RTC: Stability and Change icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1.18

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart (PDF pg. 2)

Original Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 3)

Updated Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1.24

Location: Teacher Edition, Unit 1, Week 2, Activity 1, "Formative Assessment" (PDF pg. 8)

Original Text: Use the Patterns printable to check for proficiency of the success criteria.

Updated Text: Use participation and the Patterns printable to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1.26

Location: Teacher Edition, Unit 1 Week 2, Activity 2, "Collaborative Learning" (PDF pg. 10)

Original Text: Collaborative Learning

Updated Text: Whole Group

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1.33

Location: Teacher Edition, Unit 1, Week 3, Standards Coverage Chart (PDF pg. 2)

Original Text: 1.3: B: Communicate Explanations and Solutions

Updated Text: 1.3: Communicate Explanations and Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1.35

Location: Teacher Edition, Unit 1, Week 2, "Footer" (PDF pg. 4)

Original Text: pg. 1.35

Updated Text: pg. 1.20

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1.44

Location: Teacher Edition, Unit 1, Week 3, Activity 4, "Vocabulary" (PDF pg. 13)

Original Text: 6. Ask: We just found out how many teeth each boy and girl lost in our class has lost. 11. Ask: How many boys lost two teeth compared to girls?

Updated Text: 6. Ask: We just found out how many teeth each student in our class has lost. 11. Ask: How many students aged 6 and under lost two teeth compared to students aged 7 and over?

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1.50

Location: Teacher Edition, Unit 1, Week 4, Unit Materials List (PDF pg. 3)

Original Text: Discovery Path Materials List

Updated Text: Materials List

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 1.62

Location: Teacher Edition, Unit 1, Week 4, Activity 5, "Left Hand Column" (PDF pg. 15)

Original Text: ELPS 3E

Updated Text: (deleted ELPS 3E)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.11

Location: Teacher Edition, Unit 10, Activity 1, "Left Hand Column" (PDF pg. 11)

Original Text: SEP: Ask Questions Listen Actively and Discuss RTC: Cause and Effect

Updated Text: SEP: Ask Questions RTC: Energy and Matter

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.14

Location: Teacher Edition, Unit 10, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: ELPS: 2I, 3E, 3D

Updated Text: ELPS: 1A, 2E

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.18

Location: Teacher Edition, Unit 10, Activity 3, "Left Hand Column" (PDF pg. 18)

Original Text: SEP: Collect Evidence Plan and Conduct Investigations Collect and Organize Data

Updated Text: SEP: Collect Evidence

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.2

Location: Teacher Edition, Unit 10, Activity Summary Chart (PDF pg. 2)

Original Text: 3. The Colors of Water 8. Fresh Water vs. Salt Water

Updated Text: 3. The Many Colors of Water 8. Fresh Water and Salt Water

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.21

Location: Teacher Edition, Unit 10, Activity 4, "Left Hand Column" (PDF pg. 21)

Original Text: ELPS: 3C, 4F

Updated Text: ELPS: 3E

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.23

Location: Teacher Edition, Unit 10, Activity 5 "Matching Bodies of Water" (PDF pg. 23)

Original Text: Explain

Updated Text: Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.23, 10.25, 10.28, 10.31, 10.36

Location: Teacher Edition, Unit 10, Activities 5-8, 10, "Success Criteria" (PDF pg. 23, 25, 28, 31, 36)

Original Text: Activity 5: I can identify bodies of water by size. Activity 6: I can compare the clarity of bodies of water. Activity 7: I can compare the shape of different bodies of water. Activity 8: I can identify freshwater and saltwater bodies of water. Activity 10: I can identify the properties of bodies of water.

Updated Text: Activity 5: I can identify and describe bodies of water by size. Activity 6: I can compare and describe the clarity of bodies of water. Activity 7: I can compare and describe the shapes of different bodies of water. Activity 8: I can identify and describe fresh water and salt water bodies of water. Activity 10: I can identify and describe the properties of bodies of water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.25

Location: Teacher Edition, Unit 10, Activity 6, "Left Hand Column" (PDF pg. 25)

Original Text: SEP: Ask Questions Develop Explanations

Updated Text: SEP: Ask Questions Develop Explanations Communicate Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.28

Location: Teacher Edition, Unit 10, Activity 7, "Left Hand Column" (PDF pg. 28)

Original Text: Memory Game Cards

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.3

Location: Teacher Edition, Unit 10, Standards Coverage Chart (PDF pg. 3)

Original Text: ELPS 4: Reading E: F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 4, 8)

Updated Text: ELPS 4: Reading F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 3, 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.31

Location: Teacher Edition, Unit 10, Activity 8, "Left Hand Column" (PDF pg. 31)

Original Text: SEP: Analyze Data

Updated Text: SEP: Analyze Data Ask Questions Collect and Organize Data Develop and Use Models

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.33

Location: Teacher Edition, Unit 10, Activity 8, "Saltwater Experiment: Collaborative Learning" (PDF pg. 33)

Original Text: 3. Have students draw a picture in their student editions to show the difference between what happened to the rocks in the salt water and fresh water.

Updated Text: 3. Have students draw a picture to show the difference between what happened to the rocks in the salt water and fresh water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.34

Location: Teacher Edition, Unit 10, Activity 9, "Collaborative Learning" (PDF pg. 34)

Original Text: 1. Have students choose two pictures of bodies of water to compare from the Bodies of Water printable and complete the page in their student editions with their science partners.

Updated Text: 1. Have students draw a picture in the printable called "Salt Water vs. Fresh Water."

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.34

Location: Teacher Edition, Unit 10, Activity 9, "Left Hand Column" (PDF pg. 34)

Original Text: N/A

Updated Text: Salt Water vs. Fresh Water printable

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.8

Location: Teacher Edition, Unit 10, Success Criteria Chart (PDF pg. 8)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: I can compare the sizes of different bodies of water.

Updated Text: I can compare the sizes of different bodies of water by using =.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 10.8

Location: Teacher Edition, Unit 10, Success Criteria Chart (PDF pg. 8)

Original Text: 8. Fresh Water or Salt Water?

Updated Text: 8. Fresh Water and Salt Water

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 11.10, 11.16, 11.19, 11.22, 11.27, 11.29, 11.31

Location: Teacher Edition, Unit 11, Activities 1, 3, 4, 5, 7, 8, 9, "Left Hand Column" (PDF pg. 10, 16, 19, 22, 27, 29, 31)

Original Text: (missing printable thumbnails)

Updated Text: (printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 11.27

Location: Teacher Edition, Unit 11, Activity 7, "Left Hand Column" (PDF pg. 27)

Original Text: Compound Weather Words

Updated Text: Weather Compound Words

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 11.33

Location: Teacher Edition, Unit 11, "What's with the Weather?: Summary Video" (PDF pg. 33)

Original Text: What's with the Weather?: Summary Video

Updated Text: (deleted Summary Video)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 11.5

Location: Teacher Edition, Unit 11, Unit Materials List (PDF pg. 5)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Discovery Path Materials List: coloring materials (2, 3, 4, 5, 6, 7, 9) Explore Path Materials List: coloring materials (1, 5, 6, 7)

Updated Text: Discovery Path Materials List: coloring materials (1, 2, 3, 4, 6, 7, 9) Explore Path Material List: coloring materials (5)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.1

Location: Teacher Edition, Unit 12, Unit Masthead (PDF pg. 1)

Original Text: Life

Updated Text: Earth and Space

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.10, 12.13, 12.16, 12.19, 12.24, 12.27, 12.29, 12.32

Location: Teacher Edition, Unit 12, Activities 1-4, 6-9, "Left Hand Column" (PDF pg. 10, 13, 16, 19, 24, 27, 29, 32)

Original Text: Soil, Water, and Rocks, Oh My!: Poster Pal

Updated Text: Water, Soil, and Rocks, Oh My!: Poster Pal

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.13

Location: Teacher Edition, Unit 12, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: SEP: Ask Questions Listen Actively and Discuss

Updated Text: SEP: Ask Questions Listen Actively and Discuss Collect and Organize Data Develop Explanations Communicate Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.13

Location: Teacher Edition, Unit 12, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: Do Plants Use These? Listen Actively and Discuss

Updated Text: Plant Write the Room/Do Plants Use These? (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.13

Location: Teacher Edition, Unit 12, Activity 2, "Teacher Note" (PDF pg. 13)

Original Text: Before the Explore Path, cut apart the images on the Do Plants Use These? printable and display them around the room.

Updated Text: Before the Explore Path, cut apart the images on the Plant Write the Room/Do Plants Use These? printable and display them around the room.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.13

Location: Teacher Edition, Unit 12, "Teacher Support Resources" (PDF pg. 6)

Original Text: Soil, Water, and Rocks, Oh My!: Answer Keys In this document, you will find answer keys, rubrics, and feedback suggestions for all activities in the unit. (Activities 2, 3, 4, 8)

Updated Text: Water, Soil, and Rocks, Oh My!: Answer Keys In this document, you will find answer keys, rubrics, and feedback suggestions for all activities in the unit. (Activities 1-4, 6-9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.14

Location: Teacher Edition, Unit 12, Activity 2, "What Can a Plant Use?" (PDF pg. 14)

Original Text: 1. Make sure every student has a copy of the Plant Write the Room printable. 2. Direct students' attention to the images you have displayed from the Do Plants Use These? printable.

Updated Text: 1. Make sure every student has a copy of the Plant Write the Room/Do Plants Use These? printable. 2. Direction students' attention to the images you have displayed from the printable.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.19

Location: Teacher Edition, Unit 12, Activity 4, "Left Hand Column" (PDF pg. 19)

Original Text: Soil, Water, and Rocks, Oh My!: Word Wall Cards

Updated Text: Water, Soil, and Rocks, Oh My!: Word Wall Cards

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.2, 12.6

Location: Teacher Edition, Unit 12, "Activity Summary," "Teacher Support Resources," "Student Support Resources" (PDF pg. 2, 6)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Week 19: Soil, Water, and Rocks, Oh My! Week 20: Soil, Water, and Rocks, Oh My! Teacher Support Resources Soil, Water, and Rocks, Oh My!: ELD Lesson Soil, Water, and Rocks, Oh My!: Topic Background Information Soil, Water, and Rocks, Oh My!: Poster Pal Soil, Water, and Rocks, Oh My!: Unit Assessment Soil, Water, and Rocks, Oh My!: Performance Task Student Support Resources Soil, Water, and Rocks, Oh My!: Home Letter

Updated Text: Week 19: Water, Soil, and Rocks, Oh My! Week 20: Water, Soil, and Rocks, Oh My! Teacher Support Resources Water, Soil, and Rocks, Oh My!: ELD Lesson Water, Soil, and Rocks, Oh My!: Topic Background Information Water, Soil, and Rocks, Oh My!: Poster Pal Water, Soil, and Rocks, Oh My!: Unit Assessment Water, Soil, and Rocks, Oh My!: Performance Task Student Support Resources Water, Soil, and Rocks, Oh My!: Home Letter"

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.2, 12.7, 12.22

Location: Teacher Edition, Unit 12, Activity 5, "Activity Summary Chart," "Success Criteria Chart," "Adventure Reader," "Left Hand Column," "Reading to Learn" (PDF pg. 2, 7, 22)

Original Text: 5. Adventure Reader: Soil, Water, and Rocks, Oh My! 5. Adventure Reader: Soil, Water, and Rocks, Oh My! Adventure Reader Soil, Water, and Rocks, Oh My! Adventure Reader 1. Make sure every student has a copy of the Soil, Water, and Rocks, Oh My!: Adventure Reader

Updated Text: 5. Adventure Reader: Water, Soil, and Rocks, Oh My! 5. Adventure Reader: Water, Soil, and Rocks, Oh My! Adventure Reader: Water, Soil, and Rocks, Oh My! Water, Soil, and Rocks, Oh My!: Adventure Reader 1. Make sure every student has a copy of the Water, Soil, and Rocks, Oh My!: Adventure Reader

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.22

Location: Teacher Edition, Unit 12, Activity 5, "Success Criteria" (PDF pg. 22)

Original Text: N/A

Updated Text: I can describe and explain how plants, animals, and humans use soil and water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.22

Location: Teacher Edition, Unit 12, Activity 5, "Adventure Reader" (PDF pg. 22)

Original Text: Adventure Reader-Explain

Updated Text: Adventure Reader-Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.24

Location: Teacher Edition, Unit 12, Activity 6, "Reading to Learn" (PDF pg. 24)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: 3. Say: Since humans have the ability to create new things from materials, we can use materials in ways that plants and animals cannot, like washing our clothes with it.

Updated Text: 3. Say: Since humans have the ability to create new things from materials, we can use materials in ways that plants and animals cannot, like washing our clothes with water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 12.3

Location: Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 3)

Original Text: SEP: 1.3: Develop Explanations and Propose Solutions A: Develop explanations and propose solutions supported by data and models. (Activities 2, 3, 4, 6, 7, 9)

Updated Text: SEP: 1.3: Develop Explanations and Propose Solutions A: Develop explanations and propose solutions supported by data and models. (Activities 2, 3, 4, 6, 7, 8, 9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13

Location: Studies Weekly Online, Unit 15, "ELD Teacher Edition" (PDF pg. 13)

Original Text: Framing Our Thinking

Updated Text: Framing Our Learning

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.1

Location: Teacher Edition, Unit 13, Science Standards (PDF pg. 1)

Original Text: Science Standards 1.11B: Explain why water conservation is important. 1.11C: Describe ways to conserve water such as turning off the faucet when brushing teeth and protecting natural sources of water such as keeping trash out of bodies of water.

Updated Text: Science Standards 1.11B 1.11C Explain why water conservation is important. Describe ways to conserve water such as turning off the faucet when brushing teeth and protecting natural sources of water such as keeping trash out of bodies of water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.1

Location: Teacher Edition, Unit 13, "Header" (PDF pg. 1)

Original Text: (life color scheme)

Updated Text: (earth and space color scheme)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.11

Location: Teacher Edition, Unit 13, Activity 1, "Left Hand Column" (PDF pg. 11)

Original Text: My Responsibilities

Updated Text: (deleted printable "My Responsibilities")

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.11, 13.28

Location: Teacher Edition, Unit 13, Activity 1, 8 "Left Hand Column" (PDF pg. 11, 28)

Original Text: N/A

Updated Text: (added printable thumbnails)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.14

Location: Teacher Edition, Unit 13, Activity 5, "Whole Group" (PDF pg. 21)

Original Text: 7. Ask: Can you think of a way you can use less water?

Updated Text: 7. Ask: Can you think of a way you can use less water? (Answers may vary. Example: I can use less water by reusing the same cup.)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.14

Location: Teacher Edition, Unit 13, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: Water Uses in the Home

Updated Text: Water Uses at Home

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.15

Location: Teacher Edition, Unit 13, Activity 2, "Different Uses of Water" (PDF pg. 15)

Original Text: Different Uses of Water

Updated Text: Water Audit

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.2

Location: Teacher Edition, Unit 13, Activity Summary Chart (PDF pg. 2)

Original Text: Day 4 Aquifers and Rivers in Texas Day 7 Connection to Careers Day 8 Water Conservation Game

Updated Text: Day 4 Texas' Supply of Water Day 7 Water Star Day 8 How Much Water Did You Take?

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.23

Location: Teacher Edition, Unit 13, Activity 6, "Collaborative Learning" (PDF pg. 23)

Original Text: 2. This is an opportunity for students to use contextual support to develop the vocabulary needed to comprehend language. [ELPS 4F]

Updated Text: 1a. This is an opportunity for students to use contextual support to develop the vocabulary needed to comprehend language. [ELPS 4F]

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.23

Location: Teacher Edition, Unit 13, Activity 6, "Left Hand Column" (PDF pg. 23)

Original Text: SEP: Collect and Organize Data Develop Explanations

Updated Text: SEP: Develop Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.26

Location: Teacher Edition, Unit 13, Activity 7, "Collaborative Learning" (PDF pg. 26)

Original Text: 3. Say: As a class, we are going to walk around the school and see how we are doing with our efforts to conserve water.

Updated Text: 3. As a class, we are going to do a field investigation by walking around the school and seeing how we are doing with our efforts to conserve water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 13.28

Location: Teacher Edition, Unit 13, Activity 8, "Left Hand Column" (PDF pg. 28)

Original Text: SEP: Collect Evidence ELPS: 3F

Updated Text: SEP: Develop Explanations ELPS: 4F

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.3

Location: Teacher Edition, Unit 13, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC 1.5: Cause and Effect B: Investigate and predict cause-and-effect relationships in science. (Activities 1, 2, 3, 4, 5, 7, 8, 9, 10) MATH 1.3: Number and Operations D: Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. (Activity 2) ELPS 4: Reading F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 6)

Updated Text: RTC 1.5: Cause and Effect B: Investigate and predict cause-and-effect relationships in science. (Activities 1, 2, 3, 4, 7, 8, 9, 10) MATH 1.3: Number and Operations D: Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. (Activity 3) ELPS 4: Reading F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 6, 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.30

Location: Teacher Edition, Unit 13, Activity 9, "Left Hand Column" (PDF pg. 30)

Original Text: N/A

Updated Text: ELAR 1.13D: Demonstrate understanding of information gathered with adult assistance. (Activity 9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.32

Location: Teacher Edition, Unit 13, Activity 10, "Collaborative Learning" (PDF pg. 32)

Original Text: N/A

Updated Text: 5. If possible, have students present their posters and what they have learned throughout this unit at the next school board meeting, as a way to involve the school and community.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 13.5

Location: Teacher Edition, Unit 13, Discovery Path Materials List (PDF pg. 5)

Original Text: N/A

Updated Text: water (1 gallon)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 13.8

Location: Teacher Edition, Unit 13, Success Criteria Chart (PDF pg. 8)

Original Text: Activity 7: I can identify and describe ways to conserve water in my home.

Updated Text: Activity 7: I can identify and describe ways to conserve water in my school.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 14.2

Location: Teacher Edition, Unit 14, Activity Summary Chart (PDF pg. 2)

Original Text: Day 1 Wellness: Physical Well-Being Day 4 Goldfish vs. Goldfish Cracker Investigation

Updated Text: Day 1 Wellness: What is Communication? Day 4 Fish vs. Fish Cracker Investigation

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 14.20

Location: Teacher Edition, Unit 14, Activity 4, "Left Hand Column" (PDF pg. 20)

Original Text: Write the Room Images (image is of last page)

Updated Text: Write the Room Images (image is of first page)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 14.24

Location: Teacher Edition, Unit 14, Activity 6, "Left Hand Column" (PDF pg. 24)

Original Text: ELPS: 4C, 4F

Updated Text: ELPS: 4F, 5B, 3F

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 14.26

Location: Teacher Edition, Unit 14, Activity 7, "Left Hand Column" (PDF pg. 26)

Original Text: N/A Labels Space

Updated Text: ELAR 1.1B: Follow, restate, and give oral instructions that involve a short, related sequence of actions. (printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 14.29

Location: Teacher Edition, Unit 14, Activity 8, "Left Hand Column" (PDF pg. 29)

Original Text: Living or Nonliving Checklist Gallery Walk

Updated Text: Living or Nonliving Checklist/Gallery Walk (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 14.3

Location: Teacher Edition, Unit 14, Standards Coverage Chart (PDF pg. 3)

Original Text: N/A

Updated Text: ELPS 1: Learning Strategies D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms for circumlocution. (Activity 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 15.14

Location: Teacher Edition, Unit 15, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: Living and Nonliving Sort Cards

Updated Text: Living vs. Nonliving Sort

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 15.2

Location: Teacher Edition, Unit 15, Activity Summary Chart (PDF pg. 2)

Original Text: Activity 7 Color the Interactions and Dependence

Updated Text: Activity 7 Interactions with Animals

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 15.23

Location: Teacher Edition, Unit 15, Week 26, "SE Spread" (PDF pg. 23)

Original Text: (SE spread for Activities 7 and 8)

Updated Text: (SE spread changed for Activities 7 and 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 15.27

Location: Teacher Edition, Unit 15, Activity 7, "Left Hand Column" (PDF pg. 27)

Original Text: Interactions and Dependencies to Animals

Updated Text: Interactions and Dependence of Animals

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 15.29

Location: Teacher Edition, Unit 15, Activity 8, "Left Hand Column" (PDF pg. 29)

Original Text: SEP: Collect Evidence Collect and Organize Data

Updated Text: SEP: Collect Evidence

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 15.3-15.4

Location: Teacher Edition, Unit 15, Standards Coverage Chart (PDF pg. 3-4)

Original Text: ELPS:3: SpeakingN/A4: ReadingC: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 8)

Updated Text: ELPS:3: SpeakingH: Narrate, describe, and explain with increasing specificity and detail as more English is acquired. (Activity 2)4: ReadingC: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 5, 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 15.33

Location: Teacher Edition, Unit 15, Activity 10, "Collaborative Learning" (PDF pg. 33)

Original Text: 2. Pass out an Aquarium printable to each student.

Updated Text: 2. Pass out an Aquarium Interactions and Dependencies printable to each student.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 15.33

Location: Teacher Edition, Unit 15, Activity 10, "Left Hand Column" (PDF pg. 33)

Original Text: Aquarium

Updated Text: Aquarium Interactions and Dependencies

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 16.12

Location: Teacher Edition, Unit 16, Activity 1, "Formative Assessment" (PDF pg. 12)

Original Text: Evidence

Updated Text: Self-Assessment

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 16.12

Location: Teacher Edition, Unit 16, Activity 1, "Wellness: Communicating Without Words" (PDF pg. 12)

Original Text: Wellness: Communicating Without Words

Updated Text: Wellness: Asking for Help

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 16.16, 16.18, 16.20

Location: Teacher Edition, Unit 16, Activities 3, 4, 5 "Left Hand Column" (PDF pg. 16, 18, 20)

Original Text: Hanging Food Chain Applied Science Writing Food Chain Nesting Dolls

Updated Text: (printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 16.6

Location: Teacher Edition, Unit 16, Teacher Support Resources (PDF pg. 6)

Original Text: Eat or Be Eaten: Phenomenon Video

Updated Text: (deleted phenomenon video)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.10

Location: Teacher Edition, Unit 17, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: Engineering Design Rubric

Updated Text: (deleted printable)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.10

Location: Teacher Edition, Unit 17, Activity 1, "Phenomenon Introduction" (PDF pg. 10)

Original Text: Phenomenon Introduction

Updated Text: Claire and the Underdog Coalition

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.10

Location: Teacher Edition, Unit 17, Activity 1, "Introduce Engineering Scenario" (PDF pg. 10)

Original Text: 5. Discuss: What do you notice about the Engineering Scenario? What does it remind you of in your communities or cultures? What connections do you have from your own lives?

Updated Text: 5. Show students the Assist Your Animal: Engineering Video. (bolded and in purple)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.13

Location: Teacher Edition, Unit 17, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: SEP: Collect Observations

Updated Text: SEP: Collect Evidence

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.13

Location: Teacher Edition, Unit 17, Activity 2, "Introduce Activity" (PDF pg. 13)

Original Text: Introduce Activity

Updated Text: Collaborative Learning

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.2

Location: Teacher Edition, Unit 17, Activity Summary Chart, (PDF pg. 2)

Original Text: Week 8: Golf Course Engineers Week 9: Golf Course Engineers 10. Communicate Solutions

Updated Text: Week 28: Assist Your Animal Week 29: Assist Your Animal 10. Present Your Findings

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.21

Location: Teacher Edition, Unit 17, Activity 6, "Left Hand Column" (PDF pg. 21)

Original Text: ELPS: 3B

Updated Text: (deleted ELPS 3B)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.21

Location: Teacher Edition, Unit 17, Activity 6, "Whole Group" (PDF pg. 21)

Original Text: 2. Read "The Engineer for Animals" on the Poster Pal together as a class.

Updated Text: 2. Read "The Engineer for Animals" on the Poster Pal together as a class. [ELPS 4E] a. This is an opportunity for students to read linguistically accommodated content area materials.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.27

Location: Teacher Edition, Unit 17, Activity 9, "Left Hand Column" (PDF pg. 27)

Original Text: Organize Data Analyze Data Explain Discoveries and Innovations

Updated Text: Collect and Organize Data Analyze Data Explain Discoveries and Innovations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.3

Location: Teacher Edition, Unit 17, Standards Coverage Chart (PDF pg. 3)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: SEP: 1.1: Ask Questions and Define Problems A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activity 1)

Updated Text: SEP: 1.1: Ask Questions and Define Problems A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activity 1, 3)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 17.7

Location: Teacher Edition, Unit 17, Success Criteria Chart (PDF pg. 7)

Original Text: Activity 1 I can make observations and ask questions about the Engineering Scenario. Activity 2 I can identify and compare the external structures of different animals. Activity 5 I can read, discuss, and identify external structures on animals from Texas.

Updated Text: Activity 1 I can make observations and define the problem from the Engineering Scenario. Activity 2 I can collect observations to compare the external structures of different animals. Activity 5 I can read, discuss, and identify external structures of animals in Texas.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.14

Location: Teacher Edition, Unit 18, Activity 2, "Collaborative Learning" (PDF pg. 14)

Original Text: e. Ask: What observation did you make about the northern mockingbird as it great into an adult?

Updated Text: e. Ask: What observation did you make about the northern mockingbird as it great into an adult? (Answers may vary. Example: It gets bigger.)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.20

Location: Teacher Edition, Unit 18, Activity 5, "Adventure Reader: Life Cycles" (PDF pg. 20)

Original Text: N/A

Updated Text: Success Criteria I can read about life cycles and identify the different parts of the human life cycle.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.22

Location: Teacher Edition, Unit 18, Activity 6, "Collaborative Learning" (PDF pg. 22)

Original Text: 2. Have students identify each stage of the fish's life cycle and glue it in the correct order.

Updated Text: 2. Have students identify each stage of the fish's life cycle from the Guadalupe Bass Life Cycle printable, cut it out, and glue it in the correct order.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.24

Location: Teacher Edition, Unit 18, Activity 7, "Student-Driven Inquiry" (PDF pg. 24)

Original Text: 1. Display the Longhorn image.

Updated Text: 1. Display the Longhorn image. (bolded in blue)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.28

Location: Teacher Edition, Unit 18, Activity 9, "Collaborative Learning" (PDF pg. 28)

Original Text: 2. Have students cut out the pictures of each stage for each animal and glue them in the correct order in their student editions.

Updated Text: 2. Have students cut out the pictures from the Life Cycles printable for each stage for each animal and glue them in the correct order in their student editions.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.28

Location: Teacher Edition, Unit 18, Activity 9, "Applied Science Writing" (PDF pg. 28)

Original Text: 2. Say: You are going to write about your own life cycle and the different stages you go through as you grow. As you write, think about how you've changed so far, and how you're going to continue to change.

Updated Text: 2. Say: You are going to write about your own life cycle and the different stages you go through as you grow on the Learning About Life Cycles: Applied Science Writing printable.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.28

Location: Teacher Edition, Unit 18, Activity 9, "Left Hand Column" (PDF pg. 28)

Original Text: Life Cycles

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.28

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 18, Activity 9, "Collaborative Learning" (PDF pg. 28)

Original Text: 3. Have students label each stage of the life cycles.

Updated Text: 3. Have students label each stage of the life cycles. a. If there is time, split the class into three groups and have each group present one of the three animal life cycles to the class.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 18.3

Location: Teacher Edition, Unit 18, Standards Coverage Chart (PDF pg. 3)

Original Text: ELAR: 1.3: Developing and Sustaining Foundational Language Skills D: Identify and use words that name actions, directions, positions, sequences, categories, and locations. (Activity 4) 1.12: Composition B: Dictate or compose informational texts, including procedural texts. (Activity 4)

Updated Text: ELAR: 1.3: Developing and Sustaining Foundational Language Skills D: Identify and use words that name actions, directions, positions, sequences, categories, and locations. (Activity 3) 1.12: Composition B: Dictate or compose informational texts, including procedural texts. (Activity 3)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 19.13

Location: Teacher Edition, Unit 19, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: ELPS: 1E, 2C, 3F, 4G

Updated Text: ELPS: 1E, 2C, 3F, 4G, 1A

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 19.17

Location: Teacher Edition, Unit 19, Activity 3, "Left Hand Column" (PDF pg. 17)

Original Text: ELPS: 1E, 3F, 4F

Updated Text: ELPS: 1E, 4F

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 19.23

Location: Teacher Edition, Unit 19, Activity 5, "Find Your Family" (PDF pg. 23)

Original Text: N/A

Updated Text: Success Criteria I can use features and patterns to match young animals to their parents.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 19.23

Location: Teacher Edition, Unit 19, Activity 5, "Whole Group" (PDF pg. 23)

Original Text: 3. Explain to students that in this activity, they will have to make a family of four by finding all of their classmates who have a match to their animal.

Updated Text: 3. Pass out the Find Your Family printable and explain to students that in this activity, they will have to make a family of four by finding all of their classmates who have a match to their animal.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 19.30

Location: Teacher Edition, Unit 19, "Reflect and Connect," Step 2 (PDF pg. 30)

Original Text: 2. Have students respond to the question in their student editions, then share their responses with a classmate.

Updated Text: 2. Have students respond to this question in their science notebooks, then share their responses with a classmate.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 6, "A Day at the Fair: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 19, "Two of a Kind: Answer Key" (PDF pg. 2)

Original Text: Formative Assessment: Student Artifact

Updated Text: Formative Assessment: Student Edition Response

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Studies Weekly Online, Unit 1, Week 3, Poster Pal, Activity 1, "Scientific and Engineering Practices" (PDF pg. 2)

Original Text: 1 Scientific and Engineering Practices

Updated Text: 1 Scientific and Engineering Practices 2 Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*
ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Eat or Be Eaten: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: food chain: describes who eats whom organism: any living thing, such as a plant or animal Review the following term: depend

Updated Text: The new vocabulary that your student should know are: food chain: a model of a system that describes what eats what organism: any living thing, such as a plant or animal

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*
ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, "Spectacular Seasons: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following terms: cloudy, cool, pattern, rainy, shade, snowy, sunny, warm, and windy

Updated Text: The new vocabulary that your student should know are: (deleted review Terms)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*
ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Eat or Be Eaten: Answer Key" (PDF pg. 2)

Original Text: Activity 4 Phenomenon Food Chain

Updated Text: Activity 4 Phenomenon Explanation

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*
ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 15, Activity 2, "RTC and SEP Icons" (PDF pg. 2)

Original Text: SEP: N/A icon

Updated Text: SEP: Develop and Use Models icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 9, Poster Pal, "Header" (PDF pg. 2)

Original Text: Week 15

Updated Text: Week 14

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Terrarium Treasures: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following terms: interactions, dependence, and components

Updated Text: The new vocabulary that your student should know are: (deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, "Spectacular Seasons: Answer Key" (PDF pg. 2)

Original Text: Activity 4 N/A

Updated Text: Activity 4 Use student participation to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Water, Soil, and Rocks, Oh My!: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following terms: animal, nutrients, plant, rock, soil, and water

Updated Text: The new vocabulary that your student should know are: (deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 14, "Basic Needs: Yours Mine, and Ours: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following terms: classify

Updated Text: The new vocabulary that your student should know are: (delete review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 2, "Terrarium Treasures: Performance Tasks Answer Key" (PDF pg. 2)

Original Text: Assessment Map: 2, 3

Updated Text: Assessment Map: 1, 2

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1, Week 2, Poster Pal, Activity 4, "Scale, Proportion, and Quantity" (PDF pg. 2)

Original Text: Activity 4

Updated Text: Activity 4, 5

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 10, "Water, Water, Everywhere!: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: stream: a small, narrow river lake: freshwater completely surrounded by land on all sides ocean: a very large area of salt water saltwater: water with high amounts of salt, most commonly found in the ocean

Updated Text: The new vocabulary that your student should know are: stream: a small, moving body of water lake: a body of water with land on all sides ocean: a big body of salt water salt water: water with large amount of salt

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 18, "Learning About Life Cycles: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following terms: life cycle, animals

Updated Text: The new vocabulary that your student should know are: (deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Teacher Edition, Unit 14 "Teacher Resources," ELD Teacher and Student Edition

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Weeks 24

Updated Text: (Changed number on title blue bar from Week 24 to 23)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5, "Engineering Design: Golf Course Engineers: Performance Tasks Answer Key" (PDF pg. 2)

Original Text: Assessment Map: 1a, 1b, 1c, 2a

Updated Text: Assessment Map: 1, 2a, 2b, 3

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5, "Engineering Design: Golf Course Engineers: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Teacher Edition, Unit 17, "Engineering Design: Assist Your Animal: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following term: structure

Updated Text: The new vocabulary that your student should know are: (deleted review term)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 8, Poster Pal Activity 2, "Soil Layers" (PDF pg. 2)

Original Text: (colored image of soil layers)

Updated Text: (image of soil layers in black and white)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 17, "Assist Your Animal: Answer Key" (PDF pg. 2)

Original Text: Activity 3 Students will write two ways that using models is helpful and two ways they are not in their student editions.

Updated Text: Activity 3 Use the student artifact to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 8, "Secrets of the Soil: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: clay: a stiff, sticky fine-grained earth particle: a very small amount of something sand: a loose substance that consists of extremely small pieces of stone Review the following terms: size, shape, texture, color, soil

Updated Text: The new vocabulary that your student should know are: clay: a stiff, sticky fine-grained earth component: parts of a larger whole particle: a very small amount of something sand: a loose substance that consists of extremely small pieces of stone

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "Collect and Analyze Data" (PDF pg. 2)

Original Text: Table labels: Boys, GirlsA Significant Feature: The same amount of girls and boys lost four and five teeth or more.A Significant Pattern: The amount of girls that have lost so many teeth goes down as the number of lost teeth gets bigger. Students will record how many teeth the boys and girls in their class have lost and write a significant feature and pattern in their student editions.

Updated Text: Table labels: 6 and Under, 7 and OverA Significant Feature: Answers may vary. Example: The same amount of 6 and under and 7 and over aged students lost four and five or more teeth.A Significant Pattern: Answers may vary. Example: The amount of 7 and over aged students that have lost so many teeth goes down as the number of lost teeth goes up. Students will record how many teeth the students in their class have lost, based on their ages, and write a significant feature and pattern in their student editions.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 18, "Learning About Life Cycles: Answer Key" (PDF pg. 2)

Original Text: Formative Assessment: Participation

Updated Text: Formative Assessment: Student Edition Response

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 2, "Let's Bounce!: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: classify: to sort or group things that have similar properties physical properties: an observed or measured characteristic that can be used to describe objects texture: how something feels (smooth, rough, hard, soft) color: the shade you see (red, yellow, blue, green, etc.) shape: the outline of something (circle, square, oval, triangle, etc.) size: how large or small something is Relative weight: how heavier or lighter something is compared to another object

Updated Text: The new vocabulary that your student should know are: attribute: a quality or characteristic given to a person or thing heavier: an object that uses more effort to lift or move larger: of greater size than something else lighter: an object that is easier to lift or move smaller: of a size that is less than something else

Component: Texas Science Studies Weekly: 1 Grade Student Edition with Online Access

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 11, "What's with the Weather?: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are; Review the following terms: characteristics, cloudy, sunny, rainy, cool, snowy, warm, weather, and windy

Updated Text: The new vocabulary that your student should know are: (deleted review terms)

Component: Texas Science Studies Weekly: 1 Grade Student Edition with Online Access

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 9, "Where Did My Rocks and Soil Go?: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following terms: particle, soil, rock, and water

Updated Text: The new vocabulary that your student should know are: (deleted review terms)

Component: Texas Science Studies Weekly: 1 Grade Student Edition with Online Access

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 4, "Engineering Design: If Life Gives You Lemons: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: Texas Science Studies Weekly: 1 Grade Student Edition with Online Access

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 13, "Water Watchers: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are: Review the following terms: water and community

Updated Text: The new vocabulary that your student should know are: (deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 2, Student Edition, Activity 2, "Color, Shape, and Size" (PDF pg. 2)

Original Text: N/A

Updated Text: (added T-Chart)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2, 1-3

Location: Student Edition, Unit 17, Activities 2, 6, 7, 8, "RTC and SEP Icons" (PDF pg. 2, 1-3)

Original Text: Activity 2: SEP: Collect Evidence icon Activity 6: SEP: Ask Questions and Define Problems icon Activity 7: SEP: Develop Explanations and Propose Solutions icon Activity 8: SEP: Develop Explanations and Propose Solutions icon

Updated Text: Activity 2: SEP: Collect Observations icon Activity 6: SEP: Propose Solutions icon Activity 7: SEP: Develop and Use Models icon Activity 8: SEP: Evaluate Designs icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2-4

Location: Student Edition, Unit 15, Activities 2-4, "RTC and SEP Icons" (PDF pg. 2-4)

Original Text: Activity 2: SEP: N/A icon RTC: N/A icon Activity 3: SEP: N/A icon RTC: N/A icon Activity 4: SEP: N/A icon RTC: N/A icon

Updated Text: Activity 2: SEP: Collect and Organize Data icon RTC: Systems and System Models icon Activity 3: SEP: Develop and Use Models icon RTC: Systems and System Models icon Activity 4: SEP: Communicate Explanations and Solutions icon RTC: Systems and System Models icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 2-4, 1-3

Location: Student Edition, Unit 13, Activities 2-4, 6-8, "SEP and RTC Icons" (PDF 1-3)

Original Text: Activity 2: RTC: Cause and Effect icon SEP: Collect and Organize Data icon Activity 3: RTC: Cause and Effect icon SEP: Plan and Conduct Investigations and Design Solutions icon Activity 4: SEP: Cause and Effect icon RTC: Ask Questions and Define Problems icon Activity 6: RTC: Stability and Change icon SEP: Develop Explanations and

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Propose Solutions icon Activity 7: RTC: Cause and Effect icon SEP: Collect and Organize Data icon Activity 8: RTC: Cause and Effect icon SEP: Develop Explanations and Propose Solutions icon

Updated Text: Activity 2: RTC: Cause and Effect icon SEP: Collect Evidence icon Activity 3: RTC: Cause and Effect icon SEP: Collect Evidence icon Activity 4: RTC: Cause and Effect icon SEP: Collect Evidence icon Activity 6: RTC: Stability and Change icon SEP: Collect and Organize Data icon Activity 7: RTC: Cause and Effect icon SEP: Collect Evidence icon Activity 8: RTC: Cause and Effect icon SEP: Collect Evidence icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.14, 2.25,

Location: Teacher Edition, Unit 2, Activity 1, 5 (PDF pg. 14, 25)

Original Text: Questioning Self-Assessment Roll and Sort

Updated Text: (printable titles bold and in green)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.15

Location: Teacher Edition, Unit 2, Activity 2, "Left Hand Column" (PDF pg. 15)

Original Text: Demonstrate Safety

Updated Text: (deleted Demonstrate Safety)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.15, 2.19

Location: Teacher Edition, Unit 2, Activity 2, 3, "Left Hand Column" (PDF pg. 15, 19)

Original Text: Activity 2: ELPS 1F Activity 3: N/A

Updated Text: Activity 2: (deleted ELPS 1F) Activity 3: ELPS 1F

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.15, 2.25

Location: Teacher Edition, Unit 2, Activity 2, 5, "Success Criteria" (PDF pg. 15, 25)

Original Text: I can classify objects based on their color, shape, and size. I can classify objects based on a specific property.

Updated Text: I can classify objects based on their color, size, and shape. I can describe the properties of an object and explain why they are chosen.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.16

Location: Teacher Edition, Unit 2, Activity 2, "Reading to Learn" (PDF pg. 16)

Original Text: 1. Read the articles "Color" and "Shape" to students, having them use their pointer fingers to follow along with each word in their student editions.

Updated Text: 1. Read the articles "Color" and "Shape" to students, having them use their pointer fingers to follow along with each word in their student editions. a. This is an opportunity to read content area materials that are linguistically accommodated. [ELPS 4E]

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.24

Location: Teacher Edition, Unit 2, Activity 4, "Debrief" (PDF pg. 24)

Original Text: N/A

Updated Text: 4. Encourage students to share with their families what they learned about the different sports balls and which ones act similarly to a basketball. a. Students can sort the sports ball they have at home as part of the assignment.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.25

Location: Teacher Edition, Unit 2, Activity 5, "Left Hand Column" (PDF pg. 25)

Original Text: Die

Updated Text: (added thumbnails for printable)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.25

Location: Teacher Edition, Unit 2, Activity 5, "Formative Assessment" (PDF pg. 25)

Original Text: Formative Assessment, Evidence, Participation, Use participation to check for proficiency of the success criteria.

Updated Text: (deleted Formative Assessment box)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.3

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)

Original Text: N/A ELPS 1F: Use accessible language and learn new and essential language in the process. (Activity 1, 2)

Updated Text: ELPS 3H: Narrate, describe, and explain with increasing specificity and detail as more English is acquired. (Activity 5) ELPS 1F: Use accessible language and learn new and essential language in the process. (Activity 1, 3)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.5

Location: Teacher Edition, Unit 2, Unit Materials List (PDF pg. 5)

Original Text: primary balance 1, 4

Updated Text: primary balance 3

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 2.8

Location: Teacher Edition, Unit 2, Success Criteria Chart (PDF pg. 8)

Original Text: Color, Size, and Shape

Updated Text: Color, Shape, and Size

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 5, "Golf Course Engineers: Answer Key" (PDF pg. 3)

Original Text: Formative Assessment: Student Edition Response

Updated Text: Formative Assessment: Student Artifact

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 13, Activity 3, "Washing Hands" (PDF pg. 2)

Original Text: Washing Hands with the Faucet Running How much water did it take? ____ oz. Washing Hands with the Faucet Off How much water did it take? ____ oz.

Updated Text: (Green Explore box surrounding text)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 3

Location: Student Edition, Unit 8, Activity 3, "Soil Shape and Texture" (PDF pg. 2)

Original Text: Soil Shape and Texture

Updated Text: Soil Texture and Shape

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 11, Activity 3, "RTC and SEP Icons" (PDF pg. 2)

Original Text: RTC: Systems and System Models icon

Updated Text: RTC: Cause and Effect icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 18, Activity 3, "The Life Cycle of the the Northern Mockingbird" (PDF pg. 2)

Original Text: The Life Cycle of the the Northern Mockingbird

Updated Text: The Life Cycle of the Northern Mockingbird

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 17, Activity 8, "Improve" (PDF pg. 3)

Original Text: N/A

Updated Text: (green box around Improve section to indicate Explore Path)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 5, Activity 3, "Identify Game" (PDF pg. 2)

Original Text: RTC Icon SEP Icon

Updated Text: (delete SEP and RTC icons green border around game)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 6, "A Day at the Fair: Answer Key" (PDF pg. 3)

Original Text: Butter should have both the "heat" and "cool" arrows, while popcorn should just have the "heat" arrow.

Updated Text: (bolded and in red)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3.11, 3.12, 3.15

Location: Teacher Edition, Unit 3, Activity 1, "Left Hand Column" (PDF pg. 11, 12)

Original Text: Questioning Self-Assessment Change Affects Everyone Change Controller Adapt Controller Example
SEP: Asking Questions

Updated Text: (deleted Questioning Self-Assessment) Formative Assessment (Questioning Self-Assessment moved here)
(deleted Change Affects Everyone Change Controller Adapt Controller Example) Wellness: Coping Strategies for
Change printable SEP: Ask Questions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3.14

Location: Teacher Edition, Unit 3, Activity 1, "Wellness: Coping Strategies for Change" (PDF pg. 14)

Original Text: Whole Group 1. Guide children through a short breathing exercise. Discuss how they feel after the breathing exercise. 2. Show students the Change Affects Everyone video. a. Ask: What kinds of changes did the video talk about? (family, world, weather, technology) b. Ask: what was the big adaptation that the video explained? (communication) 3. Read the articles together as a class and discuss the following: a. What does it mean to adapt? (learning to live with change) b. Is adapting always easy? Why or why not? c. Do we always like change? d. How does change make us feel sometimes? e. What can you do to help your well-bring when it comes to change? 4. Show students the Change Controller image. a. Discuss with the class that we are the ones in control of our responses. We get to choose how we respond to what is happening. b. Consider hanging the Change Controller image in your classroom to support students in making choices. 5. Reread the article "Coping Strategies for Change." 6. Write the examples listed in the article on the board. 7. Ask the students to think of other ideas of what they can do when they have to deal with change (e.g., go outside and enjoy the sunshine, write in a journal, talk with someone you trust, do something that you really enjoy). Independent Work 1. Give students the Change Controller printable. 2. Using the Adapt Controller Example printable, have the students add the labels and definitions to the printable.

Updated Text: This is an opportunity for students to learn about how to cope with change through an activity.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3.16, 3.19

Location: Teacher Edition, Unit 3, Activity 2, 3 "Left Hand Column"

Original Text: N/A

Updated Text: SEP: Develop Explanations Communicate Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3.23

Location: Teacher Edition, Unit 3, Activity 4, "Hot and Cold Math" (PDF pg. 23)

Original Text: Hot and Cold Math

Updated Text: Melting Ice Cream

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Original Text: SEP: 1.1: Plan And Conduct Investigations and Design Solutions B: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 2, 3) 1.1: Collect Evidence E: Collect observations and measurements as evidence (Activities 2-3)

Updated Text: SEP: 1.1: Plan And Conduct Investigations and Design Solutions B: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 2, 3, 5) 1.1: Collect Evidence E: Collect observations and measurements as evidence (Activities 2-3, 5)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3.5

Location: Teacher Edition, Unit 3, Explore Path Materials List (PDF pg. 5)

Original Text: N/A

Updated Text: hot plate, Activity 3, 1

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 3.6

Location: Teacher Edition, Unit 3, Unit Materials List (PDF pg. 5, 6)

Original Text: microwave (under Explore Path Materials List) Discovery Path Materials List: sugar

Updated Text: microwave (now under Discovery Path Materials List) (deleted Explore Path Materials List: sugar) Explore Path Materials List: sugar (moved here)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Studies Weekly Online, Unit 15, Poster Pal, Activity 4, "Interactions and Dependence in an Aquarium" (PDF pg. 4)

Original Text: Interactions and Dependence in an Aquarium

Updated Text: Aquarium Interactions and Dependencies

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 8, Activity 4, "Phenomenon Explanation" (PDF pg. 3)

Original Text: Phenomenon Explanation

Updated Text: Types of Soil

Component: *Texas Science Studies Weekly: Kindergarten Student Edition with Online Access*

ISBN: 9781649783752SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 17, Activity 4 (PDF pg. 4)

Original Text: Engineering Design Process image

Updated Text: (changed for correct) Engineering Design Process image

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 4 "Melting Ice Cream" (PDF pg. 3)

Original Text: (Ice cream cones are white)

Updated Text: (Ice cream cones are colored)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 18, Activity 9, "Longhorn" (PDF pg. 3)

Original Text: (5 circles for the Longhorn section)

Updated Text: (changed to 3 circles for the Longhorn section)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 4

Location: Student Edition, Unit 5, Activity 5, "SEP and RTC Icons" (PDF pg. 3)

Original Text: SEP: N/A RTC: N/A

Updated Text: SEP: Develop Explanations icon Listen Actively and Discuss icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): 4-1

Location: Student Edition, Unit 15, Activities 4, 6 "RTC and SEP Icons" (PDF pg. 3, 1)

Original Text: Activity 4: SEP: Ask Questions and Define Problems icon RTC: Stability and Change icon Activity 6: SEP: Ask Questions and Define Problems RTC: Stability and Change icon Activity 8: RTC: Collect Evidence icon

Updated Text: Activity 4: SEP: Collect Evidence icon RTC: Patterns icon Activity 6: SEP: Collect Evidence icon RTC: Patterns icon Activity 8: RTC: Stability and Change icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4.10

Location: Teacher Edition, Unit 4, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: RTC: N/A

Updated Text: RTC: Systems and System Models

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4.10, 4.13, 4.16, 4.18

Location: Teacher Edition, Unit 4, Activity 1-4, "Left Hand Column" (PDF pg. 10, 13, 16, 18)

Original Text: N/A

Updated Text: SEP: Communicate Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4.10, 4.13, 4.16, 4.18, 4.20

Location: Teacher Edition, Unit 4, Activity 1-5, "Left Hand Column" (PDF pg. 10, 13, 16, 18, 20)

Original Text: N/A

Updated Text: SEP: Propose Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 4.13, 4.16, 4.18

Location: Teacher Edition, Unit 4, Activity 2-4, "Left Hand Column" (PDF pg. 13, 16, 18)

Original Text: SEP: N/A

Updated Text: SEP: Design Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4.13, 4.18

Location: Teacher Edition, Unit 4, Activity 2, 4, "Success Criteria" (PDF pg. 13, 18)

Original Text: Activity 2: I can create ideas for a designed solution. Activity 4: I can build a solution that works as intended to help Aleki sell lemonade.

Updated Text: Activity 2: I can describe the purpose of my design solution. Activity 4: I can create a solution that works as intended to carry supplies.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4.14

Location: Teacher Edition, Unit 4, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: SEP: N/A ELAR 1.1C: Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate to solve problems.

Updated Text: SEP: Develop and Use Models ELAR 1.2F: Develop handwriting by printing words, sentences, and answers legibly, leaving appropriate spaces between words.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4.14

Location: Teacher Edition, Unit 4, Activity 2, "Ideate Solutions"

Original Text: N/A

Updated Text: 4. Say: Today when you go home, share with an adult one of your solutions for creating a lemonade stand that could be taken apart and put back together.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 4.2

Location: Teacher Edition, Unit 4, Activity 5, "Left Hand Column" (PDF pg. 20)

Original Text: N/A

Updated Text: SEP: Evaluate Engineering Designs

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity Summary Chart (PDF pg. 2)

Original Text: 4. Explain Push and Pull Push or Pull: Motion Investigation

Updated Text: 4. Explain Push and Pull Push and Pull: Motion Investigation

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.22

Location: Teacher Edition, Unit 5, Activity 5, "Left Hand Column" (PDF pg. 22)

Original Text: SEP: Plan and Conduct Investigations Demonstrate Safety

Updated Text: SEP: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.22

Location: Teacher Edition, Unit 5, Activity 5, "Teacher Note" (PDF pg. 22)

Original Text: 2. Before starting this activity, view the Setting Up Your Mini Golf Course Teacher Instruction Video.

Updated Text: (deleted step 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.22, 5.35

Location: Teacher Edition, Unit 5, Activity 5, 10, "Left Hand Column" (PDF pg. 22, 35)

Original Text: Monster Obstacle Putter Golf Course Engineers: Applied Science Writing

Updated Text: (added printable thumbnails)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.29-5.30

Location: Teacher Edition, Unit 5, Activity 7, "Wellness: Build Each Other Up" (PDF pg. 29-30)

Original Text: Whole Group: 1. Discuss: Was it hard to come up with one idea together? What was hard about it? (Answers may vary. Example: It was hard because I wanted to just do my idea, but we had to take a part of everyone's idea so that it was fair.) Say: Something that makes working in a group easier is being kind to one another. We can do this by building each other up. What do you think that means? (Answers may vary but could include being kind, being respectful, etc.) 3. Read the Build Each Other Up printable together. 4. After you have reviewed and identified strengths, help the students understand it may be hard to remember their own strengths. That is when a team comes together to build each other up. 5. Set up four stations in the room, and divide the class into four groups. Each group will rotate through each station. In each station, students will practice building one another up, using the strategy at the station and the sentence stems provided. a. Station 1: Speak encouraging words to each other. I like how you _____. You are good at _____. b. Station 2: Celebrate the success of others. I saw you _____. You can _____. _____ might have been hard for you, but you did it! Station 3: Show gratitude. We are lucky to have you on our team because _____. d. Station 4: Always say kind things about your teammates to others. I love working with _____. _____ really knows how to work hard. 6. Help the students remember that sometimes, working in a team can be frustrating. a. Say: If we focus on the frustrating things, the work will be frustrating. Communication is important in making sure everyone wants to reach the final goal. If a team member is frustrated, there may be a reason for it. Work together to try to fix the problem.

Updated Text: In this lesson, students learn how to speak kindly to each other and build each other up.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.3

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC: 1.5: Patterns A: Identify and use patterns to describe phenomena or design solutions. (Activities 6, 7, 8, 9) 1.5: Cause and Effect B: Investigate and predict cause-and-effect relationships in science. (Activities 3, 4, 5)

Updated Text: RTC: 1.5: Patterns A: Identify and use patterns to describe phenomena or design solutions. (Activities 6, 7, 8) 1.5: Cause and Effect B: Investigate and predict cause-and-effect relationships in science. (Activities 3, 4, 5, 9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.31

Location: Teacher Edition, Unit 5, Activity 8, "Reading to Learn" (PDF pg. 31)

Original Text: 2. Have students look at the images on the student edition first for visual support.

Updated Text: 2. Have students look at the images on the student edition first for visual support. a. This is an opportunity for students to read linguistically accommodated content area materials. [ELPS 4E]

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.34

Location: Teacher Edition, Unit 5, Activity 9, "Debrief" (PDF pg. 34)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Discuss: What was the pattern we saw in our data? (Answers may vary but should match what most groups experienced, whether that was improvement or staying about the same.) Have students celebrate their improvements and discuss how even if they did not improve, they still tried and persevered, just like real engineers do.

Updated Text: 1. Discuss: What was the pattern we saw in our data? (Answers may vary but should match what most groups experienced, whether that was improvement or staying about the same.) Have students celebrate their improvements and discuss how even if they did not improve, they still tried and persevered, just like real engineers do. 2. Have students present their solutions individually or collaboratively to the principal of their school, as if the principal was the owner of the golf course.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 5.4

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pg. 4)

Original Text: ELAR: 1.1: Developing and Sustaining Foundational Language Skills A: Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. (Activities 1, 6, 7) C: Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. (Activities 2, 3, 4, 6, 7) ELPS 1: Learning Strategies B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activities 1, 8) 4: Reading N/A

Updated Text: ELAR: 1.1: Developing and Sustaining Foundational Language Skills A: Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. (Activities 1, 6, 7, 10) C: Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. (Activities 2, 3, 4, 7, 10) ELPS 1: Learning Strategies B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activity 1) 4: Reading E: Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned. (Activity 5)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.10

Location: Teacher Edition, Unit 6, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: N/A ELPS: 1A, 1D, 2C

Updated Text: Explore Path Materials Wellness: Finding the Right Foods ELPS: 1A, 1D

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.10

Location: Teacher Edition, Unit 6, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: ELPS: 1A, 1D, 2C

Updated Text: ELPS: 1A, 1D

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.14

Location: Teacher Edition, Unit 6, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: RTC: Stability and Change Cause and Effect Stability and Change

Updated Text: RTC: Stability and Change Cause and Effect Energy and Matter

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.2

Location: Teacher Edition, Unit 6, Activity Summary Chart (PDF pg. 2)

Original Text: 5. Spending and Saving, Explore

Updated Text: 5. Spending and Saving, Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.25

Location: Teacher Edition, Unit 6, Activity 6, "Left Hand Column" (PDF pg. 25)

Original Text: Making Fair Foods: Teacher Instruction Page

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.29

Location: Teacher Edition, Unit 6, Activity 7, "Collaborative Learning" (PDF pg. 29)

Original Text: N/A

Updated Text: 8. Have students record what happens with cotton candy in the student edition.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.31

Location: Teacher Edition, Unit 6, Activity 8, "Left Hand Column" (PDF pg. 31)

Original Text: ELPS: 1D

Updated Text: (deleted ELPS: 1D)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.31

Location: Teacher Edition, Unit 6, Activity 8, "Left Hand Column" (PDF pg. 31)

Original Text: Reversible or Irreversible? Poster Pal Cards Making Fair Foods: Teacher Instruction Page

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.4

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 4)

Original Text: MATH: 1.1: Mathematical Process Standards C: Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental, math, estimation, and number sense as appropriate, to solve problems. (Activity 9) 1.9: Personal Financial Literacy C: Distinguish between spending and saving. (Activity 5)

Updated Text: MATH: 1.9: Personal Financial Literacy C: Distinguish between spending and saving. (Activity 5, 10)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.4

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 4)

Original Text: ELAR 1.6: Comprehension Skills H: Synthesize information to create new understanding with adult assistance. (Activity 3) ELPS 1: Learning Strategies D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution. (Activities 1, 8, 9) WELL: Finding the Right Foods (Activity 3)

Updated Text: ELAR 1.6: Comprehension Skills H: Synthesize information to create new understanding with adult assistance. (Activity 3, 4) ELPS 1: Learning Strategies D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution. (Activities 1, 9) WELL: Finding the Right Foods (Activity 1)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 6.7

Location: Teacher Edition, Unit 6, Success Criteria Chart (PDF pg. 7)

Original Text: 5. Spending and Saving I can plan and conduct an investigation to see how ice cream and ice pops change when heated and cooled.

Updated Text: 5. Spending and Saving I can identify how much money I have spent and how much money I have saved.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 7

Location: Studies Weekly Online, Unit 16, ELD Teacher Edition, "Framing Our Learning" (PDF pg. 7)

Original Text: A food chain is a chain that shows which animals use other animals to survive. For example, a snake will eat a rat. A food chain starts with the smallest organism. For example, a grasshopper eats the grass.

Updated Text: A food chain is a model of a system that shows what eats what. For example, a snake will eat a rat. A food chain starts with the plant eaters. For example, a grasshopper eats the grass.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 7.10

Location: Teacher Edition, Unit 7, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: N/A

Updated Text: (Poster Pal icon)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 7.13

Location: Teacher Edition, Unit 7, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: ELPS 3G

Updated Text: ELPS 3G, 4E

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 7.14

Location: Teacher Edition, Unit 7, Activity 2, "Adventure Reader: Springtime on the Farm" (PDF pg. 14)

Original Text: 3. Hold up one of the Adventure Readers and model for the students how to track as you read the title of the book to them.

Updated Text: 3. Hold up one of the Adventure Readers and model for the students how to track as you read the title of the book to them. a. This is an opportunity for students to read linguistically accommodated content area materials. [ELPS 4E]

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 7.19

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 7, Activity 4, "Debrief" (PDF pg. 19)

Original Text: N/A

Updated Text: 5. Have students go outside and tell a science partner what season it is currently and how they know it is that season.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 7.2

Location: Teacher Edition, Unit 7, Activity Summary Chart (PDF pg. 2)

Original Text: Week 7: Spectacular Seasons

Updated Text: Week 12: Spectacular Seasons

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 7.3

Location: Teacher Edition, Unit 7, Standards Coverage Chart (PDF pg. 3)

Original Text: ELPS: N/A

Updated Text: ELPS: 4: Reading E: Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.10

Location: Teacher Edition, Unit 8, Activity 1, "Introduce Phenomenon and Record Observations" (PDF pg. 10)

Original Text: 6. Allow students to go outside and observe the ground around them with their eyes for two minutes before returning inside. 7. Have students write or draw their observations of the phenomenon in their student editions. a. Expose students to the phenomenon a second time. Have students begin to think about what they want to make sense of or what questions might be forming about the phenomenon.

Updated Text: 6. Remind students that when they go outside, they will be participating in a field investigation. 7. Ask: How can you stay safe when we go outside? (Answers may vary. Example: I can stay on paths.) 8. Allow students to go outside and observe the ground around them with their eyes for two minutes before returning inside. 9. Have students write or draw their observations of the phenomenon in their student editions. a. Expose students to the phenomenon a second time. Have students begin to think about what they want to make sense of or what questions might be forming about the phenomenon.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.11

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 8, Activity 1, "Produce Questions" (PDF pg. 11)

Original Text: Produce Questions (second "Produce Questions" header)

Updated Text: Create a Student-Driven Question Board

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.18

Location: Teacher Edition, Unit 8, Activity 3, "Left Hand Column" (PDF pg. 18)

Original Text: RTC: Size, Scale, and Quantity

Updated Text: RTC: Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.19

Location: Teacher Edition, Unit 8, Activity 3, "Connection to Social Studies" (PDF pg. 19)

Original Text: 4. Provide students with the article "Texas Sandfest."

Updated Text: 4. Provide students with the article "Texas Sandfest." ("Texas Sandfest" bold and in green)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.2

Location: Teacher Edition, Unit 8, Activity Summary Chart (PDF pg. 2)

Original Text: 4. Types of Soil, Explore

Updated Text: 4. Types of Soil, Explain

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.21

Location: Teacher Edition, Unit 8, Activity 5, "Phenomenon Explanation" (PDF pg. 21)

Original Text: Phenomenon Explanation

Updated Text: Types of Soil

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.23

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 8, Activity 5, "Soil Made My Breakfast?" (PDF pg. 23)

Original Text: Introduce Activity ... 9. On the Poster Pal, show students the photo of breakfast. ... 12. Have students fill in the blanks on the Poster Pal. Whole Group 1. Have students turn to page 4 in the Student Edition: Soil Sort.

Updated Text: Introduce Activity ... 9. On the Soil Made My Breakfast? Printable, show students the photo of breakfast. ... 12. Have students fill in the blanks on the printable. Whole Group 1. Pass out the Soil Sort printable and have students look at the first page.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart (PDF pg. 4)

Original Text: WELL: Participation (Activity 1)

Updated Text: WELL: Participation (Activity 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 9

Location: Studies Weekly Online, Teacher Edition, Unit 13 "Teacher Resources," ELD Teacher and Student Edition

Original Text: Week 21

Updated Text: (Changed number on title blue bar from Week 21 to Week 22)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 9.10-9.11

Location: Teacher Edition, Unit 9, Activity 1, "Left Hand Column, Create a Student-Driven Question Board" (PDF pg. 10-11)

Original Text: ELPS: 2L Allow the students to demonstrate their learning by responding to the questions and collaborating with their peers. [ELPS 2L]

Updated Text: ELPS: 2I Allow the students to demonstrate their learning by responding to the questions and collaborating with their peers. [ELPS 2I]

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 9.13

Location: Teacher Edition, Unit 9, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: Rainfall Bottles Flowing Colors

Updated Text: (printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 9.21

Location: Teacher Edition, Unit 9, Activity 5, "Scavenger Hunt" (PDF pg. 21)

Original Text: Explain

Updated Text: Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 9.21

Location: Teacher Edition, Unit 9, Activity 5, "Left Hand Column" (PDF pg. 21)

Original Text: SEP: Develop Explanations

Updated Text: SEP: Develop Explanations Listen and Discuss

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 9.3

Location: Teacher Edition, Unit 9, Standards Coverage Chart (PDF pg. 3)

Original Text: 1.1: Plan and Conduct Investigations and Design Solutions B: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 2, 3)

Updated Text: (moved up to be right after 1.1A)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*
ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): 9.5

Location: Teacher Edition, Unit 9, Unit Materials List (PDF pg. 5)

Original Text: (blank row) graduated cylinders

Updated Text: (deleted blank row) (deleted graduated cylinders)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*
ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, "A Day at the Fair Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 7, "Spectacular Seasons: Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 3, "Cameron's Conundrum Phenomenon Video"

Original Text: (image of Phenomenon Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, "Cotton Candy"

Original Text: (found in Activity 1)

Updated Text: (deleted from Activity 1)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 15, "Terrarium Treasures: Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Unts)

Original Text: N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Removed all publisher design notes from "Speaker Notes") (Removed all answer keys from student-facing slides) (Removed Leveling indicators from each student-facing slide)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 2, Activity 2

Original Text: N/A

Updated Text: On a piece of paper, draw two boxes and in one, draw something smaller, and in the other, something larger.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 18, "Learning About Life Cycles: Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 5, "Golf Course Engineers Scenario Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 13, "Water Watchers Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Publisher: Studies Weekly

Science, Grade 2

Program: Texas Science Studies Weekly: Second Grade: TEKS

Editorial Changes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Location: Teacher Edition, Unit 8, Activity 8, “Collaborative Learning”, Steps 3a - 3c

Original Text: a. Discuss: Why is it important to improve our designs? How did improving our designs help us? (Improving our designs makes sure it works as well as it can.) b. Ask: If you could improve your designs again, what would you do differently this time? Why? (Answers should depend on students’ analysis of data and should identify limitations of their devices.) c. How did your device solve the problem of communicating over a distance with sound? Or, how was it not able to solve the problem? (Answers should include experience of how the device was able or unable to use sound to communicate.)

Updated Text: a. Discuss: Why is it important to improve our designs? What was the effect of our improvements? (Improving our designs makes sure it works as well as it can.) b. Ask: If you could improve your designs again, what would you do differently this time? Why? What effects would your changes create? (Answers should depend on students’ analysis of data and should identify limitations of their devices.) c. How did your device solve the problem of communicating over a distance with sound? Or, what do you think caused the device to not solve the problem? (Answers should include experience of how the device was able or unable to use sound to communicate.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 19, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 15, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 9, Phenomenon Statement (PDF pg. 1)

Original Text: It is warmer and brighter during the day than at night.

Updated Text: The world around us is warmer and brighter in the day than at night.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 10, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypotheis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 12, "Shopping at the Superstore: Unit Assessment" (PDF pg. 1)

Original Text: 1. Sort the resources into the appropriate columns. (No images were provided for the sort.)

Updated Text: 1. Sort the resources into the appropriate columns. (Images of natural and human-made resources included for the sort.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 10, "Where Did My Sandcastle Go?: Unit Assessment" (PDF pg. 1)

Original Text: Fill in the blank: ____A____ and ____B____ can move soil and rocks. A: Light, Sun, Sound, Wind B: stars, heat, light, water

Updated Text: Fill in the blank: _____ and _____ can move soil and rocks. A. Light, stars B. Sun, heat C. Sound, wind D. Wind, water

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 7, Activity 1: Phenomenon Introduction (PDF pg. 1)

Original Text: SEP Ask Questions RTC Cause and Effect ELAR

Updated Text: SEP Ask Questions RTC Cause and Effect

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, “Wellness: Fear of the Unknown” (PDF pg. 1)

Original Text: 5E Engage

Updated Text: 5E Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 19, Activity 1 (PDF Pg. 1)

Original Text: (The comic text in frames 3 - 6 were edited to improve readability and avoid introducing misconceptions.)

Updated Text: (The comic text in frames 3 - 6 were edited to improve readability and avoid introducing misconceptions.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 9, “Day and Night Difference: Reading Comprehension Questions” (PDF pg. 1)

Original Text: Texas Science Studies Weekly: First Grade Sound Investigation Reading Comprehension

Updated Text: Texas Science Studies Weekly: Second Grade Day and Night Difference Reading Comprehension

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, “Where Did My Sandcastle Go?: Performance Task” (PDF pg. 1)

Original Text: Performance Task Phases of the Moon 2.10A

Updated Text: Performance Task Where Did My Sandcastle Go? 2.10A

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2, “What Do Scientists Do? Reading Comprehension Questions” (PDF pg. 1)

Original Text: Activity 2: Planning and Carrying Out Investigations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 7, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 4, “What Do Engineers Do?Answer Key, Activity 1 (PDF pg. 1)

Original Text: Directions: Describe the engineering problem.

Updated Text: Directions: Define Natalia's problem.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 6, “Push or Pull Drawing” (PDF pg. 1)

Original Text: Lesson Time 20 minutes 5E Engage

Updated Text: Lesson Time 10 minutes 5E Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 12, Activity 1 (PDF pg. 1)

Original Text: (Wrong version of the "My Hypothesis format used.")

Updated Text: ("My Hypothesis" was reformatted to remove some scaffolds and increase student independent writing.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 16, Activity 9, “Dandelion Surprise: Reading Comprehension Questions Answer Key” (PDF pg. 1)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: 2. What effect does better pollination have? a. 1more food b. taller plants c. bigger flowers d. brighter colors

Updated Text: 2. What effect does better pollination have? a. more food b. taller plants c. bigger flowers d. brighter colors

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, “Where Did My Sandcastle Go?: Performance Task Answer Key” (PDF pg. 1)

Original Text: Second Grade: Phases of the Moon

Updated Text: Second Grade: Where Did My Sandcastle Go?

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2, “What Do Scientists Do? Reading Comprehension Questions Answer Key” (PDF pg. 1)

Original Text: Activity 2: Planning and Carrying Out Investivgations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 19, Activity 6, Vocabulary Box (PDF pg. 1)

Original Text: to make a change to better survive in one’s environment

Updated Text: to change to better survive in one's environment

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 4, “What Do Engineers Do?Answer Key, Activity 1 (PDF pg. 1)

Original Text: Draw a line to match each definition with the correct term.

Updated Text: Draw a line to match each term to its definition.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 6, “Touches and Collisions” (PDF pg. 1)

Original Text: Lesson Time 20 minutes 5E Engage

Updated Text: Lesson Time 10 minutes 5E Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 12, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Unit Assessment” (PDF pg. 1)

Original Text: 1. Without energy, nothing would change. TRUE FLASE

Updated Text: 1. Without energy, nothing would change. TRUE FALSE

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 3, Activity 2, “Wellness: What Is Change? / Types of Change” (PDF pg. 1)

Original Text: Lesson Time 20 minutes

Updated Text: Lesson Time 15 minutes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 16, “Dandelion Surprise: Reading Comprehension Questions ” (PDF pg. 1)

Original Text: Texa Science Studies Weekly: First Grade

Updated Text: Texa Science Studies Weekly: Second Grade

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2, “What Do Scientists Do? Lower Lexile Articles (PDF pg. 1)

Original Text: Activity 2: Planning and Carrying Out Investigations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 11, Activity 6, “Texas Regional Weather”, Reflect and Connect (PDF pg. 1)

Original Text: Think about the phenomenon comic. [Character 1] wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Updated Text: Think about the phenomenon comic. Cameron wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 6, “Playground Problems: Unit Assessment” (PDF pg. 1)

Original Text: 3. Two children are playing with a skateboard. What type of force is needed to push the skateboard?

Updated Text: 3. Two children are playing with a skateboard. What type of force is needed to move the skateboard?

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, “What Do Scientists Do? Unit Assessment” (PDF pg. 1)

Original Text: 4. Fill in the Blank: A(n) starts with a question. A. Distractors: B. Investigation C. claim D. observation

Updated Text: 4. Fill in the Blank: A(n) _____ starts with a question. A. investigation B. claim C. observation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 16, Activity 1, “Dandelion Surprise: Answer Key” (PDF pg. 1)

Original Text: Formative Assessment: Questioning Self - Assessment Printable

Updated Text: Formative Assessment: Engineering Design Rubric

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 1 Week 3, Activity 1, Scientific and Engineering Practices article text (PDF pg. 1)

Original Text: Do you wonder how scientists know so much about the world? They use skills that we all have. They use these skills in special ways. These skills are called scientific and engineering practices. Scientists decide on what they want to know. Then, they begin to learn about the world. They solve problems based on things they observe. They solve problems based on information they get from models, texts, or other investigations. Scientists and engineers often work in groups. They try to investigate new answers to questions. They also try to find new ways to solve problems.

Updated Text: (The article was re-edited to more closely align with the teacher edition.) Have you ever wondered how scientists and engineers know so much about the world? They use the same skills that you do. They use these skills in special ways. In **Science**, these skills are known as science and engineering practices. Learning more about the world takes a big first step for scientists and engineers. They have to decide what they want to learn about. They have to use their skills. They use the skill of asking questions. They use the skill of defining problems. To do these things, they have to use more skills. They make observations. They gather evidence. They get their information from models, texts, or investigations. They do all this to find a question they want to learn more about, or a problem they want to solve. Then, scientists and engineers get to work. They work alone or in groups. They investigate new answers to questions, and new ways to solve problems.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1 Week 4, "What Do Engineer Do? Reading Comprehension" (PDF pg. 1)

Original Text: N/A

Updated Text: Name: _____ Date: _____

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 6, "Playground Problems: Unit Assessment Answer Key" (PDF pg. 1)

Original Text: 3. Two children are playing with a skateboard. What type of force is needed to push the skateboard?

Updated Text: 3. Two children are playing with a skateboard. What type of force is needed to move the skateboard?

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, "Treasured Trash: Performance Task" (PDF pg. 1)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Treasured Trash Shopping at the Superstore 2.11B

Updated Text: Treasured Trash Performance Task 2.11B

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, “Mrs. Garcia's Recess Dilemma: Performance Tasks” (PDF pg. 1)

Original Text: Performance Task Electric Paths 2.8C

Updated Text: Performance Task Mrs. Garcia's Recess Dilemma 2.8C

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 14, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 9, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 4, Activity #, “Bird Tangram” (PDF pg. 1)

Original Text: Explore Science Extension Activities

Updated Text: Texas Science

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 5, “Performance Task” (PDF pg. 1)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Performance Task

Updated Text: Performance Task Push, Touch, Collide: Watch Out! 2.7A

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, “Treasured Trash: Reading Comprehension” (PDF pg. 1)

Original Text: Texas Science Studies Weekly: First Grade

Updated Text: Texas Science Studies Weekly: Second Grade

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, “Mrs. Garcia's Recess Dilemma: Reading Comprehension Questions” (PDF pg. 1)

Original Text: Activity 1: Communicate

Updated Text: Activity 1: Engineering Design Scenario

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 14, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 4, Activity #, “Printable Title” (PDF pg. 1)

Original Text: Explore Science Teacher Instructions

Updated Text: Texas Science Teacher Instructions

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Studies Weekly Online, Unit 11, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 5, Activity 4, “Wellness: What Works for You?” (PDF pg. 1)

Original Text: Lesson Time 20 minutes

Updated Text: Lesson Time 15 minutes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 6, Phenomenon Statement (PDF pg. 1)

Original Text: Gina can’t get Ms. Johnson to move on the swing but Ms. Garcia can.

Updated Text: Gina can’t get Ms. Johnson to move on the swing, but Ms. Garcia can.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 13, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 2, Activity 1, “Wellness: The Power of Listening” (PDF pg. 1)

Original Text: Lesson Time 20 minutes

Updated Text: Lesson Time 15 minutes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 8, “Mrs. Garcia's Recess Dilemma: Reading Comprehension Questions Answer Keys” (PDF pg. 1)

Original Text: Activity 1 Communicate

Updated Text: Activity 1 Engineering Design Scenario

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 1 RecurringThemes and Concepts

Updated Text: Activity 1 Through the Lens of RecurringThemes and Concepts

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 4, Activity 3, “Wellness: Steps for Decision Making” (PDF pg. 1)

Original Text: Explore Science Wellness Connection

Updated Text: Texas Science Wellness Connection

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 1, Activity 4, “Mindset Challenge” (PDF pg. 1)

Original Text: Unit Title: You Can Be a Scientist! You Can Be an Engineer! - Activity 3

Updated Text: Unit Title: You Can Be a Scientist! You Can Be an Engineer! - Activity 4

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, “Mrs. Garcia' Recess Dilemma: Lower Lexile Articles” (PDF pg. 1)

Original Text: Studies Weekly Mrs. Garcia' Recess Dilemma

Updated Text: Studies Weekly Engineering Design: Mrs. Garcia' Recess Dilemma

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 1: RecurringThemes and Concepts

Updated Text: Activity 1: Through the Lens of RecurringThemes and Concepts

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 5, Activity 1 (PDF pg. 1)

Original Text: (There is no video icon by the phenomenon statement.)

Updated Text: (There is a video icon by the phenomenon statement.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 4, Activity 1 (PDF pg. 1)

Original Text: A Northern Mockingbird’s nest can be made of more than just leaves and twigs.

Updated Text: A northern mockingbird’s nest can be made of more than just leaves and twigs.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 10, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypotheis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 2, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, “Wellness: Fear of the Unknown” (PDF pg. 1)

Original Text: 5E Engage

Updated Text: 5E Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 19, “Wellness: Work Together” (PDF pg. 1)

Original Text: Lesson Time 20 minutes 5E Explore

Updated Text: Lesson Time 15 minutes 5E Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Teacher Edition, Unit 11, Unit Objective (PDF pg. 1)

Original Text: RTC 2.5A: Patterns Identify and use patterns to describe phenomena or design.

Updated Text: RTC 2.5A: Patterns Identify and use patterns to describe phenomena or design solutions.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, Activity 1, “Asking Phenomenon Questions” (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 19, Activity #, “Seeing Sides: Discussion Guide” (PDF pg. 1)

Original Text: Activity Duration 10 minutes

Updated Text: Activity Duration 20 minutes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 11, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 13, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 2 System and System Models

Updated Text: Activity 2 Systems and System Models

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1 - 2

Location: Studies Weekly Online, Unit 10, “Where Did My Sandcastle Go?: Unit Assessment” (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 1 - 2

Location: Printable: Studies Weekly Online, Unit 6, “Push and Pull Extension Activity” (PDF pg. 1 - 2)

Original Text: Lesson Time 20 minutes (Page two is missing the items to sort.)

Updated Text: Lesson Time 5 minutes (Images were added to page two for students to sort.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1 - 2

Location: Printable: Studies Weekly Online, Unit 10, “Where Did My Sandcastle Go?: Reading Comprehension Questions” (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1 - 2

Location: Printable: Studies Weekly Online, Unit 20, “Frog and Butterfly Life Cycles: Reading Comprehension Answer Key” (PDF pg. 1 - 2)

Original Text: (Activity 6 was misformatted.)

Updated Text: (Activity 6 was reformatted to improve readability.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1 - 2

Location: Studies Weekly Online, Unit 10, “Where Did My Sandcastle Go?: Unit Assessment” (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 1 - 2

Location: Studies Weekly Online, Unit 15, “Wild Berries and Javelinas: Unit Assessment” (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1 - 3

Location: Printable: Studies Weekly Online, Unit 6, "Playground Problems: Performance Tasks" (PDF pg. 1-3)

Original Text: Unit Title: Unit Name - Second Grade

Updated Text: (Removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1 - 3

Location: Studies Weekly Online, Unit 14, Activity 1, "Questioning Technique" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Correct version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1 - 8

Location: Studies Weekly Online, Unit 10, "Day and Night Difference: Answer Key" (PDF pg. 1 - 8)

Original Text: [Drawing Space]

Updated Text: (All instances of the phrase were removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.12

Location: Teacher Edition, Unit 1, Week 1, Activity 4, Teacher Note (pdf pg. 12)

Original Text: n/a

Updated Text: Depending on the amount of materials available, students can work in pairs or groups.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.17

Location: Teacher Edition, Unit 1 Week 2, Standards Coverage Chart (PDF pg. 2)

Original Text: cause: the first thing that happens in a situation change: to make or become different effect: what happens because of a cause energy: the ability to do work or create change function: the purpose of something or how it works matter: anything that has weight or takes up space model: a visual or 3D representation, typically on a smaller scale than the original patterns: something that is often repeated proportion: the size or amount of one thing or group as compared to the size or amount of another quantity: the amount of something scale: the size of a model of a thing

compared to the size of the thing itself stability: the condition of being stable, or unchanging structure: the way something is made or the parts of a living thing system: a set of things working together

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.) cause*: the first thing that happens in a situation change*: to make or become different effect*: what happens because of a cause energy*: the ability to do work or create change function*: the purpose of something or how it works matter*: anything that has weight and takes up space model*: a visual or 3D representation, typically on a smaller scale than the original patterns*: something that is often repeated proportion*: the size or amount of one thing or group as compared to the size or amount of another quantity*: the amount of something scale*: the size of a model of a thing compared to the size of the thing itself stability*: the condition of being stable, or unchanging structure*: the way something is made or the parts of a living thing system*: a set of things working together *Vocabulary may be previously taught from prior grades

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.19

Location: Teacher Edition, Unit 1 Week 2, Activity Success Criteria Formative Assessment table (PDF Pg. 4)

Original Text: (The formative assessment types did not match between the teacher edition and weekly answer key documents.)

Updated Text: (The formative assessment types were made to agree between the teacher edition and answer key documents.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.19

Location: Teacher Edition, Unit 1 Week 2, Teacher Support Resources (PDF pg. 4)

Original Text: Recurring Themes and Concepts: Topic Background Information A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1 Week 1, Standards Coverage Chart (PDF pg. 2)

Original Text: collaborate: to work together in a group to create a shared artifact engineer: someone who applies their scientific knowledge to create and build machines that solve problems engineering: the process of using science in practical applications to solve problems mindset: a personal attitude toward something phenomenon: facts or situations that are observed to exist or happen safe practices: actions, lab procedures, and the use of personal protective equipment that help keep science learning safe science: the systematic study of the structure and behavior of the natural and physical world through observation and investigations scientist: someone who studies science tool: a device used to solve a problem

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.) collaborate*: to work together in a group to create a shared artifact engineer*: someone who applies their scientific knowledge to create and build machines that solve problems engineering*: the process of using science in practical applications to solve problems mindset*: a personal attitude toward something phenomenon*: facts or situations that are observed to exist or happen safe practices*: actions, lab procedures, and the use of personal protective equipment that help keep science learning safe science*: the systematic study of the structure and behavior of the natural and physical world through observation and investigations scientist*: someone who studies science tool*: a device used to solve a problem
*Vocabulary may be previously taught from prior grades

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.21

Location: Teacher Edition, Unit 1 Week 2, Activity 1, Collaborative Work (PDF Pg. 6)

Original Text: Collaborative Work

Updated Text: Collaborative Learning

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.23

Location: Teacher Edition, Unit 1 Week 2, Activity 2, Collaborative Learning Step 3 (PDF Pg. 8)

Original Text: 3. Have students write responses to the questions on the Cause and Effect printable or discuss them as a class and brainstorm student responses to gather ideas.

Updated Text: 3. Have students write responses to the questions on the Cause and Effect Questions printable or discuss them as a class and brainstorm student responses to gather ideas.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.28

Location: Teacher Edition, Unit 1 Week 2, Activity 4, Whole Group, Step 4 (PDF Pg. 13)

Original Text: 4. Discussion: Based on what you know, how is the matter of the trees affected from the first picture to the second? (The trees were cut into smaller pieces and put together into a house.)

Updated Text: 4. Discuss: Based on what you know, how is the matter of the trees affected from the first picture to the second? (The trees were cut into smaller pieces and put together into a house.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.3

Location: Teacher Edition, Unit 1 Week 1, Teacher Support Resources (PDF pg. 4)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: You Can Be a Scientist! You Can Be an Engineer!: Topic Background Information A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.3

Location: Teacher Edition, Unit 1 Week 2, Activity 5, Left Hand Column (PDF pg. 15)

Original Text: RTC Scale, Proportion, Quantity

Updated Text: RTC Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.34

Location: Teacher Edition, Unit 1 Week 3, Standards Coverage Chart (PDF pg. 2)

Original Text: advantage: something that benefits, helps, or makes things easier analyze: to look closely at something data: facts and information about a topic claim: a statement thought to be true used to answer a question disadvantage: something that causes a challenge or makes things harder evidence: facts to support or back up a claim explanation: a statement that makes something clear investigate: to discover and examine facts about a topic model: a visual representation of something usually of a smaller size phenomena: events that can be seen or observed reasoning: describes how evidence supports or backs up the claim

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.) advantage*: something that benefits, helps, or makes things easier analyze*: to look closely at something data*: facts and information about a topic claim*: a statement thought to be true used to answer a question disadvantage*: something that causes a challenge or makes things harder evidence*: facts to support or back up a claim explanation*: a statement that makes something clear investigate*: to discover and examine facts about a topic model*: a visual representation of something usually of a smaller size phenomena*: events that can be seen or observed reasoning*: describes how evidence supports or backs up the claim *Vocabulary may be previously taught from prior grades

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.36

Location: Teacher Edition, Unit 1 Week 3, Teacher Support Resources (PDF pg. 4)

Original Text: What Do Scientists Do?: Topic Background Information A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.39

Location: Teacher Edition, Unit 1 Week 3, Activity 1, Collaborative Learning 2b (PDF Pg. 7)

Original Text: b. Present students with the Plant Parts image.

Updated Text: b. Present students with the Parts of a Plant image.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.4

Location: Teacher Edition, Unit 1 Week 1, Success Criteria table (PDF Pg. 4)

Original Text: My Little Book of Scientists and Engineers

Updated Text: Printable

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.43

Location: Teacher Edition, Unit 1 Week 3, Activity 3, Debrief Step 2 (PDF Pg. 12)

Original Text: 2. Discuss: How are models used in your community, school, or home? What are some advantages and disadvantages of each? (Answers will vary and could include safety, what the question was asking, and how much information they could get on the topic.)

Updated Text: 2. Discuss: How are models used in your community, school, or home? What are some advantages and disadvantages of each? (Answers will vary and could include safety, what the question was asking, and how much information they could get on the topic.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.44

Location: Teacher Edition, Unit 1 Week 3, Activity 3 (PDF Pg. 11)

Original Text: Say: When you talked about ways your miniature cave would make things easier for you to answer the question you were describing its advantages. An advantage is anything that benefits, helps, or makes things easier.. Say: When you talked about ways your miniature cave would make things harder for you to answer the question, you were describing its disadvantages. A disadvantage is anything that causes a challenge to or makes things harder. .

Updated Text: Say: When you talked about ways your miniature cave would make things easier for you to answer the question you were describing its advantages. An advantage is anything that benefits, helps, or makes things easier. Say: When you talked about ways your miniature cave would make things harder for you to answer the question, you were describing its disadvantages. A disadvantage is anything that causes a challenge to or makes things harder.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 1.46

Location: Teacher Edition, Unit 1 Week 3, Activity 4, Reading to Learn (PDF Pg. 14)

Original Text: Reading to Learn

Updated Text: Debrief

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.51

Location: Teacher Edition, Unit 1 Week 4, Standards Coverage Chart, ELAR (PDF Pg. 2)

Original Text: 3.1: Developing and Sustaining Foundational Language Skills

Updated Text: 2.1: Developing and Sustaining Foundational Language Skills

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.51

Location: Teacher Edition, Unit 1 Week 4, Standards Coverage Chart (PDF pg. 2)

Original Text: engineering design process: common steps engineers use to create things that improve science or society
engineering problem: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society
ideate: the process of forming ideas
improve: to make something better
prototype: the first version or draft of an engineering design

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.)
engineering design process*: common steps engineers use to create things that improve science or society
engineering problem*: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society
ideate*: the process of forming ideas
improve*: to make something better
prototype*: the first version or draft of an engineering design
*Vocabulary may be previously taught from prior grades

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.52

Location: Teacher Edition, Unit 1 Week 4, Standards Coverage Chart, ELPS (PDF Pg. 3)

Original Text: D: Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

Updated Text: (Bolding was added to indicate the coverage of the ELPS standard.)D: Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.53

Location: Teacher Edition, Unit 1 Week 4, Formative Assessment Evidence, Activity 4 (PDF pg. 4)

Original Text: Test and Improve I can test an engineering design against criteria and constraints and identify areas for improvements. Student Edition Response

Updated Text: Test and Improve I can test an engineering design against criteria and constraints and identify areas for improvements. Student Edition Response and Participation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.53

Location: Teacher Edition, Unit 1 Week 4, Teacher Support Resources (PDF pg. 4)

Original Text: What Do Engineers Do?: Topic Background Information A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.53

Location: Teacher Edition, Unit 1 Week 4, Formative Assessment Evidence, Activity 5 (PDF pg. 4)

Original Text: Communicate I can communicate my engineering solution to others by describing my design process, proposed solution, and the results of its test. Unit 1: Communicating Your Process and Participation

Updated Text: Communicate I can communicate my engineering solution to others by describing my design process, proposed solution, and the results of its test. Printable and Participation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.58

Location: Teacher Edition, Unit 1 Week 4, Activity 2, “Reading to Learn”, Steps 1-1b

Original Text: Reading to Learn 1. Have students read the first article in their student editions in pairs or as a class. a. This is an opportunity for students to use pre-taught vocabulary as a pre-reading support. [ELPS 4D]

Updated Text: Reading to Learn 1. Have students read the first article in their student editions in pairs or as a class. a. This is an opportunity for students to use pre-taught vocabulary as a pre-reading support. [ELPS 4D] b. Point out to students that engineers should consider the limitations to the model of their design such as the materials, size, scale, or properties.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.68

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 1 Week 4, Formative Assessment Evidence (PDF pg.19)

Original Text: Evidence Unit 1: Communicating Your Process Printable and Participation

Updated Text: Evidence Printable and Participation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 1.7

Location: Teacher Edition, Unit 1 Week 1, Activity 1, Introdce Activity 9a. (PDF Pg. 7)

Original Text: Amina is walking in the woods. She comes to a river, but there is nowhere to cross. What could she engineer? (e.g., a bridge, swing.)

Updated Text: Amina is walking in the woods. She comes to a stream, but there is nowhere to cross without her shoes and feet getting wet. What could she engineer?

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 11.1

Location: Teacher Edition, Unit 11, Activity 1, Phenomenon Statement (PDF pg. 1)

Original Text: Alana, Gina, and Cameron observe the windy, rainy, and cold weather outside, and each think a different weather event is happening: a tornado, a hurricane, and a regular rainy day.

Updated Text: Alana, Gina, and Cameron observe the windy, rainy, and cold weather outside and each think a different weather event is happening: a tornado, a hurricane, and a regular rainy day. (A comma was added after the word outside.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 13.16

Location: Teacher Edition, Unit 13, Activity 4, Left Hand Column, Materials (PDF Pg. 16)

Original Text: Materials: scale (1) trash collection (see Teacher Note) Podcast Trash Talk Printable Trash I Found Around School

Updated Text: Materials: scale (1) trash collection (see Teacher Note) Printable Trash I Found Around School

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 16.11

Location: Teacher Edition, Unit 16, Activity 2 (PDF Pg. 11)

Original Text: Activity 2 Conduct Research - Define 45 minutes

Updated Text: Activity 2 Conduct Research - Develop Solutions 45 minutes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 16.11

Location: Teacher Edition, Unit 16, Activity 2, Teacher Note (PDF Pg. 11)

Original Text: Teacher Note Gather materials from the printable, Design Surprise: Engineering Design Materials before introducing students to the “Collaborative Learning” section.

Updated Text: Teacher Note Gather materials from the printable, Dandelion Surprise: Engineering Design Materials before introducing students to the “Collaborative Learning” section.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 16.2

Location: Teacher Edition, Unit 16, Activity Summary Table (PDF pg. 2)

Original Text: (Optional materials have "Elaborate" listed for the EDP label.)

Updated Text: (Optional materials have nothing listed for the EDP label.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 16.23

Location: Teacher Edition, Unit 16, Activity 7, Left Hand Column (PDF Pg. 23)

Original Text: (The incorrect flower template thumbnail was used.)

Updated Text: (The correct flower template thumbnail that corresponds to the printable was used to replace the first thumbnail.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 16.23

Location: Teacher Edition, Unit 16, Activity 7, Left Hand Column (PDF Pg. 23)

Original Text: (Dandelion Surprise: Teacher Instruction Page is bold and green.)

Updated Text: (Dandelion Surprise: Teacher Instruction Page is plain text.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 16.25

Location: Teacher Edition, Unit 16, Activity 8, Left Hand Column (PDF Pg. 25)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: (Dandelion Surprise: Teacher Instruction Page is bold and green.)

Updated Text: (Dandelion Surprise: Teacher Instruction Page is plain text.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 16.7

Location: Teacher Edition, Unit 16, Success Criteria Table (PDF Pg. 7)

Original Text: 10. Communicate: Sailing Seeds I can compare a flower at different stages to determine how its change in structure helps it meet its change in function. Writing Sample

Updated Text: 10. Communicate: Sailing Seeds I can compare a flower at different stages to determine how its change in structure helps it meet its change in function. Engineering Design Rubric

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 17

Location: Teacher Edition, Unit 13, Activity 4, Collaborative Learning Step 2 (PDF Pg. 17)

Original Text: 2. Have students follow the directions in their student editions to complete the activity.

Updated Text: 2. Have students follow the directions on page 2 of the Trash I Found Around School printable to complete the activity.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 18.25

Location: Teacher Edition, Unit 18, Activity 6, Reflect and Connect (PDF Pg. 25)

Original Text: Discuss: Based on your evidence from this activity and/or from your prior experiences, do you think a raccoon drinks water similarly to the Mexican long-nosed bat, the Texas horned lizard, or neither? (Answers may vary but should be backed up with evidence, even if the answer or evidence contains misconceptions, such as: I think the raccoon eats food similarly to the bat because they both eat at night from what I have seen while camping; or I think the raccoon waits quietly and still for its prey like a Texas horned lizard.)

Updated Text: ("drinks water" was changed to "eats food" in the discussion prompt) Discuss: Based on your evidence from this activity and/or from your prior experiences, do you think a raccoon eats food similarly to the Mexican long-nosed bat, the Texas horned lizard, or neither? (Answers may vary but should be backed up with evidence, even if the answer or evidence contains misconceptions, such as: I think the raccoon eats food similarly to the bat because they both eat at night from what I have seen while camping; or I think the raccoon waits quietly and still for its prey like a Texas horned lizard.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 19.19

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 19, Activity 4, Left hand column (PDF Pg. 19)

Original Text: ELPS 1E, 2C, 2I, 3F, 3H, 5B

Updated Text: ELPS 1E, 2C, 2I, 3H, 5B

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 19.4

Location: Teacher Edition, Unit 19, Standards Coverage Table, Vocabulary (PDF Pg. 4)

Original Text: predator: an animal that is hunting another animal

Updated Text: predator: an animal that hunts another animal

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 19.4

Location: Teacher Edition, Unit 19, Standards Coverage Chart (PDF pg. 4)

Original Text: to make a change to better survive in one’s environment

Updated Text: to change to better survive in one's environment

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension” (PDF pg. 2)

Original Text: Activity 2: System and System Models

Updated Text: Activity 2: Systems and System Models

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, “Dandelion Surprise: Unit Assessment” (PDF pg. 2)

Original Text: (The diagram of a flower included too many labels.)

Updated Text: (The diagram of a flower was simplified to only include labels for the parts of a flower that correspond with the answer choices.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, Activity 1, “Shopping at the Superstore: Superstore Phenomenon Cards” (PDF pg. 2)

Original Text: (The image used for the pebbles card partially obscures the words "bag 2" above the image.)

Updated Text: (The image used for the pebbles card was reformatted to show the words "bag 2" above the image.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension” (PDF pg. 2)

Original Text: Activity 4 Energy and Matter

Updated Text: Activity 4 Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 16, “Wellness: Critical Thinking is Important” (PDF pg. 2)

Original Text: (The text of the student facing article was inconsistently formatted making it difficult to read.)

Updated Text: (The text of the student facing article was reformatted to remove the inconsistent bolding and improve readability.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 11, Activity 7 (PDF pg. 2)

Original Text: A flood happens when water covers land that is usually dry. Water can come from a storm or the ocean. It can come from other freshwater sources, like rivers or lakes. Floods can damage land, buildings, and more. Temperature is not related to flooding. However, precipitation is. The more precipitation that happens in an area, the more likely it is to flood.

Updated Text: A flood happens when water covers land that is usually dry. Flood water can come from a storm or the ocean. It can come from rivers or lakes. Floods can damage land, buildings, and more. Many things can affect flooding. Flooding can occur in hot or cold temperatures. Precipitation can affect flooding. The more precipitation that happens in an area, the more likely it is to flood.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 18, Activity 7 (PDF pg. 2)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Blue Catfish Fish need air to breathe like all other animals! Fish can breathe underwater with a special feature called gills. A blue catfish takes in water through its mouth. The water has air in it. The gills pull the air out of the water and into the blue catfish’s body. Last, the water passes out through the other side of the blue catfish’ gills.

Updated Text: (An 's was added to the second to last word in the article: catfish's.) Blue Catfish Fish need air to breathe like all other animals! Fish can breathe underwater with a special feature called gills. A blue catfish takes in water through its mouth. The water has air in it. The gills pull the air out of the water and into the blue catfish’s body. Last, the water passes out through the other side of the blue catfish’s gills.

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 19, “Ant Farm: Flash Cards” (PDF pg. 2)

Original Text: to make a change to better survive in one’s environment - hacer un cambio para sobrevivir mejor en su ambiente

Updated Text: to change to better survive in one's environment - cambiar para sobrevivir mejor en su ambiente

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 13, Activity 3, “Treasured Trash: Answer Key” (PDF pg. 2)

Original Text: Trash can be prevented from ending up in a landfill or the ocean by bringing it to centers where it can be turned into something new, reusing it for the same purpose, and limiting the amount of trash you use by paying attention to what you use.

Updated Text: (Removed.)

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 3, “What Do Scientists Do? Flash Cards” Card 1 (PDF pg. 2)

Original Text: something that puts you in a good position - algo que te coloca en una buena posicion

Updated Text: something that benefits, helps, or makes things easier - algo que beneficia, ayuda o facilita las cosas

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 6, Activity 3 (PDF pg. 2)

Original Text: Printable My Hypothesis

Updated Text: (removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 19, “Ant Colony” (PDF pg. 2)

Original Text: (A box and yellow highlight covered a statement that reads "Solider ants are the largest ants in the colony.)

Updated Text: (The box and highlight are removed. The statement now reads "Solider ants are the largest worker ants in the colony.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 3 Structure

Updated Text: Activity 3 Structure and Function

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 3, Activity 3: Visible Vibrations (PDF pg. 2)

Original Text: What changes happened to make wax look like your real fruit? Why do you think that?

Updated Text: What changes caused the wax to look like real fruit? Why do you think it had this effect?

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 15, Activity 3 (PDF pg. 2)

Original Text: Producers are organisms that make their own food. Plants are producers. They produce, or make, their own food. Plants do not need to eat dirt, other plants, or other animals. Plants still need food to survive, but they can produce it themselves. Animals depend on producers to survive. Animals depend on producers for food.

Updated Text: Producers are organisms that make their own food. Plants are producers. They produce, or make, their own food. Plants do not need to eat dirt, other plants, or other animals. Plants still need food to survive, but many can produce it themselves. Animals depend on producers to survive. Animals depend on producers for food.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Studies Weekly Online, Unit 6, Activity 3, "Playground Problems: Answer Keys" (PDF pg. 2)

Original Text: Using your questions about the phenomenon and what you learned from Bell's example from the article, work with your partner to determine the purpose of our push investigation and write it on the lines provided. (Answers will vary. Example: The purpose of this investigation is to determine how the strength of a push or a pull affects how an object moves.)

Updated Text: (The first question in the student edition was added to the answer key with a sample student response.) What was the purpose of Alexander Graham Bell's investigation? Use evidence from the article to support your answer. (The purpose of Alexander Graham Bell's investigation was to make the telephone better. Line four of the article says that Bell wanted to make the telephone better even though it had already been invented.) Using your questions about the phenomenon and what you learned from Bell's example from the article, work with your partner to determine the purpose of our push investigation and write it on the lines provided. (Answers will vary. Example: The purpose of this investigation is to determine how the strength of a push or a pull affects how an object moves.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2 - 3

Location: Printable: Studies Weekly Online, Unit 9, "Day and Night Difference: Answer Key" (PDF pg. 2 - 3)

Original Text: Student Edition Answers Directions: Make a prediction about whether you think the sun and moon are the same or different, then compare and contrast the images of the sun and moon, as seen from Earth, in the space provided. Use your comparisons to answer the question. Do you think the sun and moon are the same? Why or why not? Answers will vary and could include that students think the sun and moon are the same or different. Reasoning could include noticing similarities in shape or differences in appearance.

Updated Text: (Added a Venn Diagram with sample answers below the directions text block to match the SE content)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.15

Location: Teacher Edition, Unit 2, Activity 2, left hand column solid definition (PDF Pg. 15)

Original Text: solid: an object that is firm, stable, and has its own shape

Updated Text: solid: matter that is firm, stable, and has its own shape

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.15

Location: Teacher Edition, Unit 2, Activity 2, left hand column liquid definition (PDF Pg. 15)

Original Text: liquid: an object that flows freely and takes the shape of its container

Updated Text: liquid: matter that flows freely and takes the shape of its container

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.17

Location: Teacher Edition, Unit 2, Activity 3, Student Driven Inquiry, Steps 6b, 7b, & 7c (PDF Pg. 17)

Original Text: Student-Driven Inquiry 1. Explain to students that you noticed something interesting about the gelatin you made the first day of the unit. 2. Present the set gelatin to students, and have them make observations. 3. Allow students to share their observations and record their responses on the board. 4. Direct students to the Student-Driven Question Board they created during the Phenomenon Introduction. 5. Ask: Which questions or questions can we explore to find out more about your observations of the gelatin? a. Guide students toward questions related to how temperature affects texture and flexibility. 6. Direct students to follow the directions in their student edition for the first question. a. Assess students' listening comprehension by ensuring they are completing the task as directed. Provide support to struggling students by repeating the directions and having students restate the expectations back to you in their own words. [ELPS 2I] 7. Have one or two students share their responses with the class. a. Encourage students to speak using grade-level content area vocabulary, and provide sentence starters or other resources, such as word walls, vocabulary cards, and word banks, as needed. [ELPS 3D]

Updated Text: (Three steps were added to this activity to provide more guidance and practice regarding temperature as a property of matter.) Student-Driven Inquiry 1. Explain to students that you noticed something interesting about the gelatin you made the first day of the unit. 2. Present the set gelatin to students, and have them make observations. 3. Allow students to share their observations and record their responses on the board. 4. Direct students to the Student-Driven Question Board they created during the Phenomenon Introduction. 5. Ask: Which questions or questions can we explore to find out more about your observations of the gelatin? a. Guide students toward questions related to how temperature affects texture and flexibility. 6. Direct students to follow the directions in their student edition for the first question. a. Assess students' listening comprehension by ensuring they are completing the task as directed. Provide support to struggling students by repeating the directions and having students restate the expectations back to you in their own words. [ELPS 2I] b. As you circulate, listen for students who share responses related to the effects of temperature to share with the class. 7. Have one or two students share their responses with the class. a. Encourage students to speak using grade-level content area vocabulary, and provide sentence starters or other resources, such as word walls, vocabulary cards, and word banks, as needed. [ELPS 3D] b. Explain to students that items can also be classified by their temperature. c. Have students create a list of things that are relatively cold and those that are relatively hot.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.17 - 2.18

Location: Teacher Edition, Unit 2, Activity 3, Reading to Learn, Steps 6 & 6b (PDF Pg. 17 - 18)

Original Text: Reading to Learn 1. Remind students that they learned the words “solid” and “liquid” in their last activity while describing the gelatin they were making. 2. Ask: What is a solid? (A solid is an object that is firm, stable, and has its own shape.) 3. Ask: What is a liquid? (A liquid is an object that flows freely and takes the shape of its container.) 4. Direct the students to the article in their student edition. 5. Prior to reading the article, have students underline or highlight the sight words and/or spelling patterns they already know. [ELPS 4C] 6. Have students read the article independently, in pairs, or as a class. a. As students come upon unfamiliar words, prompt students to identify familiar spelling patterns or chunks of the word that they already know. If a student cannot identify a familiar portion of the word, provide support by modeling or having a peer model how to decode the word. [ELPS 4C]

Updated Text: (Two steps were added to provide additional teacher support in using an English Language Proficiency Standard.) Reading to Learn 1. Remind students that they learned the words “solid” and “liquid” in their last activity while describing the gelatin they were making. 2. Ask: What is a solid? (A solid is an object that is firm, stable, and has its own shape.) 3. Ask: What is a liquid? (A liquid is an object that flows freely and takes the shape of its container.) 4.

Direct the students to the article in their student edition. 5. Prior to reading the article, have students underline or highlight the sight words and/or spelling patterns they already know. [ELPS 4C] 6. Have students read the article in pairs or as a class. a. As students come upon unfamiliar words, prompt students to identify familiar spelling patterns or chunks of the word that they already know. If a student cannot identify a familiar portion of the word, provide support by modeling or having a peer model how to decode the word. [ELPS 4C] b. Encourage students to use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language. [ELPS 4F]

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.19

Location: Teacher Edition, Unit 2, Activity 4, Teacher Note (pdf pg. 19)

Original Text: Review the "Use Electrical Equipment Safely," "Use Glassware Safely," and "General Laboratory Safety Rules" of the Texas Safety Standards before completing the demonstration.

Updated Text: Prepare 6 sets of flexible and inflexible materials. You may use a variety of classroom items such as bendy straws, craft sticks, pencils, plastic blocks, pipe cleaners, ribbon, string, wooden blocks, or yarn. Review the "Use Electrical Equipment Safely," "Use Glassware Safely," and "General Laboratory Safety Rules" of the Texas Safety Standards before completing the demonstration.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.20

Location: Teacher Edition, Unit 2, Activity 4, left hand column, flexibility definition (PDF Pg. 20)

Original Text: flexibility: a property of matter that describes how well something moves or bends

Updated Text: flexibility: a property that tells how well something moves or bends

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF Pg. 4)

Original Text: temperature: the amount of heat in a substance or object that can be noticed by senses or measured with tools

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF Pg. 4)

Original Text: • F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 1)

Updated Text: (The bolding was changed to indicate the additional ELPS coverage provided in activity 3.) • F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 1, 3)

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 20

Location: Teacher Edition, Unit 3, Activity 5, Student Driven Inquiry (PDF Pg. 3.20)

Original Text: Student-Driven Inquiry Direct students to the Student-Driven Question Board they created during the Engineering Design Scenario introduction. Discuss: Which of these questions do you already have ideas about? What evidence can you use from your current or previous science lessons to form your ideas? What evidence can you use from your own life to help you form your ideas? Do you think your ideas will be the same or different by the end of the unit? Why? (Answers may vary but could include students knowing that wax has to change color, shape, and size to create an effective model, and that these changes are done by using different tools. Students should be using evidence from their student edition and discussions from prior activities. Students may or may not think their ideas will be the same by the end of the unit.) Remind students that they have already planned an investigation to turn wax into a convincing model and addressed questions related to the materials and processes needed to turn wax into a convincing model. Ask: What are some ideas we already have about using our plan to create our model? Why? (Answers could include that having a plan will help students make all the necessary changes to the wax to make a convincing model.) Discuss: What should we do next to find out more about turning wax into a convincing model. Why? (Answers should include questions from the Student-Driven Question Board.) Note: If students have a hard time choosing an appropriate next step, use the discussion provided or one similar to guide students to the idea that they should use their design plan to create their model. What was the focus of our last activity? How did we intend to use the plans we created? How will these plans help us complete the unit? What should our next step be?

Updated Text: Student-Driven Inquiry Remind students that they have already planned an investigation to turn wax into a convincing model and addressed questions related to the materials and processes needed to turn wax into a convincing model. Ask: What are some ideas we already have about using our plan to create our model? Why? (Answers could include that having a plan will help students make all the necessary changes to the wax to make a convincing model.)

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 7, Activity 3: Visible Vibrations (PDF pg. 2)

Original Text: Printable Two Column Notes

Updated Text: Printable Two-Column Notes

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Student Edition, Unit 7, Activity 5: Phenomenon Explanation (PDF pg. 4)

Original Text: SEP Develop Explanations and Propose Solutions RTC Patterns ELAR

Updated Text: SEP Develop Explanations RTC Patterns ELAR

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 9, “Day and Night Difference: Unit Assessment”, Question 5 (PDF pg. 3)

Original Text: 5. Sort the tools into the correct columns. (There are no columns present and the images are just in a list.)

Updated Text: (Reformatted the page so that a table is present for sorting the images.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 3, Activity 4, “Engineering Design: Real or Wax Answer Keys” (PDF pg. 3)

Original Text: Record the steps to create a model of how you can turn your wax into a model of a fruit. Use the lines to explain it. Be sure to include what materials you'll need.

Updated Text: Record the steps to create a plan for how you can turn your wax into a model of a fruit. Use the lines after the table to explain it. Be sure to include what materials you'll need to explain your steps.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 1 Week 4, “What Do Engineers Do? Answer Key, Activity 4 (PDF pg. 3)

Original Text: Formative Assessment: Student Edition Response and Participation

Updated Text: Formative Assessment: Student Edition Response

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 1 , Activity 5, “My Little Book of Scientists and Engineers - Gustav Kirchoff” (PDF pg. 3)

Original Text: Gustav Kirchoff Gustav Kirchoff studied chemicals and the lights they can create when they are heated up. He was born in Russia. He worked with a partner to show that things look different when heated.

Updated Text: Gustav Kirchoff Gustav Kirchoff studied chemicals and the lights they can create when they are heated up. He was born in Russia. He worked with a partner to show that things look different when heated.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 9, Activity 8 (PDF pg. 2)

Original Text: The Moon he moon is a round and rocky object. It is not a star like the sun. There are many planets with moons. However, Earth’s moon is the moon people are usually talking about when they say “the moon.” The surface of the moon is not like the surface of Earth. It is rocky like the Earth. However, it does not have water or air around it. Without the air around it, lots of space objects crash into the moon. These crashes make craters of many sizes on the moon’s surface. It is because of the craters that the surface of the moon is not smooth. The moon gives off very little heat. It also gives off no light of its own. It may seem to glow many nights out of the month. However, the moon does not make light.

Updated Text: The Moon The moon is a round and rocky object. It is not a star like the sun. There are many planets with moons. However, Earth’s moon is the moon people are usually talking about when they say “the moon.” The surface of the moon is not like the surface of Earth. It is rocky like the Earth. However, it does not have water or air around it. Without the air around it, lots of space objects crash into the moon. These crashes make craters of many sizes on the moon’s surface. It is because of the craters that the surface of the moon is not smooth. The moon gives off very little heat. It also gives off no light of its own. It may seem to glow many nights out of the month. However, the moon does not make light.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 3, Activity 5, Create (PDF pg. 2)

Original Text: SEP Plan and Conduct Investigations RTC Stability and Change

Updated Text: SEP Plan and Conduct Investigations RTC Stability and Change MATH

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 16, Activity 3 (PDF pg. 2)

Original Text: Animal Helpers Wind and water aren’t always the best ways to create seeds. That’s where animals help. Some animals collect the sticky substance from the stamen of plants. They transport that substance to other flowers, where it might help the plant grow seeds. Animals do not know they’re pollinating plants. They are actually drawn to the colorful petals and a sweet substance found in the center of flowers called nectar. As animals, such as insects and birds, search for nectar, the sticky substance clings to their fur or feathers. As they move to other flowers, some of the sticky substance falls off. Some animal helpers drink nectar from many different kinds of flowers. This helps pollinate many different flowers. Some animal helpers only collect nectar from one or two kinds of flowers. These animals can only pollinate one or two kinds of flowers.

Updated Text: Animal Helpers Wind and water aren’t always the best ways to carry seeds. That’s where animals help. Some animals collect the sticky substance from the stamen of plants. They transport that substance to other flowers, where it might help the plant grow seeds. Animals do not know they’re pollinating plants. They are actually drawn to the

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colorful petals and a sweet substance found in the center of flowers called nectar. As animals, such as insects and birds, search for nectar, the sticky substance clings to their fur or feathers. As they move to other flowers, some of the sticky substance falls off. Some animal helpers drink nectar from many different kinds of flowers. This helps pollinate many different flowers. Some animal helpers only collect nectar from one or two kinds of flowers. These animals can only pollinate one or two kinds of flowers.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 1 Week 3, Activity 3, Vocabulary meaning boxes 2 & 3 (PDF pg. 2)

Original Text: something that puts you in a good position something that puts you in a bad position

Updated Text: something that benefits, helps, or makes things easier something that causes a challenge or makes things harder

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 1 Week 4, “What Do Engineers Do? Answer Key, Activity 5 (PDF pg. 5)

Original Text: Formative Assessment: Unit 1: Communicate Your Process and Participation

Updated Text: Formative Assessment: Student Edition Response and Participation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 2, "Jiggly Gelatin Performance Tasks" (PDF pg. 3)

Original Text: Option 1: Classifying Objects

Updated Text: Option 2: Classifying Objects

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Word Wall Cards” (PDF pg. 3)

Original Text: N/A

Updated Text: patterns patrones

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

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Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 1, “You Can Be a Scientist! You Can Be an Engineer!: Word Wall Cards” (PDF pg. 3)

Original Text: N/A

Updated Text: safe practices - prácticas de seguridad

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 13, Activity 3 (PDF pg. 2)

Original Text: SEP Plan and Conduct Investigations RTC Cause and Effect

Updated Text: SEP Plan and Conduct Investigations RTC Systems and System Models ELAR

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 7, “Surprising Sounds: Answer Keys”, Activity 3 (PDF pg. 3)

Original Text: Use the items provided by your teacher to try and make sound. Then, record what happens to the water in the space provided. Reflect and Connect Use the space provided to describe two ways the Sound podcast explained how sound can be made. Then, explain how you could use each way to try and make the cup screech. Answers will vary but could include plans to strum or pluck the string like a guitar, tap the cup like a drum, or drop it like everyday items in order to get the screeching cup to make its noise.

Updated Text: (An example Frayer model for the vocabulary vibration was added to the answer key for activity 3.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension (PDF pg. 3)

Original Text: Activity 3: Structures

Updated Text: Activity 3: Structure and Function

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3 & 4

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Flash Cards” (PDF pg. 3 & 4)

Original Text: N/A

Updated Text: patterns: something that is often repeated - patrones: algo que se repite con frecuencia

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 3 - 4

Location: Studies Weekly Online, Unit 18, “Animals In Big Bend: Performance Tasks” (PDF pg. 3 - 4)

Original Text: (The page set up for pages 3 - 4 are in portrait making them difficult to use.)

Updated Text: (Pages 3 - 4 are reformatted to landscape to improve usability.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3 - 4

Location: Studies Weekly Online, Unit 1 Week 1, “You Can Be a Scientist! You Can Be an Engineer!: Flash Cards” (PDF pg. 3 - 4)

Original Text: N/A

Updated Text: safe practices: actions, lab procedures, and the use of personal protective equipment that help keep science learning safe - prácticas de seguridad: acciones, procedimientos de laboratorio y uso de equipos de protección individual que contribuyen a la seguridad en el aprendizaje de las ciencias

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.11

Location: Teacher Edition, Unit 3, Activity 2 Real or Wax? (PDF Pg. 11)

Original Text: Activity 2 Real or Wax? — Engage 15 minutes

Updated Text: Activity 2 Real or Wax? — Engage 20 minutes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.23

Location: Teacher Edition, Unit 3, Activity 6, Student Driven Inquiry (PDF Pg. 23)

Original Text: Student-Driven Inquiry Direct students to the Student-Driven Question Board they created during the Engineering Design Scenario introduction. Discuss: Which of these questions do you already have ideas about? What evidence can you use from your current or previous science lessons to form your ideas? What evidence can you use from your own life to help you form your ideas? Do you think your ideas will be the same or different by the end of the unit? Why? (Answers may vary but could include questions that have already been addressed, such as: Can wax change? How does wax change? When does wax change?) Explain to students that they will be working on questions related to the question, “What are wax models and why are they used?” Ask: Do you have any prior experiences related to the question?

Updated Text: (This section was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.26

Location: Teacher Edition, Unit 3, Activity 7, Success Criteria (PDF Pg. 26)

Original Text: Success Criteria I can use evidence regarding stability and change to develop and share explanations regarding how wax can be turned into a believable model.

Updated Text: I can communicate explanations using evidence to describe how wax can be turned into a believable model.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.26

Location: Teacher Edition, Unit 3, Activity 7, Student Driven Inquiry (PDF Pg. 26)

Original Text: Student-Driven Inquiry Direct students to the Student-Driven Question Board they created during the Engineering Design Scenario introduction. Discuss: Which of these questions do you already have ideas about? What evidence can you use from your current or previous science lessons to form your ideas? What evidence can you use from your own life to help you form your ideas? Do you think your ideas will be the same or different by the end of the unit? Why? (Answers should include any questions from the Student-Driven Question Board with evidence from the activities done during the week.) Remind students that they have already collected the evidence they need to explain the Engineering Design Scenario.

Updated Text: (This section was removed.)

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ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.27

Location: Teacher Edition, Unit 3, Activity 7, Formative Assessment (PDF Pg. 27) - [Clarification Statement - if needed]

Original Text: Evidence Engineering Design Rubric Use the Engineering Design Rubric found in the Real or Wax?: Answer Keys to check for proficiency of the success criteria.

Updated Text: Evidence Student Edition Response Use students' drawings and descriptions to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.4

Location: Teacher Edition, Unit 3, Standards Coverage Chart, ELPS (PDF pg. 4)

Original Text: 1: Learning Strategies B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activities 1, 2, 3, 4, 5, 7) 2: Listening D: Monitor understanding of spoken language

during classroom instruction and interactions and seek clarification as needed. (Activities 1, 3, 4, 5, 6, 7) I: Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. (Activities 1, 3, 4, 5, 6, 7) 3: Speaking B: Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. (Activities 1, 2, 3, 5, 6, 7) 4: Reading C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activities 1, 6)

Updated Text: (Changed ELPS activities to correspond with the ELPS tags in the lesson guides.) 1: Learning Strategies B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activities 2, 3, 4, 5, 7) 2: Listening D: Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. (Activities 3, 4, 5, 7) I: Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. (Activities 3, 4, 5, 7) 3: Speaking B: Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. (Activities 1, 2, 5, 7) 4: Reading C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 1)

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ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.5

Location: Teacher Edition, Unit 3, Standards Coverage Chart, Common Misconceptions (PDF Pg. 5)

Original Text: Common Misconceptions Wax is made from plastic. Change is random and irregular. Objects' properties are random and have no use in understanding and explaining the world.

Updated Text: Common Misconceptions Change is random and irregular. Objects' properties are random and have no use in understanding and explaining the world.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.5

Location: Teacher Edition, Unit 3, Materials List (PDF Pg. 5)

Original Text: plastic fruit models

Updated Text: fruit models

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.7

Location: Teacher Edition, Unit 3, Activity Summary Chart, Activity 7, Success Criteria (PDF Pg. 7)

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Original Text: I can use evidence regarding change and scale, proportion and quantity to develop and share explanations regarding how wax can be turned into a believable model.

Updated Text: I can communicate explanations using evidence to describe how wax can be turned into a believable model.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 3.9

Location: Teacher Edition, Unit 3, Activity 1, Engineering Design Problem (PDF Pg. 9)

Original Text: Activity 1 Engineering Design Problem — Engage 20 minutes

Updated Text: Activity 1 Engineering Design Problem — Engage 25 minutes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 1 Week 3, “What Do Scientists Do? Flash Cards” Card 5 (PDF pg. 4)

Original Text: something that puts you in a bad position - algo que te coloca en una mala posicion

Updated Text: something that causes a challenge or makes things harder - algo que causa un desafío o dificulta las cosas

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Printable: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Reading Comprehension” (PDF pg. 4)

Original Text: Activity 4: Energy and Matter

Updated Text: Activity 4: Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4

Location: Printable: Studies Weekly Online, Unit 9, Activity 5, “Day and Night Difference: Answer Key” (PDF pg. 4)

Original Text: Formative Assessment: Student Edition Response “Reflect and Connect” responses to check for proficiency of the success criteria.

Updated Text: Formative Assessment: Student Edition Response Use students' Reflect and Connect responses to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 1 Week 2, “Recurring Themes and Concepts: Flash Cards” (PDF pg. 4)

Original Text: a small but exact copy of something - copia pequeña pero exacta de algo

Updated Text: model: a visual or 3D representation, typically on a smaller scale than the original - modelo: representación visual o en 3D, normalmente a menor escala que el original

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 7, Communicate (PDF pg. 4)

Original Text: SEP Communicate Explanations and Solutions RTC Stability and Change ELAR

Updated Text: SEP Communicate Explanations and Solutions RTC Stability and Change

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 18, Activity 10 (PDF pg. 4)

Original Text: Activity 10: Raccoons Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Updated Text: (The second to last sentence was changed to say tear their food more easily.) Activity 10: Raccoons Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food more easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 1 Week 1, “Flash Cards”, Card 5 - definition of phenomenon (PDF pg. 4)

Original Text: an observable event - un evento observable

Updated Text: facts or situations that are observed to exist or happen - hechos o situaciones que se observa que existen o suceden

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 5, Activity 4, Will It Change? (PDF pg. 3)

Original Text: SEP Develop and Use Models RTC Stability

Updated Text: SEP Develop and Use Models RTC Stability ELAR

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 1 Week 1, Activity 4 (PDF pg. 4)

Original Text: A mindset is a personal attitude toward something. Scientists and engineers have some common mindsets. One of the most important is a growth mindset. Those with a growth mindset believe that they can always be better. Those with a fixed mindset think differently. They believe that talent, not effort, is important. They think they are not able to learn and move on from failure. Scientists and engineers are resilient. Resilient people don't let things get them down. When things don't go their way, they try again. They know that the answer is not always as important as the process to get to the answer. This is what scientists call a productive struggle, and it shapes how we learn and grow. Those who wonder about the world and want to learn more about it have curiosity. Curiosity drives scientists to ask questions. These questions often lead to other questions. Curious engineers wonder about how to solve problems. They like to investigate and explore. They also like to observe things to learn more about them. Perseverance is the ability to resist giving up. It is important for scientists and engineers to persevere. When they persevere, they can solve problems. They can keep working until they are satisfied with the result.

Updated Text: A mindset is a personal attitude toward something. Scientists and engineers have some common mindsets. One of the most important is a growth mindset. Those with a growth mindset believe that they can always be better. Those with a fixed mindset think differently. They believe that talent, not effort, is important. They think they are not able to learn and move on from failure. Scientists and engineers are resilient. Resilient people don't let things get them down. When things don't go their way, they try again. They know that the answer is not always as important as the process to get to the answer. This is what scientists call a productive struggle, and it shapes how we learn and grow. Those who wonder about the world and want to learn more about it have curiosity. Curiosity drives scientists to ask questions. These questions often lead to other questions. Curious engineers wonder about how to solve problems. They like to investigate and explore. They also like to observe things to learn more about them. Perseverance is the ability to resist giving up. It is important for scientists and engineers to persevere. When they persevere, they can solve problems. They can keep working until they are satisfied with the result.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4.10

Location: Teacher Edition, Unit 4, Activity 1, Left Hand Column, ELPS (PDF Pg. 10)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: ELPS 1D, 2D, 2E, 3E, 3F, 4D, 4F

Updated Text: ELPS 1D, 2D, 2E, 3F, 4D, 4F

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4.15

Location: Teacher Edition, Unit 4, Activity 2, Independent Work, Step 2 (PDF Pg. 15)

Original Text: 2. Tell students that they will work to use the tangram pieces to uncover the images hidden on their Bird Tangram printable cards.

Updated Text: 2. Tell students that they will work to use the tangram pieces to uncover the images hidden on their Tangram Pieces printable cards.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4.22

Location: Teacher Edition, Unit 4, Activity 4, Left Hand Column, Materials (PDF Pg. 22)

Original Text: Materials: anchor chart paper markers (one per student

Updated Text: (Removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4.22

Location: Teacher Edition, Unit 4, Activity 4, Left Hand Column, ELPS (PDF Pg. 22)

Original Text: ELPS 1B, 1D, 2D, 2E, 3E, 3F, 4D, 4F

Updated Text: ELPS 1B, 1D, 2D, 2E, 3F, 4D, 4F

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 4.5

Location: Teacher Edition, Unit 4, Standards Coverage Chart, Misconceptions (PDF Pg. 5)

Original Text: Common Misconceptions All birds' nests look the same. All birds make nests in the same places. Birds will use any natural material to make a nest. Once materials are used to make something, those materials cannot be used for anything else.

Updated Text: Common Misconceptions All birds' nests look the same. All birds make nests in the same places. Birds will use any natural material to make a nest.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 5

Location: Printable: Studies Weekly Online, Unit 3, Activity 7, “Engineering Design: Real or Wax Answer Keys” (PDF pg. 5)

Original Text: How can Claire and Miguel make a convincing wax model to replace the one ruined in the comic? Be sure to use evidence from your previous activities to support your answers.

Updated Text: Draw a picture and describe how Claire and Miguel can make a convincing wax model to replace the one in the comic. Use evidence from your previous activities to support your answer.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 5

Location: Printable: Studies Weekly Online, Unit 5, “Push, Touch, and Collide: Watch Out!: Answer Key” (PDF pg. 5)

Original Text: Rubric for Phenomenon Explanation

Updated Text: (Removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 5

Location: Printable: Studies Weekly Online, Unit 7, “Surprising Sounds: Answer Keys”, Activity 5 (PDF pg. 5)

Original Text: Alana thinks that all sounds should be as quiet as a refrigerator. Construct an argument to explain if you agree or disagree with Character. Use evidence from your investigation to justify your response. Answers will vary. Example: I disagree with Alana. If all sounds were as quiet as a refrigerator, we could miss important things. Lots of emergency sounds are loud, like police sirens. A police siren as quiet as a refrigerator could be easily missed.

Updated Text: Alana thinks that all sounds should be as quiet as a refrigerator. Construct an argument to explain if you agree or disagree with Alana. Use evidence from your investigation to justify your response. Answers will vary. Example: I disagree with Alana. If all sounds were as quiet as a refrigerator, we could miss important things. Lots of emergency sounds are loud, like police sirens. A police siren as quiet as a refrigerator could be easily missed.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 5.19-5.20

Location: Teacher Edition, Unit 5, Activity 4, “Collaborative Learning”, Steps 1-3e (PDF pg. 19-20)

Original Text: 1) Direct the students to follow the directions in their student editions to record their predictions of stability and change when each pair of objects collides or touches and then their observations after they investigate. a) If students do not predict or observe anything staying stable or nothing changes (one or the other) in an instance, they can leave the space blank or write “none.” 2) As you circulate, observe or take anecdotal data monitoring students’ understanding of the following ideas: a) When the balls go down the ramp and collide, a change can be witnessed in the shape of the ball because of their speed. This change in shape may be hard to see but could be seen with a slow motion video. b) When the balls simply touch, a change in shape would be nearly impossible to see with eyes in real time or in a slow motion video.

Updated Text: 1) Direct the students to follow the directions in their student editions. a) Students should record their predictions of stability and change when each pair of objects collides or touches and then their observations after they investigate. b) Encourage students to use the vocabulary of "cause" and "effect" as they complete the activity. c) If students do not predict or observe anything staying stable or nothing changes (one or the other) in an instance, they can leave the space blank or write "none." 2) As you circulate, observe or take anecdotal data monitoring students' understanding of the following ideas: a) When the balls go down the ramp and collide, it causes a change in the shape of the ball because of their speed. This effect (change in shape) may be hard to see but could be seen with a slow motion video. b) When the balls simply touch, a change in shape would be nearly impossible to see with eyes in real time or in a slow motion video.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6

Location: Studies Weekly Online, Unit 1 Week 3, "What Do Scientists Do? Flash Cards" Card 5 (PDF pg. 6)

Original Text: an event that can be seen or observed - acontecimiento que puede verse u observarse

Updated Text: events that can be seen or observed - acontecimientos que pueden verse u observarse

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): 6

Location: Studies Weekly Online, Unit 18, Activity 7, "Animals in Big Bend: Lower Lexile Articles" (PDF pg. 6)

Original Text: Activity 10: Raccoons Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Updated Text: (The second to last sentence was changed to say tear their food more easily.) Activity 10: Raccoons Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food more easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.1

Location: Teacher Edition, Unit 6, Unit Objective (PDF Pg. 1)

Original Text: SEP 2B: Plan and Conduct Investigations and Design Solutions Use scientific practices to plan and conduct simple descriptive investigations.

Updated Text: SEP 2B: Plan and Conduct Investigations Use scientific practices to plan and conduct simple descriptive investigations.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.10

Location: Teacher Edition, Unit 6, Activity 1, Introduce Activity, Step 1 (PDF Pg. 10)

Original Text: 1. Have students engage in a movement activity such as going on swings, dancing to the Hokey Pokey, or playing a game of Simon Says.

Updated Text: 1. Have students engage in a movement activity such as going on swings, dancing to the Hokey Pokey, or playing a game of Simon Says, or provide students with the Identify Game printable.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.12

Location: Teacher Edition, Unit 6, Activity 1, Whole Group (PDF Pg. 12)

Original Text: Whole Group 1. Gather students back together, returning to the classroom, if needed, and post a two-column anchor chart in a visible location. a. Title: Things That Move in Our _____ b. Column 1: Things That Move c. Column 2: How They Move 2. Ask: What items did you find that could move and how did they move? (Depending on the location, answers could include: furniture; playground equipment; or physical structures, such as doors.) 3. Record students' responses on the anchor chart. 4. Have students discuss similarities and differences they noticed between the way the various objects moved.

Updated Text: Whole Group 1. Gather students back together, returning to the classroom, if needed, and post a two-column anchor chart in a visible location. a. Title: Things That Move in Our _____ b. Column 1: Things That Move c. Column 2: How They Move 2. Ask: What items did you find that could move and how did they move? (Depending on the location, answers could include: furniture; playground equipment; or physical structures, such as doors.) 3. Record students' responses on the anchor chart. 4. Have students discuss similarities and differences they noticed between the way the various objects moved. 5. Ask: Which of these items can be pulled? (Depending on the location, answers could include furniture such as desks and chairs, playground equipment such as wagons and ropes, or physical structures such as window blinds.) 6. Ask: Did you find any items that could be pushed and pulled? (Depending on the location, answers could include furniture such as desks and chairs, playground equipment such as ropes and swings, or physical structures such as doors.) 7. Ask: Were any of your examples the same as the ones on the Identify Game? Which ones? (Answers could include pulling tissue, closing and opening doors, using a stapler and pushing a swing.) 8. Ask: Did you notice any patterns in objects that can just be pushed, just be pulled, or do both?

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.16

Location: Teacher Edition, Unit 6, Activity 3, Student Driven Inquiry (PDF Pg. 16)

Original Text: Student-Driven Inquiry 1. Ask: What did Gina experience when she tried to push Ms. Johnson on the swing? (She could not get Ms. Johnson to move like Ms. Garcia could.) 2. Direct students' attention to the student-driven question board and point out a question relating to "What caused Ms. Garcia to push Ms. Johnson higher on the swing?" a. Explain to students that many times, their own questions can help guide them to the purpose of their investigations. 3. Tell students that they will apply what they learned in the video during their last activity to determine the purpose of an investigation from a scientist. a. What was the purpose of reading the article about Alexander Graham Bell? (to see how Alexander Graham Bell used a similar investigation process to help him improve his telephone)

Updated Text: Student-Driven Inquiry 1. Ask: What did Gina experience when she tried to push Ms. Johnson on the swing? (She could not get Ms. Johnson to move like Ms. Garcia could.) 2. Direct students' attention to the student-driven question board and point out a question relating to "What caused Ms. Garcia to push Ms. Johnson higher on the swing?" a. Explain to students that many times, their own questions can help guide them to the purpose of their investigations. 3. Tell students that they will apply what they learned in the video during their last activity to determine the purpose of an investigation from a scientist.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.18

Location: Teacher Edition, Unit 6, Activity 4, Left hand column, materials (PDF Pg. 18)

Original Text: Printable Create a Ruler Swing (with thumbnail)

Updated Text: Printable Create a Ruler Swing (with thumbnail) Playground Problems: Whole Group Discussion Guide (with thumbnail)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.18

Location: Teacher Edition, Unit 6, Activity 4, Left Hand Column (PDF Pg. 18)

Original Text: ELPS 2E, 3G

Updated Text: ELPS 2E, 3G, 3H

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.19

Location: Teacher Edition, Unit 6, Activity 4 (PDF Pg. 19)

Original Text: Discussion Use the Playground Problems Whole Group Investigation Plan to guide students toward the ideal swing pushes investigation plan and add the steps to the Pushes Investigation Anchor Chart.

Updated Text: Discussion Use the Playground Problems: Whole Group Discussion Guide to guide students toward the ideal swing pushes investigation plan and add the steps to the Pushes Investigation Anchor Chart.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.21

Location: Teacher Edition, Unit 6, Activity 5 (PDF Pg. 21)

Original Text: Discussion Refer to the Playground Problems: Whole Group Investigation Plan Guide to support students in creating a class system for collecting evidence.

Updated Text: Discussion Refer to the Playground Problems: Whole Group Discussion Guide to support students in creating a class system for collecting evidence.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.23

Location: Teacher Edition, Unit 6, Activity 6 (PDF Pg. 23)

Original Text: Discussion Refer to the Playground Problems Whole Group Investigation Plan Guide to support students in creating a class investigation plan for pulls.

Updated Text: Discussion Refer to the Playground Problems: Whole Group Discussion Guide to support students in creating a class investigation plan for pulls.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.23

Location: Teacher Edition, Unit 6, Activity 6, Left Hand Column (PDF Pg. 23)

Original Text: ELPS 2E, 3G, 3H

Updated Text: ELPS 2E, 3G

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.31

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 31)

Original Text: Evidence Student Edition Response Use students' data and Reflect and Connect responses to determine students' progress toward mastery of the success criteria.

Updated Text: Evidence Student Edition Response Use students' data and Reflect and Connect responses to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 6.5

Location: Teacher Edition, Unit 6, Standards Coverage Chart, Misconceptions (PDF pg. 5)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Common Misconceptions A push or a pull can only start things moving. The faster an object is moving, the greater the force on it.

Updated Text: Common Misconceptions A push or a pull can only start things moving. The faster an object is moving, the greater the force on it. Models are like art projects.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 7

Location: Studies Weekly Online, Unit 6, Activity 9, "Playground Problems: Answer Keys" (PDF pg. 7)

Original Text: (The kite image doesn't match the image used in the student edition and the formative assessment description doesn't match what is in the teacher edition.)

Updated Text: (The kite image and the formative assessment description were made to match the student edition and teacher edition respectively.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 7

Location: Studies Weekly Online, Teacher Edition, Unit 1 Week 2 Level "Teacher Resources," Unit 1 Week 2 ELD Teacher and Student Edition Edition

Original Text: Natalia forgot to water her plant AND Steven wore his lucky socks

Updated Text: (added period) Natalia forgot to water her plant AND Steven wore his lucky socks.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 7.1

Location: Teacher Edition, Unit 7, Unit Objective Table (PDF Pg. 1)

Original Text: Unit Objectives Students will be able to demonstrate and explain sound's vibrations and levels caused by a variety of means. SEP 2.3B: Communicate Explanations Communicate explanations individually and collaboratively in a variety of settings and formats. RTC 2.5B: Cause and Effect Investigate and predict cause-and-effect relationships in science.

Updated Text: Unit Objective Students will be able to demonstrate and explain sound's vibrations and levels caused by a variety of means. SEP 2.3B: Communicate Explanations Communicate explanations individually and collaboratively in a variety of settings and formats. RTC 2.5B: Cause and Effect Investigate and predict cause-and-effect relationships in science.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 7.14

Location: Teacher Edition, Unit 7, Activity 3, Student Driven Inquiry (PDF Pg. 14)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Student-Driven Inquiry 1. Direct students’ attention to the Student-Driven Question Board they created during “Phenomenon Introduction.” 2. Discuss: Which of these questions do you already have ideas about? What evidence can you use from your current or previous science lessons to form your ideas? (Answers will vary but could that sounds can be made in different ways and many objects can make sounds.) 3. Remind students that the ideas on the Student-Driven Question Board will help guide their learning for the week.

Updated Text: (removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 8

Location: Studies Weekly Online, Teacher Edition, Unit 10 Level "Teacher Resources," Unit 10 ELD Teacher and Student Edition Edition

Original Text: N/A

Updated Text: (deleted duplicate slide number 8)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 8.12

Location: Teacher Edition, Unit 8, Activity 4, Left Hand Column, device (PDF Pg. 12)

Original Text: device: something engineered for a specific use

Updated Text: device: something engineered for a specific pupose

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart, Misconceptions (PDF Pg. 4)

Original Text: Common Misconceptions It is impossible to communicate over long distances. (Activity 3) You can only communicate over long distances with technological devices like a phone or other devices.

Updated Text: Common Misconceptions It is impossible to communicate over long distances. (Activity 3)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 9

Location: Studies Weekly Online, Unit 6, Activity 11, "Playground Problems: Answer Keys" (PDF pg. 9)

Original Text: How does the strength of a push or pull affect how an object moves? (Pushes and pulls make objects move. Weak and strong pushes and pulls can make an object move. Weak pushes and pulls can cause objects to move a little. If the object is too heavy, a weak push or pull might not move it at all. If it is light, a weak push or pull can move it as much as a strong push or pull. Strong pushes and pulls can make objects move longer distances over shorter periods of time.)

Updated Text: How does the strength of a push or pull affect how an object moves? Use evidence from your investigations to support your response. (Pushes and pulls make objects move. Weak and strong pushes and pulls can make an object move. Weak pushes and pulls can cause objects to move a little. If the object is too heavy, a weak push or pull might not move it at all. If it is light, a weak push or pull can move it as much as a strong push or pull. Strong pushes and pulls can make objects move longer distances over shorter periods of time.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 9.1

Location: Teacher Edition, Unit 9, Phenomenon Statement (PDF Pg. 1)

Original Text: It is warmer and brighter during the day than at night.

Updated Text: The world around us is warmer and brighter in the day than at night.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 9.13

Location: Teacher Edition, Unit 9, Activity 3, Whole Group, Step 4a (PDF pg. 13)

Original Text: 4. Separate the class into groups of four and explain to them that they will be making observations with the various tools to determine the effect the tools have on seeing things. a. Remind students that they should not look directly at the sun, especially without proper eye protection.

Updated Text: 4. Separate the class into groups of four and explain to them that they will be making observations with the various tools to determine the effect the tools have on seeing things. a. Remind students that they should not look directly at the sun.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 9.14

Location: Teacher Edition, Unit 9, Activity 3, Reflect and Connect, Step 1 (PDF Pg. 14)

Original Text: Reflect and Connect 1. Have students respond to the “Reflect and Connect” prompt in their science notebooks.

Updated Text: Reflect and Connect 1. Have students respond to the “Reflect and Connect” prompt in their student editions.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 9.18

Location: Teacher Edition, Unit 9, Activity 5, Whole Group, Step 2a and 2b (PDF Pg. 18)

Original Text: 2. As you circulate, observe or take anecdotal data, monitoring students’ understanding of the following ideas/connections/concepts: a. different tools b. idea/concept/connection

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: 2. As you circulate, monitor students’ understanding of the following concepts: a. Different tools can be used for different purposes. b. Some tools can help you see better.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 9.24

Location: Teacher Edition, Unit 9, Activity 8, Left Hand Column (PDF Pg. 24)

Original Text: SEP Collect Evidence Collect and Organize Data Develop and Use Models Identify Advantages and Limitations of Models

Updated Text: SEP Collect Evidence Collect and Organize Data Develop and Use Models

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): 9.9

Location: Teacher Edition, Unit 9, Activity 1, Left Hand Column (PDF Pg. 9)

Original Text: (A video icon in the materials list of the left hand column.)

Updated Text: (An image icon replaced the video icon in the materials list of the left hand column.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2

Original Text: Activity 2: Planning and Conducting Investigations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 9, Activity 7, “Specific Title”

Original Text: (There is no space for students to take notes.)

Updated Text: (The notes section was turned to an open response question so students can take notes.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 3, Assessment

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: (The final prompt says "Draw a model of a house." with an open response box.)

Updated Text: (An image of Jackson with a prompt to complete this portion of the activity on paper was used to replace the text box.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 9, Activity 8, "Specific Title"

Original Text: (There is no space for students to take notes.)

Updated Text: (The notes section was turned to an open response question so students can take notes.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 17, Activity 4, "Plant Parts: Fruits and Seeds Podcast"

Original Text: (2:33 - 2:39 "The flower will have everything it needs to produce more seeds.")

Updated Text: (2:33 - 2:39 "The flower will have almost everything it needs to produce seeds.")

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 10, Activity 7, "Wind Moves Soil"

Original Text: (The multiple choice questions do not work.)

Updated Text: (The questions were revised to work online.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 11, Activity 7, "Flooding"

Original Text: A flood happens when water covers land that is usually dry. Water can come from a storm or the ocean. It can come from other freshwater sources, like rivers or lakes. Floods can damage land, buildings, and more. Temperature is not related to flooding. However, precipitation is. The more precipitation that happens in an area, the more likely it is to flood.

Updated Text: A flood happens when water covers land that is usually dry. Flood water can come from a storm or the ocean. It can come from rivers or lakes. Floods can damage land, buildings, and more. Many things can affect flooding. Flooding can occur in hot or cold temperatures. Precipitation can affect flooding. The more precipitation that happens in an area, the more likely it is to flood.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, Activity 2, video, “Choosing Nesting Materials”

Original Text: Explore Science Activity: Choosing Nesting Material

Updated Text: Texas Science Activity: Choosing Nesting Materials

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 10, Unit Assessment

Original Text: Steven wants to know why this cave has a hole at the top. What can he do to find out?

Updated Text: (An image of a cave was added for visual support.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, Activity 3, video, “Where Nesting Materials Come From”

Original Text: Explore Science Activity: Where Nesting Materials Come From

Updated Text: Texas Science Activity: Where Nesting Materials Come From

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 6, “Texas Regional Weather”, Reflect and Connect

Original Text: Think about the phenomenon comic. [Character 1] wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Updated Text: Think about the phenomenon comic. Cameron wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Studies Weekly Online, Unit 10, Unit Assessment

Original Text: The sand on the beach was once flat. Describe what likely caused the dunes to form

Updated Text: The sand on the beach was once flat. Describe what likely caused the dunes to form.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, video, “Ornithology”

Original Text: Explore Science Ornithology

Updated Text: Texas Science Ornithology

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 3, “Precipitation”

Original Text: Use a weather report to record precipitation predictions. Then, measure and record the precipitation where you live. Draw and write the type of precipitation. For example,

Updated Text: Use a weather report to record precipitation predictions. Then, measure and record the precipitation where you live. Draw and write the type of precipitation. For example, snow, hail, sleet, rain, or none.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 20, Activity 7, “Caterpillars”

Original Text: (Activity components in the wrong order.)

Updated Text: (Activity components reformatted to more closely match the TE activity layout.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 3, “Unit Assessment”

Original Text: Question 3 (Fill in the blank options are upper case.) Question 5 (“Most” is not bold.)

Updated Text: Question 3 (Fill in the blank options are lower case.) Question 5 (“Most” is bold.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 18, Activity 1, “Animals In Big Bend: Phenomenon Video”

Original Text: (The final image shows the student edition instead of the Asking Phenomenon Questions printable.)

Updated Text: (The final image was changed to show the Asking Phenomenon Questions Printable students should work on after viewing the video.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 3, Activity 5, “Develop Explanations”

Original Text: Fill in the blank below. Vocabulary Word Meaning a statement that makes something clear a statement thought to be true used to answer a question facts to support or back up a claim describes how evidence supports or backs up the claim

Updated Text: Fill in the blank below. Vocabulary Word Meaning a statement that makes something clear a statement thought to be true used to answer a question facts to support or back up a claim describes how evidence supports or backs up the claim

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 6, “Texas Regional Weather”, Reflect and Connect

Original Text: Think about the phenomenon comic. [Character 1] wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Updated Text: Think about the phenomenon comic. Cameron wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 4, Activity 1, “The Engineering Design Process and Practices”

Original Text: Activity 2: The Engineering Design Process and Practices

Updated Text: Activity 1: The Engineering Design Process and Practices

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/a

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Studies Weekly Online, Unit 4, “Unit Assessment”

Original Text: (The answer choices for the blanks for question 3 are uppercase.)

Updated Text: (The answer choices for the blanks for question 3 are lower case.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Unts)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes") (Removed all answer keys from student-facing slides) (Removed Leveling indicators from each student-facing slide)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 7, Activity 3, “Sound Podcast”

Original Text: (1:55 "Is that similar to or different from how you'd make sound with a bell?" 2:08 missing sound of knocking on a table 2:10 missing sound of banging on a can 2:32 missing sound of empty can. 2:38 missing sound of can of soda)

Updated Text: (1:55 "Is that similar to or different from how you'd make sound with a hand bell?" 2:08 insert sound of knocking on a table 2:10 insert sound of banging on a can 2:32 insert sound of empty can. 2:38 insert sound of can of soda)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*
ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 19, Activity 6, “Penguins Podcast”

Original Text: (Half of the audio was missing.)

Updated Text: (The audio file was completed.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*
ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 4, “Graph and Analyze Data”

Original Text: (The precipitation data table that is present in the student edition is missing from the online student edition.)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (The missing precipitation data table was added to the online student edition to correspond with the print student edition.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 4, Activity 1, “The Engineering Design Process and Practices”

Original Text: Draw a line to match each term to its definition.

Updated Text: Match each term to its definition.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 2, “Unit Assessment”

Original Text: (Questions 2 and 5 are open response questions.)

Updated Text: (Questions 2 and 5 are true - false questions.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 14, Activity 1, “Exploring Ecosystems: Phenomenon Video”

Original Text: (The final image shows the student edition instead of the Asking Phenomenon Questions printable.)

Updated Text: (The final image was changed to show the Asking Phenomenon Questions Printable students should work on after viewing the video.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 7, Activity 4, “What's That Sound? Podcast”

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: (0:05 - 0:35 too difficult to hear sounds)

Updated Text: (0:05 - 0:35 adjustments made to improve the sounds)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 5, Activity 1 video, “Push, Touch, Collide: Watch Out! Phenomenon Video”

Original Text: Texas Science Golf Balls and Energy: Phenomenon Video

Updated Text: Texas Science Push, Touch, Collide: Watch Out!: Phenomenon Video

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 4, Activity 4, “Test and Improve” Question 1

Original Text: (The table is formatted in a way that makes the headers difficult to read.)

Updated Text: (The table is re in a way that makes the headers difficult to read.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 8, Activity 4, “Ideate” (PDF pg. #)

Original Text: (The student prompts are numbered 1, 2, 2, 3.)

Updated Text: (The student prompts are numbered sequentially to 4.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, Activity 10, “Specific Title” (PDF pg. #)

Original Text: Scientist Look for Answers

Updated Text: Scientists Look for Answers

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/a

Location: Studies Weekly Online, Unit 4, Unit Assessment, Question 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: (The question is formatted as a multiple choice question and is missing one of the images to compare.)

Updated Text: (The question is formatted as an open response and includes both images for students to compare.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 5, Activity 1, “Push, Touch, Collide: Watch Out!: Phenomenon Video”

Original Text: (The final image shows the student edition instead of the Asking Phenomenon Questions printable.)

Updated Text: (The final image was changed to show the Asking Phenomenon Questions Printable students should work on after viewing the video.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 1, Activity 1, “What is a Scientist? What is an Engineer?”

Original Text: When you take part in **Science**, you understand the world better. During science investigations, you gather evidence and look for patterns. People who study science are called scientists. Scientists explore the world through investigations. They are curious about the world around them. Scientists ask questions. They want to learn more. As scientists explore, they answer their questions and ask new ones. There are many types of scientists. Different types of scientists focus their studies on certain areas. A plant scientist is called a botanist. A scientist who studies motion and forces is called a physicist. You are a scientist too! Engineers create or build solutions to problems. They create and build products. There are different types of engineers. Aerospace engineers create objects that fly into space. Biomedical engineers create medical devices. Doctors and nurses use these devices to help others. You are also an engineer!

Updated Text: Who Are Scientists and Engineers? Science is the search for knowledge. It is coming to understand how the natural world works. When you take part in **Science**, you understand the world better. During science investigations, you gather evidence and look for patterns. People who study science are called scientists. Scientists explore the world through investigations. They are curious about the world around them. Scientists ask questions. They want to learn more. As scientists explore, they answer their questions and ask new ones. There are many types of scientists. Different types of scientists focus their studies on certain areas. A plant scientist is called a botanist. A scientist who studies motion and forces is called a physicist. You are a scientist too! Engineering is applying science to solve problems. You use what you have learned in science to help you. You use your science skills to solve problems. Engineers create or build solutions to problems. They create and build products. There are different types of engineers. Aerospace engineers create objects that fly into space. Biomedical engineers create medical devices. Doctors and nurses use these devices to help others. You are also an engineer!

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 8, Activity 10, “Communicate” Multiple Choice Questions 1 & 2 (PDF pg. n/a)

Original Text: Multiple Choice Question Which grade does Mrs. Garcia teach? first second third fourth Multiple Choice Question What makes it hard for Mrs. Garcia to communicate with her class? time weather distance height

Updated Text: (removed)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, Activity 1

Original Text: (An open response riddle question is provided at the bottom of the page.)

Updated Text: (The riddle was moved to the top of the page.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 1, Activity 3, “Teamwork”

Original Text: Team Work

Updated Text: Teamwork

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/a

Location: Studies Weekly Online, Unit 15, Activities 1 - 5

Original Text: (The activities are misnumbered.)

Updated Text: (The activities were renumbered.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 9, Activity 6, “Specific Title”

Original Text: (There is no space for students to take notes.)

Updated Text: (The notes section was turned to an open response question so students can take notes.)

Feedback and Publisher Responses

Component: *Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Page Number(s): 1.59

URL:

[View Content](#)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Feedback Text: While teacher discusses in "Reading to Learn", she might make the connection to limitations.

Publisher Response: Great idea! We've included teacher prompting to make a connection to the limitations of models during the "Reading to Learn" steps of Activity 2. Thank you.

Component: *Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Page Number(s): 5.19-5.20

URL:

[View Content](#)

Feedback Text: Include the language of cause and effect just as you included stability and change.

Publisher Response: Great suggestion! We've adjusted teacher prompting in the Teacher Edition so the language of cause and effect is more explicitly used and student facing.

Component: *Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Page Number(s): 5.19-5.20

URL:

[View Content](#)

Feedback Text: Again, it would be very helpful if the words "cause" and "effect" were explicitly stated and printed in the text.

Publisher Response: Thank you for this valuable feedback. We've adjusted the guidance in the teacher edition to include using "cause" and "effect" more explicitly.

Component: *Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Page Number(s): 6.29-6.30

URL:

[View Content](#)

Feedback Text: In your questioning make sure to use the language of cause and effect for students to understand this RTC

Publisher Response: We appreciate your feedback. We've added more cause and effect language in the "Collaborative Learning" questioning of Activity 8 to help students better understand this RTC.

Component: *Texas Science Studies Weekly: Second Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: All of the activities provided did show cause and effect, but those words were not explicitly stated or written (especially in the student text). Seeing those words in bold will help students better connect with that SE.

Publisher Response: Thank you for the feedback. We've adjusted the text within the student edition of Activity 3 to use cause and effect language more explicitly. Bolded words within our publication indicate vocabulary words. You will see "cause" and "effect" bolded within Unit 1 Week 2 where they are introduced to the students as vocabulary.

Publisher: Studies Weekly

Science, Grade 3

Program: Texas Science Studies Weekly: Third Grade: TEKS

Editorial Changes

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Location: Studies Weekly Online, Unit 16, Activity 4 (Podcast)

Original Text: Frogs Podcast

Updated Text: The Missing Frogs

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Location: Printable: Studies Weekly Online, Unit 1, Week 2, Recurring Themes and Concepts Word Wall Cards

Original Text: N/A

Updated Text: (Added the following vocabulary card) Pattern/ patron

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Location: Studies Weekly Online, Unit 14, Activity 1, 1st paragraph, 2nd to last sentence

Original Text: They will clear the land so they can farm and grow coffee, and plant rubber trees, or palm trees..

Updated Text: They will clear the land so they can farm and grow coffee, and plant rubber trees, or palm trees.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Location: Studies Weekly Online, Unit 18, Student Support Resources

Original Text: N/A

Updated Text: (Added the following images: Assorted Fossils; Texas Desert)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Location: Studies Weekly Online, Unit 12, Phenomenon Comic

Original Text: Volcano dirt

Updated Text: Volcanic dirt

Component: Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access

ISBN: 9781649783806TE

Type: Editorial Change

Location: Teacher Edition, Unit 1, Week 1, 2, 3, 4, Standards Coverage Chart, (pdf pg. 2-3)

Original Text: Unit 1 Week 1 collaboration: the ability to work together as a group engineer: someone who applies their scientific knowledge to create and build products that solve problems engineering: the process of using science in practical applications mindset: a personal attitude toward something science: the search for knowledge, applying knowledge, and understanding the world through evidence gained from investigation scientist: someone who studies science tool: a device used to solve a problem Unit 1 Week 2 cause: something that brings about a result change: to make or become different effect: a result that is produced by a cause energy: the ability to do work or create change function: the purpose of something or how it works matter: anything that has weight or takes up space model: a small but exact copy of something pattern: repeated information that can be used to predict future information proportion: the size or amount of one thing or group as compared to the size or amount of another quantity: the amount of something scale: the size of a model of a thing compared to the size of the thing itself stability: the condition of being stable, or unchanging structure: the way something is made or the parts of a living thing system: a set of things working together Unit 1 Week 3 investigation: studying something to find an answer to a question model: a visual or 3D representation, typically on a smaller scale than the original phenomenon: an observable event scientific and engineering practices: the skills scientists and engineers use in an investigation Unit 1 Week 4 constraint: a limitation or boundary that engineers face when designing solutions to problems (materials, time, or cost) criteria: standards by which engineers know that a solution is successful engineering design process: series of common steps used to create a functional item that improves science or society engineering problem: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society ideate: the process of forming ideas prototype: the first version or draft of an engineering design

Updated Text: (Added Asterisks and vocabulary disclaimer) Unit 1 Week 1 collaboration*: the ability to work together as a group engineer*: someone who applies their scientific knowledge to create and build products that solve problems engineering*: the process of using science in practical applications mindset*: a personal attitude toward something science*: the search for knowledge, applying knowledge, and understanding the world through evidence gained from investigation scientist*: someone who studies science tool*: a device used to solve a problem *Vocabulary may have been previously taught in prior grades. Unit 1 Week 2 cause*: something that brings about a result change: to make or become different effect*: a result that is produced by a cause energy*: the ability to do work or create change function*: the purpose of something or how it works matter*: anything that has weight or takes up space model*: a small but exact copy of something pattern*: repeated information that can be used to predict future information proportion*: the size or amount of one thing or group as compared to the size or amount of another quantity*: the amount of something scale*: the size of a model of a thing compared to the size of the thing itself stability*: the condition of being stable, or unchanging structure*: the way something is made or the parts of a living thing system*: a set of things working together *Vocabulary may have been previously taught in prior grades. Unit 1 Week 3 investigation*: studying something to find an answer to a question model*: a visual or 3D representation, typically on a smaller scale than the original phenomenon*: an observable event scientific and engineering practices: the skills scientists and engineers use in an investigation *Vocabulary may have been previously taught in prior grades. Unit 1 Week 4 constraint*: a limitation or boundary that engineers face when designing solutions to problems (materials, time, or cost) criteria*: standards by which engineers know that a solution is successful engineering design process*: series of common steps used to create a functional item that improves science or society engineering problem*: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society ideate*: the process of forming ideas prototype*: the first version or draft of an engineering design *Vocabulary may have been previously taught in prior grades.

Component: Texas Science Studies Weekly: Third Grade Student Edition with Online Access

ISBN: 9781649783813SE8

Type: Editorial Change

Location: Studies Weekly Online, Unit 21, Week 30 Activity 4

Original Text: How is mechanical energy related to the movement of a windmill?

Updated Text: (Removed How is mechanical energy related to the movement of a windmill?)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Location: Studies Weekly Online, Unit 18, Unit Assessment

Original Text: (Online version of the unit assessment does not match wording of the print version.)

Updated Text: (Small wording changes so that online unit assessment matches the print version.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Location: Studies Weekly Online, Unit 19, Teacher Resource Panel

Original Text: (ELPS strategies and leveling printable present)

Updated Text: (ELPS strategies and leveling printable removed)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): 13

Location: Studies Weekly Online, Teacher Edition, Unit 11 "Teacher Resources," Unit 11 ELD Teacher Edition

Original Text: SE and TE TEXT - Delete when finished. Do not copy edit. Properties of the Soil Soil can be described by its physical properties. These include soil color, texture, moisture, and composition. Soil can be brown, white, black, gray, and pink. It can also be all sorts of color shades in between. A soil's texture can be hard, soft, stony, or spongy. It could also be lumpy and sticky, fine, or even gritty. A soil's moisture refers to how well it holds on to water. Some soils allow water to go right through them. Others hardly let water through. This can affect the types of plants that will grow there. Finally, a soil's composition refers to what the soil is made of. Are there rocks, nutrients, minerals, water, air, clay, or dead and decaying matter in the soil? Different soils have different things mixed with them. What are your initial observations? What color is the soil? Describe the soil's texture with descriptive words. Pour water on the soil. What happens? What does this tell you about the soil's moisture? Use a hand lens to determine what you see in the soil, such as rocks, dead or decaying matter, Soil Scientist Interviews A soil scientist is someone who studies soil. Julie Howe and Jake Mowrer are both soil scientists at Texas A&M. Mowrer works in Texas A&M's AgriLife Extension program. This program provides training, publications, apps, and programs. It brings Texans the latest research in agriculture and life sciences. Mowrer travels around the state to share soil and water science education and outreach. He reaches a diverse spectrum of Texans. He also works on campus with students to provide hands-on learning experiences in the greenhouse, field, and laboratory. Howe works as a professor of soil science for Texas A&M. She spends her days doing research as well as teaching. Her focus is researching better ways to produce crops. When asked what their favorite part of their jobs is, they both replied that they love that this job gives them the opportunity to help society. Mowrer feels like the knowledge he provides to the people of Texas makes Texas a better place. Howe replied, "I love talking science and showing people how cool soil is."

Updated Text: (Deleted slide)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): 2

Location: Studies Weekly Online, Teacher Edition, Unit 19, "Teacher Resources," Unit 19 ELD Student Edition

Original Text: N/A

Updated Text: (Added title) Week 27: Diving, Flying, Waddling: Ducks

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): 8

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," Unit 17 ELD Student Edition and Teacher Edition

Original Text: Order the terms scientists use to describe the intensity of a drought

Updated Text: (Added period) Order the terms scientists use to describe the intensity of a drought.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 6, Activity 2, "Teacher Edition "

Original Text: (Whole lesson plan present online)

Updated Text: (Lesson plan removed from wrong place on the platform)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes") (Removed all answer keys from student-facing slides) (Removed all leveling indicators from student-facing slides)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 6, Phenomenon Video

Original Text: (Title Page) Explore Science

Updated Text: (Title Page) Texas Science

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 19, Activity 3

Original Text: Directions: Look at the images of the fish, the horse, and the duck. Circle the external features that allow them to survive in their environment.

Updated Text: Directions: Look at the images of the fish, the horse, and the duck. Match the external features that allow them to survive in their environment.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Printable, Studies Weekly Online, Unit 10, "Unit Assessment"

Original Text: (Question 2 has the answer marked in red) (Question 6-8 are not numbered) 6. Use the information in the tables to answer questions 6-8.

Updated Text: (Question 2 no longer has the answer marked in red) (Question 6-8 are numbered.) Use the information in the tables to answer questions 6-8.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 1, Week 1, Activity 2 , "Science Safety " video

Original Text: n/a

Updated Text: (Removed "Science Safety" video)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 2, "TEKS Explained "

Original Text: Extended Reading: TEKS Explained: Standard 8A

Updated Text: Extended Reading: TEKS Explained: Standard 6A

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 3, Video, "Why You Should Bring a Magnet to the Beach "

Original Text: Magnetic Sand: Content Video

Updated Text: Why You Should Bring a Magnet to the Beach

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 3, Activity 9, "Heating and Cooling Water "

Original Text: Weather happens as a result of things happening in the atmosphere. Temperature, precipitation, wind, cloud coverage, and air pressure all affect our weather. If a storm is coming in, there will be precipitation, or water falling from the clouds. The temperature helps determine what form of precipitation will come down from the clouds. It could be snow, rain, sleet, or freezing rain. Water freezes at 32 degrees Fahrenheit (32° F). Snow is the tiny particles of ice. It falls from the clouds when the water vapor in the clouds freezes. It stays frozen until it reaches the ground. Rain is the condensed water vapor that falls from the clouds. It is warmer than freezing for most of its fall from the clouds. Sleet starts as snow. It goes through a layer of warm air, then back to a layer of cold air. The snow melts to water and then freezes again. The result is tiny pieces of ice on the ground. Freezing rain happens when the snow falls to the ground and, before hitting the ground, melts into rain. Then, the water freezes again when it touches the ground.

Updated Text: Weather happens as a result of events in the atmosphere. Temperature, precipitation, and wind all affect the weather. So do cloud coverage and air pressure. If a storm is coming in, there might be precipitation. Precipitation is water falling from the clouds. The temperature helps determine what will happen. It could be snow, rain, sleet, or freezing rain. Water freezes at 32 degrees Fahrenheit (32° F). Snow is the tiny pieces of ice. Snow forms in the clouds when the water vapor in the clouds freezes. It remains frozen until it reaches the ground. Rain is the condensed water vapor that falls from the clouds. It is warmer than freezing for most of its fall. Sleet starts as snow. However, it goes through a layer of warm air, then back through a layer of cold air. The snow melts into water. Then it freezes again. The result is tiny pieces of ice on the ground. Freezing rain happens when the snow melts right before it hits the ground. However, the rain then freezes when it touches the ground.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 3, Activity 3

Original Text: Cameron decided to try to figure out why the water was freezing each night.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Aleki decided to try to figure out why the water was freezing each night.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg 1

Location: Student Edition, Unit 8, Activity 1 (PDF pg. 1)

Original Text: The car must be able to increase and decrease the mechanical energy.

Updated Text: The car must be able to increase and decrease in mechanical energy.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg 1-3

Location: Printable: Studies Weekly Online, Unit 21, Week 31, “Earth and Space: Reading Comprehension Questions” (PDF pg. 1-3)

Original Text: Activity 2: Weathering is _____ Activity 3: "What are Decomposers?"

Updated Text: Activity 2: Earth's Surface Activity 3: The World Around Us

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg 11, 17

Location: Teacher Edition, Unit 16, "Formative Assessment Sections"(PDF pg. 11, 17)

Original Text: Use students' food chain drawings to check for proficiency of the success criteria. Use the responses in the “Phenomenon Explanation” activity to check for proficiency of the success criteria.

Updated Text: Use food chain drawings to check for proficiency of the success criteria. Use student responses in the “Phenomenon Explanation” activity to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg 2

Location: Printable: Studies Weekly Online, Unit 1, Week 3, How to Organize Data (pdf pg. 2)

Original Text: Juneteenth: Celebrates the freeing of all enslaved peoples. Borderfest: Celebrates a different culture each year. (Treemap not present)

Updated Text: (Changed venn diagram to cover a science topic, rather than a social studies topic) Hurricane: forms over warm, tropical water; can be hundreds of miles wide Tornado: orms over land; usually less than a mile wide very strong winds (Added Treemap)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): pdf pg 2

Location: Teacher Edition, Unit 17, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What is Resilience? [30 minutes]

Updated Text: Optional: Wellness: What is Resilience? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg 2

Location: Teacher Edition, Unit 18, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Adapting to Change [30 minutes]

Updated Text: Optional: Wellness: Adapting to Change [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Teacher Edition, Unit 6, Phenomenon (PDF pg. 1)

Original Text: Gina, Claire, and Miguel notice the weather is different where they live in Crystal Beach and Amarillo, Texas, while they talk over video chat.

Updated Text: While talking over video chat, Gina, Claire, and Miguel notice that the weather in Crystal Beach and Amarillo, Texas, is different.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Teacher Edition, Unit 12, Phenomenon(PDF pg. 1)

Original Text: Natalia, Cameron, and Jackson can't agree on how rocks and dirt came to be piled up in the middle of their bike path.

Updated Text: Natalia, Cameron, and Jackson can't agree on how rocks and dirt came to be piled up in the middle of the bike path.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 3, Activity 1, "Wellness: Coping Strategies for Fear" (PDF pg. 1)

Original Text: Activity 1 Phenomenon Explanation

Updated Text: Activity 1 Phenomenon Introduction

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Week 29, "Unit Answer Keys" (PDF pgs. 1)

Original Text: (Activity 1 and 2 answers are all in the boc for scvity one)

Updated Text: (Added section for activity 2)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 14, "Human Impact on the Environment" (PDF pg. 1)

Original Text: 20 minutes

Updated Text: 45 minutes

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Week 29 "Combined Materials" (PDF pg. 1)

Original Text: They want to build a large fort to help protect them.

Updated Text: They want to build a large fort to help protect themselves.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Teacher Edition, Unit 15, Unit Objectives, RTC (PDF pg. 1)

Original Text: 5B Patterns

Updated Text: 5A Patterns

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Student Edition, Unit 10, Activity 1 (PDF pg. 1)

Original Text: (Video icon present in phenomenon box)

Updated Text: (Removed video icon from phenomenon box)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Student Edition, Unit 11, Activity 1 (PDF pg. 1)

Original Text: (Video icon present)

Updated Text: (Removed phenomenon video icon)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable, Studies Weekly Online, Unit 17, Prior Knowledge Article (PDF pg. 1)

Original Text: (Arrows pointing right to left)

Updated Text: (Changed arrows so they point left to right.)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Activity 5, “Force, Motion, and Energy Task Cards” (PDF pg. 1)

Original Text: (image of small hand held speaker)

Updated Text: (Changed to clearer image of a speaker)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 5, “Forces: Home Letter” (PDF pg. 1)

Original Text: gravity: the invisible force that pulls objects toward the center of the earth magnetism: the force of a magnet pull: a force going towards your body push: a force going away from your body

Updated Text: (removed magnetism, pull, and push) gravity: the invisible force that pulls objects toward the center of the earth

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 18 “Class Skit: Let's Make a Fossil” (PDF pg. 1)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: 5E: Explain

Updated Text: 5E: Elaborate

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Week 31 “Rapid Changes to Earth's Surface: I have who has Cards” (PDF pg. 1)

Original Text: When hot gases and magma in the volcano shoot out, it causes a

Updated Text: When hot gases and magma in the volcano erupt, it causes a

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 12, "Reading Comprehension Assessment Questions Answer Key" (PDF pg. 1)

Original Text: Activity #: Article Title

Updated Text: Activity 3: Model an Earthquake

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 20, “Butterfly Candy Extension Activity” (PDF pg. 1)

Original Text: Lesson Time: 20 minutes

Updated Text: Lesson Time: 30 minutes

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 6, “Forces: Home Letter” (PDF pg. 1)

Original Text: force: a push or pull on an object pull: a force going towards your body push: a force going away from your body

Updated Text: (Removed pull and push) force: a push or pull on an object

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online: Unit 20, "Unit Answer Keys" (PDF pg. 1)

Original Text: Use the questioning rubric to check for proficiency of the success criteria.

Updated Text: Have students grade themselves by using the questioning rubric to check for understanding and proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 6, "Investigation ForceS: Lower Lexile" (PDF pg. 1)

Original Text: (Header) Explore Science Studies Weekly Investigating Forces

Updated Text: (Header) Texas Science Studies Weekly Investigating Forces

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 12

Location: Teacher Edition, Unit 10, Activity 3, "Student-Driven Inquiry", Step 2 (PDF pg. 12)

Original Text: 2. In pairs, have students discuss and share their opinions on the topic. [ELPS 3G]

Updated Text: 2. This is an opportunity for students to internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment. [ELPS 1E] (Added ELPS 1E to sidebar)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 12

Location: Teacher Edition, Unit 6, Activity 3, "Teacher Note" (PDF pg. 12)

Original Text: N/A

Updated Text: (Added the following to the Lesson Guide) Teacher Note Demonstrate safe practices and the use of safety equipment during the field investigation as outlined in Texas Education Agency-approved safety standards

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 12

Location: Teacher Edition, Unit 13, Activity 2, "Formative Assessment" (PDF pg. 12)

Original Text: Use Activity 1 charts to check for proficiency of the success criteria.

Updated Text: Use the charts to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 2, Activity 3, “Student-driven Inquiry”, Steps 11 (PDF pg. 13)

Original Text: 11. Then have students draw something that represents mass on a sticky note. [ELPS 5.B]

Updated Text: 11. Then have students write using the newly acquired vocabulary, "mass" on a sticky note. [ELPS 5B]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 16, Activity 3, “Reflect and Connect”, Step 1 (PDF pg. 13)

Original Text: 1. Have students read and discuss the question in the student edition. - Student responses should increase in specificity as they discuss with one another and throughout the unit as their understanding increases. [ELPS 3H]

Updated Text: 1. Have students read and discuss the question in the student edition. - Students will describe a pond food chain with increasing specificity as they discuss with one another and throughout the unit as their understanding increases. [ELPS 3H]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 5, Activity 3, “Teacher Note” (PDF pg. 13)

Original Text: (no teacher note present)

Updated Text: Teacher Note Demonstrate safe practices and the use of safety equipment during the field investigation as outlined in Texas Education Agency-approved safety standards.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 19, Activity 3, "Whole Group" step 3 (pdf pg. 13)

Original Text: Put your hand in, and push the water with your hands open. Then push the water with your hands closed.

Updated Text: Put your hand in, and push the water with your fingers apart. Then push the water with your fingers together.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 13

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 7, Activity 3, Sidebar

Original Text: sound energy: energy in waves that is caused by vibrations and can be heard.

Updated Text: (Fixed definition so that it matches throughout the teacher edition) sound energy: energy that is heard through sound waves and vibrations

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 14

Location: Teacher Edition, Unit 12, Activity 3, "Reflect and Connect" Step 2 (PDF pg. 14)

Original Text: 1. Have students describe the change they observed. - Ask: Did it happen slowly? Or quickly? (The change happened quickly.) 2. Have students respond to the "Reflect and Connect" section in their student editions.

Updated Text: 1. Have students describe the change they observed. - Ask: Did it happen slowly? Or quickly? (The change happened quickly.) 2. Ask: What are some advantages and limitations of the model of the earthquake? (An advantage is that you can see the effects of an earthquake without the danger. A limitation of the models is that they only show the effect of an earthquake on one building at a time.) 3. Have students respond to the "Reflect and Connect" section in their student editions.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 14

Location: Teacher Edition, Unit 10, Activity 4, left hand column (PDF pg. 14)

Original Text: (Sidebar) Collect Evidence and Organize Data

Updated Text: (Sidebar) Collect Evidence

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 9, Activity 3, Sidebar & "Whole Group" Step 1 (PDF pg. 15)

Original Text: The Moon's Orbit

Updated Text: (Changed name of video in sidebar and lesson plat to "The Moon Orbiting Earth")

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 10, Activity 4, "Applied Science Writing" (PDF pg. 15)

Original Text: Applied Science Writing This activity is designed for students to apply what they have been investigating to their home, community, or culture. Have students write about the types of weather they experience where they live, including air temperature, wind direction, and precipitation

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Updated Text: Applied Science Writing This activity is designed for students to apply what they have been investigating to their home, community, or culture. Have students write about the types of weather they experience where they live, including air temperature, wind direction, and precipitation. Encourage students to use new basic vocabulary to describe what they should wear in this weather. (ELPS: 5B added to sidebar)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 4, Activity 4, left hand column (PDF pg. 15)

Original Text: (Missing RTC button and description)

Updated Text: (Added the following) RTC Cause and Effect

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 7, Activity 4 , Header (PDF pg. 15)

Original Text: Activity 4 Is it Hot or Not? - Explore 45 minutes

Updated Text: Activity 4 Is it Hot or Not? - Explore 40 minutes

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 15, Activity 4, "Applied Science Writing" (PDF pg. 15)

Original Text: This activity is designed for students to apply what they have been investigating to their home, community, or culture. Ask students to write in their science notebooks about how humans react to seasonal weather changes and how behaviors change as the weather changes.

Updated Text: This activity is designed for students to apply what they have been investigating to their home, community, or culture. Have students write in their science notebooks about how humans react to seasonal weather changes and how behaviors change as the weather changes. This is an opportunity for students to write using newly acquired basic vocabulary. [ELPS 5B]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 15, 20, 22, 24

Location: Teacher Edition, Unit 3, Activity 4 6, 7, 8, "Teacher Note" (PDF pg. 15, 20, 22, 24)

Original Text: (Activity 4) Follow Texas Safety guidelines to keep students safe while using the hot plate. (Activity 6, 7, 8) Follow safety guidelines outlined in the General Laboratory Safety Rules.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Changed the Teacher Note in activity 4, 6, 7. & 8 to the following) Demonstrate safe practices and the use of safety equipment during this investigation as outlined in Texas Education Agency-approved safety standards.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 1, Week 2, Activity 5, "Materials" on left-hand side

Original Text: Materials: Scale, Proportion, and Quantity Printable

Updated Text: (Added item to materials list) Materials: Scale, Proportion, and Quantity Printable Map or globe

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 10, Activity 5, "Debrief, Step1(PDF pg. 16)

Original Text: 1. Have students look at their bar graphs and discuss in pairs what they notice. [ELPS 3G] - This is an opportunity for students to express ideas in extended discussion.

Updated Text: 1. Have students look at their bar graphs and describe to a partner what they notice. [ELPS 3G] - This is an opportunity for students to describe with increasing specificity. [ELPS 3H]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 12, Activity 4, "Student-driven Inquiry", Step 1(PDF pg. 16)

Original Text: 1. Present students with the Marble Rolling Down an Incline video. (Video Icon and video title currently present in sidebar.)

Updated Text: 1. Show students the Landslide image. (Added image of landslide to the sidebar.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 4, Activity 5, "Debrief", Step 2 (PDF pg. 16)

Original Text: Discuss: When developing solutions, why is it important to test prototypes and identify improvements? (Testing prototypes helps us determine which of them best solves the problem, given the criteria and constraints. Identifying improvements helps us produce better versions of the prototype and ultimately the best solution.)

Updated Text: 1. Discuss: When developing solutions, why is it important to test prototypes and identify improvements? (Testing prototypes helps us determine which of them best solves the problem, given the criteria and constraints. Identifying improvements helps us produce better versions of the prototype and ultimately the best solution.) 2. Ask: You created a model of a fort. What are some limitations and advantages of creating a model instead of the actual fort?

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

(Answers will vary. Advantages may include: it is easier to test, you need less materials to make it, it was faster to build. Limitations include: a small fort may act differently than the large fort during a dodgeball game)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 6, Activity 5, “Collaborative Learning”, Step 2 (PDF pg. 16)

Original Text: 2. Give students the “Rubric for Phenomenon Explanation” (found in the Investigating Forces: Answer Key) so they know what is needed in their presentation.

Updated Text: 2. Give students the Phenomenon Explanation Student Rubric so they know what is needed in their presentation.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 3, Activity 4, “Collaborative Learning”, Step 2(PDF pg. 16)

Original Text: 2. Have students work with a partner to fill in the Ice Storm: Reflect and Connect printable..

Updated Text: 2. Have students work with a partner to fill in the Ice Storm: Reflect and Connect printable.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 17

Location: Teacher Edition, Unit 13, Activity 5, “Materials”(PDF pg. 17)

Original Text: N/A

Updated Text: (Added printable "Natural Resources Scavenger Hunt" to materials list)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 18

Location: Teacher Edition, Unit 12, Activity 5, “Success Criteria” (PDF pg. 18)

Original Text: I can use evidence to explain what type of change in the Earth's surface caused the rapid change in the phenomenon.

Updated Text: I can use evidence to explain what type of disaster caused the rapid change in the phenomenon.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 2, Activity 4 (PDF pg. 2)

Original Text: An object can have the physical property of being magnetic. You can test the magnetism of two objects by placing them side by side.

Updated Text: (Added bolding to vocabulary word) An object can have the physical property of being magnetic. You can test the magnetism of two objects by placing them side by side.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 20, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What is a Growth Mindset? [30 minutes]

Updated Text: Optional: Wellness: What is a Growth Mindset? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 14, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What Does Empathy Look Like? [30 minutes]

Updated Text: Optional: Wellness: What Does Empathy Look Like? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 16, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Types of Change [30 minutes]

Updated Text: Optional: Wellness: Types of Change [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 2, Activity 3 (PDF pg. 2)

Original Text: (Activity 3) Investigating Mass Mass is ____ You can measure mass with balances and weight with scales. Place an object on a scale to find the weight in grams. To use a balance, place an object on one side. On the other side, place weights until the balance reads zero. Add up the weights to find the mass of the object. Directions: Remember the objects you found at Boca Chica Beach? Use a digital scale to find their weight. Have you ever mailed a package? It costs money to mail things. Before you pay for your package to be sent, a post office clerk weighs the package on a digital

scale. The scale tells them how much the package weighs. The more it weighs, the more the package costs to send. Aleki wants to send a package to his cousin in Galveston. Aleki lives in Dallas. To mail a package that is 5 grams that far would cost \$5.00. Aleki has \$12.00. He wants to send his cousin candies. Use the chart to decide which candies he should put in the package.

Updated Text: (Activity 3) Investigating Mass: Mass is ____ You can measure mass with a balance or digital scale. Place an object on a scale to find the mass in grams. To use a balance, place an object on one side. On the other side, place weights until the balance reads zero. Add up the weights to find the mass of the object. Both tools give us mass.

Directions: Remember the objects you found at Boca Chica Beach? Use a digital scale to find their mass. Have you ever mailed a package? It costs money to mail things. Before you pay for your package to be sent, a post office clerk weighs the package on a digital scale. The scale tells them how much the package weighs. The more it weighs, the more the package costs to send. Aleki wants to send a package to his cousin in Galveston. Aleki lives in Dallas. To mail a package that is 5 grams that far would cost \$5.00. Aleki has \$12.00. He wants to send his cousin candies. Use the chart to decide which candies he should put in the package.

Component: Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: Texas Science Studies Weekly: Third Grade Student Edition with Online Access

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 2, Activity 4 (PDF pg. 3)

Original Text: (Activity 4) Investigating with Magnets Magnets are a metal that attract or repel other magnetic objects. Magnets have a north pole and a south pole. When you place two like poles together, they repel one another. You can feel the force of them pushing away from each other. When you place a north and a south pole together, they are pulled together. The size and strength of the force depends on two things. First, the size of the magnet will affect the strength of the force. A huge magnet will have a stronger force than a tiny magnet. Second, distance will affect the strength of the force. A magnet far from an object it could be attracted to will likely not have much effect. Magnets are used all around us.

Updated Text: (Activity 4) Magnets are a metal that attract or repel other magnetic objects. Magnets have a north pole and a south pole. When you place two like poles together, they repel one another. You can feel the force of them pushing away from each other. When you place a north and a south pole together, they are pulled together. The size and strength of the force depends on two things. First, the size of the magnet will affect the strength of the force. Second, distance will affect the strength of the force. You can measure magnetism by testing whether or not a material is attracted to a magnet. You can also measure how close an object has to be to a magnet when it moves towards the magnet.

Component: Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 14, Activity 3, “Unit Answer Keys” (PDF pg. 2)

Original Text: 1. Can you think of more ways to reuse paper? 2. How does the structure of paper make your idea an effective way of reusing paper? 3. How does reusing paper impact society?

Updated Text: 1. What are more ways you can think of to reuse paper? 2. How does the structure of paper make your idea an effective way of using paper? 3. How does reusing paper impact the way people live or work?

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 7, Activity 3, “Reading Comprehension Answer Key” (PDF pg. 2)

Original Text: 3. How do elephants communicate over long distances? a. by swishing their tails b. by raising their trunks c. by flapping their ears d. by stomping their feet

Updated Text: (fixed so that the answer key marked the correct answer) 3. How do elephants communicate over long distances? a. by swishing their tails b. by raising their trunks c. by flapping their ears d. by stomping their feet

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 11, Unit Assessment Answer Keys (pdf pg. 2)

Original Text: 8. What caused the cracks to appear? a. animals burrowing in the ground b. plant roots growing under the sidewalk c. rainwater freezing and thawing over time

Updated Text: 8. What caused the cracks to appear? a. animals burrowing in the ground b. plant roots growing under the sidewalk c. rainwater freezing and thawing over time d. weather changes expanding the concrete

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 11, Activity 4 (PDF pg. 2)

Original Text: Directions: Complete the table.

Updated Text: Directions: Complete the table. (Moved above table) Decomposition (Put into the top row of the table)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 3, "Unit Assessment" Question 5 (Pdf pg. 2)

Original Text: Study the image of butter in a pan. Choose th words that best complete the sentence. (No Image Present)

Updated Text: Study the image of butter in a pan. Choose th words that best complete the sentence. (Image Added of butter in a pan)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 19, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: The Link Between Body and Brain [30 minutes]

Updated Text: Optional: Wellness: The Link Between Body and Brain [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 15, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: The Power of Sleep [30 minutes]

Updated Text: Optional: Wellness: The Power of Sleep [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 7, "Standards Coverage Chart" (PDF pg. 2)

Original Text: Optional: Wellness: Emotions and Change [30 minutes]

Updated Text: Optional: Wellness: Emotions and Change [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 15, "Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms your child needs to know: migrate: the movement from one place to another at certain times of the year.

Updated Text: The new vocabulary terms your child needs to know: migration: the movement from one place to another at certain times of the year

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 10 Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Decision-Making [30 minutes]

Updated Text: Optional: Wellness: Decision-Making [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 3, Activity 2 (PDF pg. 2)

Original Text: Models in science are used to show our understanding of an idea or phenomenon.

Updated Text: Models in science can be used to show our understanding of an idea or phenomenon.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 15, Activity 2, "Reflect and Connect" (PDF pg. #2)

Original Text: How do seasonal weather changes affect plants? What factors or conditions cause plants to be active and grow during summer and spring?

Updated Text: What causes the Ruby Throated Hummingbird to migrate? What changes occur in the Ruby Throated Hummingbirds' habitat to cause them to migrate?

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 12, "Reading Comprehension Assessment Questions" (PDF pg. 2)

Original Text: Activity #: Article Title

Updated Text: Activity 3: Model an Earthquake

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 13, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Finding the Right Food [30 minutes]

Updated Text: Optional: Wellness: Finding the Right Food [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 2, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What is Collaboration? [30 minutes]

Updated Text: (Time corrected) Optional: Wellness: What is Collaboration? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 15, Unit Assessment Answer Key, Assessment Map (pdf pg. 2)

Original Text: (Missing item activity numbers to support the teacher with activities associated with the items needed for remediation or review)

Updated Text: (Added item activity numbers to support the teacher with activities associated with the items needed for remediation or review)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Studies Weekly Online, Unit 13, "Unit Answer Keys"

Original Text: Use Activity 1 charts to check for proficiency of the success criteria.

Updated Text: Use the charts to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 21, Week 31, "Earth and Space Task Cards" (PDF pg. 2)

Original Text: (Missing image)

Updated Text: (Added graph showing time of day earthquakes most often happen)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Activity 4, "Unit Answer Keys"

Original Text: N/A

Updated Text: Reflect and Connect Explain what precipitation is and describe the similarities and differences you see between the precipitation in the phenomenon. What could this say about the distance between the cities? Precipitation is any form of water that falls from the sky. In the phenomenon, Gina and Claire are not experiencing any precipitation, and Miguel is experiencing snow. This tells me the cities are far from each other.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "What Do Engineers Do Weekly Assessment?" Question 8

Original Text: Study the image. Circle which shows a student in the "ideate" step. (no image)

Updated Text: (Added missing Image) Study the image. Circle which shows a student in the "ideate" step. (image below)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 6, "Activity Summary Chart" (PDF pg. 2)

Original Text: Optional: Wellness: Identifying Emotions [30 minutes] 4. Investigating Pull

Updated Text: (Fixed time on wellness) Optional: Wellness: Identifying Emotions [20 minutes] (grammatical fix) 4. Investigating Pulls

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 2, 4

Location: Teacher Edition, Unit 12, Activity Summary Chart and Standards Coverage Chart (PDF pg. 2, 4)

Original Text: Five Strategies for Calming Anxiety [30 minutes]

Updated Text: Strategies for Calming Anxiety [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 23

Location: Teacher Edition, Unit 14, Activity 10, "Success Criteria"(PDF pg. 23)

Original Text: I can communicate how reducing, reusing, and recycling conserves natural resources.

Updated Text: I can communicate how reducing, reusing, and recycling conserve natural resources.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 23

Location: Teacher Edition, Unit 14, Activity 10, "Communicate" Steps 1-3 (PDF pg. 23)

Original Text: 1. Have students work in their engineering groups. 2. Have students discuss each question in their student editions. 3. After discussing their answers, have students write down their responses together.

Updated Text: 1. Have students answer the questions in their student editions individually. 2. Have students work in their engineering groups to discuss each question. 3. After discussing their answers, give students time to revise their answers.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 25

Location: Teacher Edition, Unit 3, Activity 8, "Misconception"(PDF pg. 25)

Original Text: Misconception: Only water can melt, freeze, boil.

Updated Text: (Removed)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 26

Location: Teacher Edition, Unit 3, Activity 9, "Materials" (PDF pg. 26)

Original Text: ice cubes (3-4) red highlighters (one per student)

Updated Text: (Added plastic water bottle to the lesson guide materials list) ice cubes (3-4) plastic water bottle (1) red highlighters (one per student)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 8, Standards Coverage Chart (PDF pg. 3)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Systems and Models

Updated Text: Systems and System Models

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 10, Standards Coverage Chart (Pdf pg. 3)

Original Text: N/A

Updated Text: (Added ELPS 1E, 3H to Standards Coverage Chart) 1: Learning Strategies 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. (Activity 3) H: Narrate, describe, and explain with increasing specificity and detail as more English is acquired. (Activity 5) 5: Writing B: Write using newly acquired basic vocabulary and content-based grade-level vocabulary. (Activity 4)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 14, Standards Coverage Chart (PDF pg. 3)

Original Text: 3.4: Explain Discoveries and Innovations Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activities 2, 3, 4)

Updated Text: (Added "A") 3.4: Explain Discoveries and Innovations A: Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activities 2, 3, 4)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 9, Standards Coverage Chart (PDF pg. 3)

Original Text: 3.2: Use Mathematics ● Use mathematical calculations to compare patterns and relationships. (Activity 2)

Updated Text: 3.2: Use Mathematics ● C: Use mathematical calculations to compare patterns and relationships. (Activity 2)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 10, Standards Coverage Chart (Pdf pg. 3)

Original Text: N/A

Updated Text: (Added ELPS 4G to Sidebar)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 21, Week 30, Student Support Resources (PDF pg. 6)

Original Text: In this podcast, students will learn about the history of windmills. This podcast is used in Activity 5.

Updated Text: In this podcast, students will learn about the history of windmills. This podcast is used in Activity 4.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 7, "Standards Coverage Chart" (PDF pg. 3)

Original Text: 3.4: Explore Scientists, Engineers, and Resources

Updated Text: 3.4: Explain Discoveries and Innovations

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 1, Week 4, Unit Materials List, pdf. pg. 3

Original Text: n/a

Updated Text: (Added anchor chart to unit materials list)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Printable: Studies Weekly Online, Unit 1, Activity 5, "What do Engineers Do?: Lower Lexile Measure Articles (3rd)" (PDF pg. 3)

Original Text: Activity 3: Communicate

Updated Text: (Corrected the activity number) Activity 5: Communicate

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 5, "Standards Coverage Chart", (PDF pg. 3)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: 3.4: Explain Discoveries and Innovations • Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activity 8) 3.5: Cause and Effect • B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (All activities)

Updated Text: (Fixed grammatical issues in the standards coverage chart) 3.4: Explain Discoveries and Innovations • A: Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activity 8) 3.5: Cause and Effect • B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (All Activities)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 1, Week 4, Standards Coverage Chart, "Common Misconceptions" & "Scientific and Engineering Practices" (PDF pg. #2-3)

Original Text: All engineering problems can be solved. (Activity 2) 3.1: Plan and Conduct Investigations - B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activity 2)

Updated Text: (Corrected activity number) All engineering problems can be solved. (Activity 1) (Added full name of SEP) 3.1: Plan and Conduct Investigations and Design Solutions - B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activity 2)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Printable: Studies Weekly Online, Unit 12, "Third Grade Unit 11 Performance Task" (PDF pg. 3)

Original Text: (Task 3 has the answers marked)

Updated Text: (Task 3 answers unmarked)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 16, Standards Coverage Chart (PDF pg. 3)

Original Text: 3.2: Identify Advantages and Limitations of Models A: Identify basic advantages and limitations of models such as their size, properties, and materials. (Activities 2, 3)

Updated Text: (Removed activity 3 from SEP 3.2A) 3.2: Identify Advantages and Limitations of Models A: Identify basic advantages and limitations of models such as their size, properties, and materials. (Activity 2)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 4

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 5, Activity 7, "Forces: Answer Keys" (PDF pg. 4)

Original Text: Ready, Set, Go

Updated Text: (Changed title) Investigating Magnetism

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 4

Location: Teacher Edition, Unit 7, Standards Coverage Chart (PDF pg. 4)

Original Text: sound energy: vibrations that can be heard

Updated Text: (Fixed definition so that it matches throughout the teacher edition) sound energy: energy that is heard through sound waves and vibrations

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 4

Location: Teacher Edition, Unit 15, Standards Coverage Chart (PDF pg. 4)

Original Text: N/A

Updated Text: 5: Writing B: Write using newly acquired basic vocabulary and content-based grade-level vocabulary. (Activity 4)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pg. 4, 7-8

Location: Printable: Studies Weekly Online, Unit 1, Week 2, Recurring Themes and Concepts Flashcards (pdf pg. 4, 7-8)

Original Text: Matter: anything that has weight or takes up space Todo que tiene peso u ocupa espacio vuelvan diferentes

Updated Text: Matter: anything that has weight and takes up space Todo que tiene peso y ocupa espacio vuelvan diferentes Pattern: repeated information that can be used to predict future information el patron: algo que se repite a menudo

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 5

Location: Printable: Studies Weekly Online, Unit 3, Activity 9, "Ice Storm: Answer Keys" (pdf pg. 5)

Original Text: Feedback: Feedback option Feedback goes here.

Updated Text: Feedback: Scaffolded If students struggled to complete the formative assessment at proficiency level, provide additional time for students to revisit the concepts according to the following proficiency levels: Below 50%:

One-on-one interventions Below 80%: Small group interventions Above 80%: Provide additional extension activities from current or past units.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 5

Location: Teacher Edition, Unit 2, Unit Materials List (PDF pg. 5)

Original Text: n/a

Updated Text: (Added plastic bin to Unit Materials list)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 5

Location: Teacher Edition, Unit 5, "Unit Materials"(PDF pg. 5)

Original Text: magnetic toy trains

Updated Text: toy cars

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 5

Location: Teacher Edition, Unit 3, Standards Coverage Chart, "New Vocabulary (PDF pg. 5)

Original Text: liquid: matter that is wet and flows freely in any container precipitation: rain, snow, sleet, or hail that falls to the ground from clouds in the sky solid: firm, stable matter with a definite shape

Updated Text: (Remove "precipitation" from vocabulary list) liquid: matter that is wet and flows freely in any container solid: firm, stable matter with a definite shape

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 5

Location: Teacher Edition, Unit 10, Student Support Resources(PDF pg. 5)

Original Text: N/A

Updated Text: (Added row to chart) Weather Conditions: Precipitation - (Video Icon) - This is video shows students precipitation. It is used in activity 4.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 21, Week 30, Activity 2, Title (PDF pg. 6)

Original Text: Demonstrating Forces - Explain

Updated Text: Demonstrating Forces - Explore

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 8, Student Support Resources Table (PDF pg. 6)

Original Text: N/A

Updated Text: (Added row) Moon Orbiting Earth (Added video icon) This video is used in activity 3. It shows the orbit of the moon around the Earth.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 11, Student Support Resources Table (PDF pg. 6)

Original Text: Soil Formation: Phenomenon video - (Video Icon) - This video will introduce students to the phenomenon.

Updated Text: (Removed phenomenon video from student support resources)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 18, Student Support Resources Table(PDF pg. 6)

Original Text: N/A

Updated Text: (Add two rows with the following:) Staying Dry (Video Icon) In this video students will learn about how ducks are able to stay dry. FLYing Ducks (Podcast Icon) In this podcast, students will learn about how ducks are able to fly.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 13, Student Support Resources (PDF pg. 6)

Original Text: Natural Resources: Phenomenon Video (Video Printable) This video will introduce students to the phenomenon.

Updated Text: (Removed row for phenomenon video)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 7

Location: Teacher Edition, Unit 7, Success Criteria Chart Activity 4, (PDF pg. 7)

Original Text: Student Edition Response

Updated Text: Exit Ticket

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 8

Location: Teacher Edition, Unit 6, Activity 1, “Left hand column” (PDF pg. 8)

Original Text: ELPS 1A, 1F

Updated Text: (Removed ELPS 1F from the sidebar) ELPS 1A

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 9

Location: Teacher Edition, Unit 12, Activity 1, Header (PDF pg. 9)

Original Text: Explore

Updated Text: Engage

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 9

Location: Teacher Edition, Unit 2, Activity 1, "Success Criteria" (PDF pg. 9)

Original Text: I can ask questions and hypothesize about the physical properties of matter found on a beach.

Updated Text: I can ask questions about the physical properties of matter found on a beach.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg. 9

Location: Teacher Edition, Unit 21, Week 32 Activity 4, “Introduce Activity”, Step 1 (PDF pg. 9)

Original Text: Explain to students that today, they will be doing an activity to review food chains and life cycles.

Updated Text: Explain to students that today, they will be doing an activity to help them review fossils and the external structures of organisms.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pg.11

Location: Teacher Edition, Unit 12, Activity 2, "Student-driven Inquiry, Step 7 (PDF pg. 11)

Original Text: 7. Discuss with the students that they will be creating a model of a volcano to demonstrate a change to the Earth's surface. Explain to students that a model can help them safely observe the cause and effect of natural phenomena.

Updated Text: 7. Discuss with the students that they will be creating a model of a volcano to demonstrate a change to the Earth's surface. Explain to students that an advantage of a model is that it can help them safely observe the cause and effect of natural phenomena.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pgs 1-2

Location: Printable, Studies Weekly Online, Unit 17, "Unit Answer Keys" (PDF pgs 1-2)

Original Text: (Activity 1 Formative Response) Use the questioning rubric to check for proficiency of the success criteria. (Activity 5 Title) Make a Claim!

Updated Text: (Activity 1 Formative Response) Have students grade themselves by using the questioning rubric to check for understanding and proficiency of the success criteria. (Activity 5 title) Phenomenon Explanation

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pgs 1-2

Location: Printable, Studies Weekly Online, Unit 15, Activity 5 "Organisms' Reaction Concept Map" (pdf pg. 1-2)

Original Text: Cut out the animal pictures and sort them into the columns below. How do animals react to the seasonal weather changes?

Updated Text: Cut out the organism pictures and sort them into the columns below. How do plants and animals react to the seasonal weather changes?

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pdf pgs. 1-3

Location: Printable, Studies Weekly Online, Unit 18, Unit Answer Keys (PDF pgs. 1-3)

Original Text: (Activity 1 Formative Assessment) Use the Questioning Rubric to check for student proficiency of the success criteria (Missing part of activity 2) (Activity 3) Why do you think a duck is able to both swim and walk? (question/answer) (Missing part of Activity 4)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Activity 1 Formative Assessment) Have students grade themselves by using the Questioning Rubric to check for understanding and proficiency of the success criteria. (Added to Activity 2) Reflect and Connect question & answer not in the Answer Key. Add the following: Reflect & Connect: How does the external structure of the beak help ducks eat their food? Because the beak is wide, ducks are able to eat larger foods. The edge of the ducks mouth is sensitive, which helps them determine what to eat and what not to. There is a hard tip that helps ducks eat anything that might be hard to eat. (Removed from Activity 3 "Why do you think a duck is able to both swim and walk?" question/answer) (Activity 4: Added the following to the answer key) "How does a duck's ability to fly help it survive in its environment?" Flight helps ducks to survive because this ability helps them escape from predators and move when the environment changes.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pgs. 1-8

Location: Printable: Studies Weekly Online, Unit 20, "Performance Task" (PDF pgs. 1-8)

Original Text: N/A

Updated Text: (Re-formatted the document to match other performance tasks. No content changed.)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf pgs. 2-3

Location: Printable: Studies Weekly Online, Unit 17, "Performance Task" (PDF pg. 2-3)

Original Text: ("Writing Space" is present in multiple blanks on the document)

Updated Text: (Removed "Writing Space" in multiple blanks on the document.)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf. pg 1

Location: Printable: Studies Weekly Online, Unit 3, "Home Letter" (PDF pg. 1)

Original Text: evaporation: the process of turning a liquid into a gas gas: a state of matter that has no fixed shape and no fixed volume. liquid: matter that is wet and flows freely in any container precipitation: rain, snow, sleet, or hail that falls to the ground from clouds in the sky solid: firm, stable matter with a definite shape substance: any type of matter water vapor: the gas form of water

Updated Text: (Remove "evaporation" and "precipitation" from the vocabulary list) gas: a state of matter that has no fixed shape and no fixed volume. liquid: matter that is wet and flows freely in any container solid: firm, stable matter with a definite shape substance: any type of matter water vapor: the gas form of water

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pdf. pg 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What do Scientists Do?: Reading Comprehension Assessment" Activity 2, pdf. pg 2

Original Text: Activity 2: Plan and Conduct Investigations! 1. scientists and engineers only work individually.

Updated Text: (fixed typo) Activity 2: Plan and Conduct Investigations 1. Scientists and engineers only work individually.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pff pg 2-3

Location: Printable: Studies Weekly Online, Unit 21, Week 30, "Unit Answer Keys" (PDF pgs. 2-3)

Original Text: (Activity 2 chart does not match the SE) strong force, weak force (Activity 3 missing questions) (Activity 4) How is mechanical energy related to the movement of a windmill? (Activity 5) Formative Assessment Type/ Description from TE/ Feedback: Feedback Option Feedback goes here.

Updated Text: (Activity 2 chart fixed) more force, less force (Added to Activity 3) How is mechanical energy related to a race car? A race car has mechanical energy when it moves. How can mechanical energy be provided to the car, besides a motor? Answers will vary but could include: pushing or pulling the car could provide the car with mechanical energy. What will happen if different amounts of mechanical energy are applied to a car? The amount of mechanical energy determines the speed of the car (Activity 4: Removed How is mechanical energy related to the movement of a windmill?) (Activity 5: Removed: Formative Assessment Type/ Description from TE/ Feedback: Feedback Option Feedback goes here.)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pg 3

Location: Student Edition, Unit 1, Week 2, Activity 4 (PDF pg. 3)

Original Text: When something works well and is not likely to change, it is called stability. Scientists and engineers observe things through the lenses of change and stability. It's important for scientists to observe phenomena through the lens of change and stability

Updated Text: When something works well and is not likely to change, it has stability. Scientists and engineers observe things through the lenses of change and stability. It's important for scientists to observe phenomena through the lenses of change and stability.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pg. 1 [pdf pg. 1]

Location: Student Edition, Unit 1 Week 1, Activity 1

Original Text: As scientists explore, they collect data to answer their questions, decide if the data supports their hypothesis, and then communicate the results with other scientists through scientific argumentation.

Updated Text: As scientists explore, they collect data to answer their questions, decide if the data support their hypothesis, and then communicate the results with other scientists through scientific argumentation.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pg. 1.10 [pdf pg. 10]

Location: Teacher Edition, Unit 1 Week 1, Activity 2, "Reading to Learn", Step 3, Bullet and Sidebar

Original Text: Optional: You can also watch the videos: Scientific Tools Intro and Science Safety. Scientific Tools Intro
Science Safety

Updated Text: (Removed one video from lesson guide and left hand column) Optional: You can also watch the video:
Scientific Tools Intro. (changed sidebar to) Scientific Tools Intro

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pg. 1.2, 1.14 [pdf pg 2 and 14]

Location: Teacher Edition, Unit 1, Week 1, Activity 4 (PDF pg. 2 & 14)

Original Text: N/A

Updated Text: Explain Discoveries and Innovations (added to sidebar) (Added to the Standards Coverage Chart) 3.4:
Explain Discoveries and Innovations - A: 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 to investigate STEM careers. (Activity 4, 5)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pg. 1.21 (pdf pg. 3) & 1.32 (14)

Location: Teacher Edition, Unit 1, Week 2, New Vocabulary (pdf pg. 3)Teacher Edition, Unit 1, Week 2, Activity 4,
"Vocabulary" and Left hand sidebar (pdf pg. 14)

Original Text: Matter: anything that has weight or takes up space

Updated Text: Matter: anything that has weight and takes up space

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): pg. 2

Location: Printable, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!: Answer Keys,
Activity 5 Student Edition Answers, Alexander Fleming's Impact on Society and Science (PDF pg. 2)

Original Text: Antibiotics are used to help people recover when they are ill. People now rarely die of diseases like colds,
flu, and viruses.

Updated Text: Antibiotics are used to help people recover when they are ill. Thanks to the discovery of antibiotics, many
diseases caused by bacteria are now easily treated.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pg. 2 (pdf pg. 2)

Location: Student Edition, Unit 1, Week 3, Activity 4, (pdf. pg 2)

Original Text: think about what the data means

Updated Text: think about what the data mean

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pg. 3 [pdf pg. 2]

Location: Student Edition, Unit 1 Week 1, Activity 4

Original Text: Resilient people don't let things get them down.

Updated Text: Resilient people don't let things keep them down.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): pg. 3 [pdf pg. 2]

Location: Student Edition, Unit 1 Week 1, Activity 3

Original Text: Activity 3 SE Icons Printable icon Growth Mindset vs. Fixed Mindset Poster (located on activity 3) ELAR button (present on activity 3)

Updated Text: (Removed printable icon Growth Mindset vs. Fixed Mindset Poster from activity 3) (Added Printable icon for "Growth Mindset vs. Fixed Mindset Poster" to activity 4) (Removed ELAR button from activity 3)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*
ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): slide 1

Location: Studies Weekly Online, Unit 8, ELD Slide Student Edition

Original Text: Week 18:Engineering Design: The Fastest Car

Updated Text: Week 13:Engineering Design: The Fastest Car

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*
ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): slide 1

Location: Studies Weekly Online, Unit 8, ELD Slide Teacher Edition

Original Text: Week 18: Engineering Design: The Fastest Car

Updated Text: Week 13: Engineering Design: The Fastest Car

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Type: Editorial Change

Current Page Number(s): slide 13

Location: Studies Weekly Online, Unit 11, ELD Slides (Slide 13)

Original Text: (Slide 13 is a drafting slide and should be deleted from final product.)

Updated Text: (Slide 13 is deleted)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Type: Editorial Change

Current Page Number(s): title slide

Location: Studies Weekly Online, Unit 20, Activity 1, "Patterns in Life Cycles: Phenomenon Video "

Original Text: Explore Science

Updated Text: Texas Science

Feedback and Publisher Responses

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Page Number(s): 1-2

URL:

[View Content](#)

Feedback Text: {Please make a note about concept maps are a form of tree maps.

Publisher Response: Thank you for this feedback. We've adjusted the description to include that concept maps are a form of tree maps.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: This is a wonderful example of age appropriate activity.

Publisher Response: Thank you

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: This is a fantastic exercise for children to understand the concept.

Publisher Response: Thank you.

Publisher: Studies Weekly

Science, Grade 4

Program: Texas Science Studies Weekly: Fourth Grade: TEKS

Editorial Changes

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*
ISBN: 9781649783837SE8

Type: Editorial Change

Location: Student Edition Online, Unit 9, Activity 3

Original Text: (Vocabulary fill-in-the-blank for "sequence" repeated)

Updated Text: (Removed one of the fill-in-the-blank vocabulary boxes for "sequence")

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*
ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, "Weather Patterns Over Time: Lower Lexile Measure Articles" (pdf pg. 1)

Original Text: Activity 2: What is Climate?

Updated Text: Activity 3: What is Climate?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*
ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 19, Activity 3, "Online Resources: Smithsonian Museum of Natural History," title and 1st bullet (pdf pg. 1)

Original Text: (Title) Online Resources: Smithsonian Museum of Natural History (1st Bullet) Explore the Deep Time exhibit.

Updated Text: (Title) Online Resources: Smithsonian National Museum of Natural History (1st Bullet) Explore the David H. Koch Hall of Fossils - Deep Time exhibit.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*
ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 9, Activity 4, "Length of Day: Sample Data" (pdf pg. 1)

Original Text: Temperature: Sample Data Winter Temperature Data: December

Updated Text: Length of Day: Sample Data Winter Length of Day Data: December

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*
ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online Unit 15, "Energy Use and Conservation: Home Letter" (pdf pg. 1)

Original Text: Dear families, During science instruction at school, your child will explain the critical role of energy resources to modern life and how conservation, disposal, and recycling of natural resources impact the environment. By the end of this unit, students should be able to meet the following learning objectives: • I can observe graphs about energy production and use in Texas, and ask questions about what I observe and notice. • I can explain the importance of energy resources such as natural gas to modern life by investigating the flow of energy from natural resources to household appliances. • I can explain how the conservation of natural resources used for energy impacts the environment by investigating the flow of energy from natural resources to everyday appliances The vocabulary terms that students need to know are:

Updated Text: (Updated salutation, added period to third bullet and changed vocabulary terms to review terms, see below) Dear Families, During science instruction at school, your child will explain the critical role of energy resources to modern life and how conservation, disposal, and recycling of natural resources impact the environment. By the end of this unit, students should be able to meet the following learning objectives: • I can observe graphs about energy production and use in Texas, and ask questions about what I observe and notice. • I can explain the importance of energy resources such as natural gas to modern life by investigating the flow of energy from natural resources to household appliances. • I can explain how the conservation of natural resources used for energy impacts the environment by investigating the flow of energy from natural resources to everyday appliances. Review the following terms:

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*
ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 12, Activity 1, Phenomenon Statement (pdf pg. 1)

Original Text: (Video icon present)

Updated Text: (Removed Video icon)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 3, Activity 5, "Wellness: Finding the Right Food," Lesson time (pdf pg. 1)

Original Text: 30 minutes

Updated Text: 20 minutes

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 14, Activity 1, Phenomenon Statement (pdf pg. 1)

Original Text: Electricity is made from natural resources.

Updated Text: Electricity comes from natural resources.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 12, Activity 2, "Weathering by Ice Station:Teacher Instruction Page" (pdf pg. 1)

Original Text: n/a

Updated Text: (Added header and information table, see below) Texas Science: Teacher Instruction Fourth Grade: Weathering, Erosion, and Deposition Activity Duration: 45 minutes Activity Difficulty: Low Preparation Time: Medium Preparation Effort: Medium

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 20, "Flower Dissection (Extension Activity)" (pdf pg. 1)

Original Text: (missing teacher instruction page)

Updated Text: (added teacher instruction page, see below)(Header) Texas Science Extension ActivitiesFourth Grade: Plant Structures and Functions | Flower Dissection(information table) Flower Dissection | Lesson Time: 45 minutes | 5E: ExplainMaterials: flowers (one per pair of students) - Tip: Tulips provide external structures and internal structures for investigation. A rose could also be used. one piece of white paper per pair of students (for students to lay the flower on while dissecting) Dissection Directions (one per pair of students)Lesson GuideIn this activity, students will investigate the internal and external structures of a plant through a dissection. Tip: The plant dissection is designed for pairs. However, it can also be done in small groups. You may also choose to do a demonstration and have the class observe the different structures. You will need to adjust the materials if you choose to use small groups or a class dissection instead. Allergy note: If any students are allergic to pollen, you may want to show a video of a plant dissection instead.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Unit 9, "Seasons in the Sun: Answer Keys," Activity 1, Formative Assessment (pdf pg. 1)

Original Text: Activity 1 Formative Assessment: Student Edition Response

Updated Text: Activity 1 Formative Assessment: Self-Assessment

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 2, "Problem Solving Devices" (pdf pg. 1)

Original Text: Balance Scale/Graduated Cylinder

Updated Text: Graduated Cylinder/Balance Scale

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Lower Lexile Measure Articles," Activity 1 title, subheading, and vocabulary (pdf pg. 1)

Original Text: Science and Engineering Practices

Updated Text: Scientific and Engineering Practices

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printables: Studies Weekly Online, Unit 12, Activity 3, "Erosion Station: Teacher Instruction Page" (pdf pg. 1)

Original Text: n/a

Updated Text: (Added header and information table, see below) Texas Science: Teacher Instruction Fourth Grade: Weathering, Erosion, and Deposition Activity Duration: 45 minutes Activity Difficulty: Low Preparation Time: Medium Preparation Effort: Medium

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 20, "Saltwater and Freshwater Plants (Extension Activity)" (pdf pg. 1)

Original Text: (missing teacher instruction page)

Updated Text: (added teacher instruction page, see below)(Header) Texas Science Extension Activities Fourth Grade: Plant Structures and Functions | Saltwater and Freshwater Plants (information table) Saltwater and Freshwater Plants | Lesson Time: 15 minutes | 5E: Elaborate Materials: Saltwater Plants Printable Freshwater Plants Printable Lesson Guide: Have students read the articles "Saltwater Plants" and "Freshwater Plants." Discuss: What structures and functions do saltwater and freshwater plants have that allow them to survive in their environment?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "Ask Questions: Teacher Instruction Page," Footer (pdf pg. 1)

Original Text: What Do Scientists Do? - Fifth Grade

Updated Text: What Do Scientists Do? - Fourth Grade

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Unit Assessment Answer Key," Question 4 (pdf pg. 1) *Same change made to Question 4 in the printable located at: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Unit Assessment" url:

https://cdn.studiesweekly.com/online/resources/printables/9465/TX-04%20U16%20Unit%20Assessment_a11yS.pdf

Original Text: 4. Study the image of obsidian. Obsidian is a type of glass with a hardness of five. Why would obsidian not be a good rock cap? ... B. It can fracture easily. (Glass easily fractures and would allow resources to escape.)

Updated Text: 4. Study the image of obsidian. Obsidian is a type of rock with a hardness of five. Why would obsidian not be a good rock cap? ... B. It can fracture easily. (Obsidian easily fractures and would allow resources to escape.)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 7, Activity 3, "Conductors and Insulators" 2nd to last paragraph (pdf pg. 1)

Original Text: Glass and metal are conductors, or materials that allow heat to transfer easily. When we cook brownies, we want the metal racks in the oven to get hot, and then we want those hot racks to transfer their energy to the pan. When that happens, the metal or glass pan will then transfer the energy to our brownies, so they can bake

Updated Text: Glass and metal are conductors, or materials that allow heat to transfer easily. When we cook brownies, we want the air in the oven to get hot. This thermal energy will transfer to the pan and batter inside. The metal racks also help to conduct heat and transfer energy into the metal or glass pan.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 5, "Wellness: What is Collaboration?," Lesson Time (pdf pg. 1)

Original Text: 45 minutes

Updated Text: 25 minutes

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 4, "Lava Lamps: Home Letter," Salutation and Vocabulary Section (pdf pg. 1)

Original Text: Dear families, ... The vocabulary terms that they need to know are:• physical properties: how an object looks, feels, smells, tastes, or sounds• conservation of matter: the rule that amount of matter stays the same when mixtures or solutions are formed• mass: the amount of matter in an object• matter: anything that has weight and takes up space

Updated Text: (Updated vocabulary section to align with new vocabulary in standards coverage chart) Dear Families, ... The new vocabulary terms that students need to know are: • conservation of matter: the rule that amount of matter stays the same when mixtures and solutions are formed

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 11, "Wellness: What is Conflict Resolution?," Lesson Time

Original Text: Lesson Time 45 minutes

Updated Text: Lesson Time 25 minutes

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Student Edition, Unit 1, Week 2, Activity 1, Standards Coverage Box (pdf pg. 1)

Original Text: SEP Ask Questions RTC Patterns

Updated Text: RTC Patterns

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 18, Activity 4, "Ecosystem Rolls and Roles," 1st page (pdf pg. 1)

Original Text: (Directions are repeated from Ecosystem Rolls and Roles:Teacher Instruction Page)

Updated Text: (Deleted 1st page)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Reading Comprehension Questions," Activity 1 title (pdf pg. 1) *Same change made to Answer Key printable located at: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Reading Comprehension Questions Answer Key" (pdf pg. 1) url:

https://cdn.studiesweekly.com/online/resources/pod_media/panel_41229_TX-04%20U1%20W3%20Reading%20Comprehension%20Assessment%20AKS.pdf

Original Text: Activity 1: Science and Engineering Practices

Updated Text: Activity 1: Scientific and Engineering Practices

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Unit 15, Activity 4, "Energy Use Game Instructions" (PDF pg. 1)

Original Text: n/a

Updated Text: (Added step 10) 10. Answer these questions in your science notebook:- How does throwing an object away affect the environment?- Which disposal methods have the smallest effect on the environment? How do you know?- How would buying fewer new objects affect the environment?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 21, "Physical Characteristics of Organisms: Unit Assessment," Question 1 Tree Map (pdf pg. 1) *Same change made to answer key printable located at: Studies Weekly Online, Unit 21, "Physical Characteristic of Organisms: Unit Assessment Answer Key" URL:

https://cdn.studiesweekly.com/online/resources/printables/9694/TX-04-SN%20Unit%2021%20Unit%20Assessment_a11y%20AKS.pdf

Original Text: (Question 1 Tree Map) Parent 1's Traits brown fur three legs Parent 2's Traits brown fur three legs Offspring 1's Traits brown fur four legs Offspring 2's Traits brown fur four legs Offspring 3's Traits brown fur four legs

Updated Text: (Question 1 Tree Map) Parent 1's Traits brown fur three legs Parent 2's Traits black fur four legs Offspring 1's Traits brown fur four legs Offspring 2's Traits brown fur four legs Offspring 3's Traits black fur four legs

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 14, Activity 8, "Biomass Energy Research," title (pdf pg. 1)

Original Text: Biomass Research

Updated Text: Biomass Energy Research

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "What Do Engineers Do?: Lower Lexile Measure Articles," Header and Activity 1 title (pdf pg. 1)

Original Text: Texas Science Studies Weekly: What Do Scientists Do? The Engineering Design Process and Practices

Updated Text: Texas Science Studies Weekly: What Do Engineers Do? Activity 1: The Engineering Design Process and Practices

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 5, "Distance and Strength of Force: Extension Activity," Lesson Time (pdf pg. 1)

Original Text: 30 minutes

Updated Text: 20 minutes

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1, 3

Location: Student Edition, Unit 15, Activity 1 and Activity 3, Standards Coverage Box (pdf pg. 1 and 2)

Original Text: Activity 1SEP Ask QuestionsRTC Cause and EffectActivity 3Listen Actively and DiscussRTC Energy and MatterMATH

Updated Text: (Aligned student edition standards coverage boxes with Teacher Edition standards coverage charts, see below)Activity 1SEP Ask QuestionsRTC Cause and EffectELARMATHActivity 3Listen Actively and DiscussRTC Energy and MatterELARMATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1, 3

Location: Printable: Studies Weekly Online, Unit 20, "Wellness: Mistakes Can Help You," Headers (pdf pg. 1, 3)

Original Text: (pdf pg. 1 Header) Activity 05: Science Activity Title (pdf pg. 3 Header missing)

Updated Text: (pdf pg. 1 Header) Activity 05: Gallery Walk and Reflection (Added student-facing header) Wellness Studies Weekly: A Changing Texas Environment Activity 5

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1, 3, 5-6

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Unit 10, "Phases of the Moon: Answer Keys," Activity 1, Student Edition Answers (PDF pg. 1); Activity 4, Student Edition Answers (PDF pg. 3); and Rubric for Phenomenon Explanation (PDF pg. 5-6)

Original Text: Activity 1 Student Edition Answers My Question: (Answers may vary) My Hypothesis: (Hypotheses may vary but may include something like: I think the moon looks like it changes shape from Earth because the moon moves around Earth.) Activity 4 Student Edition Answers Moon Journal Rubric for Phenomenon Explanation

Updated Text: (Aligned activity 1 and 4 student edition answers to Student Edition text and removed Rubric for Phenomenon Explanation, see below) Activity 1 Student Edition Answers My Hypothesis: (Hypotheses may vary but may include something like: I think the moon looks like it changes shape from Earth because the moon moves around Earth.) Activity 4 Student Edition Answers Moon Phase Calendar (added image of calendar with moon phases included) Moon Journal (Removed Rubric for Phenomenon Explanation)

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1, 4

Location: Unit 21, Activity 1 and 4, Standards Coverage Boxes (pdf pg. 1, 3)

Original Text: (Activity 1) SEP Ask Questions and Define Problems RTC Stability and Change (Activity 4) SEP Ask Questions

Updated Text: (Aligned Activity 1 and 4 standards coverage boxes to Teacher Edition standards coverage chart, see below) (Activity 1) SEP Ask Questions RTC Stability and Change ELAR (Activity 4) SEP Collect and Organize Data

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1, 6-8, 10, 13

Location: Printable, Unit 2, "The Junk Drawer: Answer Keys," Activity 1 Formative Assessment (pdf pg. 1); Activity 5 Student Edition Answers, "Gather Information" (pdf pg. 6); Activity 6 Student Edition Answers, "Gather Information" (pdf pg. 7-8); Activity 9 Student Edition Answers, Question 2 (pdf pg. 10); and Activity 10 Formative Assessment (pdf pg.13)

Original Text: Activity 1 Formative Assessment Have students grade themselves using the Questioning Rubric to check for understanding and proficiency. Activity 5, Student Edition Answers Gather Information Why might we classify items based on their temperatures? Answers may vary. Answers might include the idea that items are classified based on temperature when we do not want items to freeze or melt. We might also classify items based on temperature when they are a safety hazard. What does room temperature mean? Room temperature means the temperature of the air that currently surrounds you. Look back at your tree map. Choose one item and describe how you classified that item and why. Answers may vary. Example: The glue had a temperature of 21 degrees Celsius. This was cooler than most items in the junk drawer, so I classified it as a cool item. When have you seen or classified items based on their temperatures? Answers will vary. Answers may include the idea that items can be classified by their temperature in a grocery store, at home in the kitchen, in the cafeteria, when you are packing to go somewhere, etc. Activity 6, Student Edition Answers Gather Information How can we observe if items are magnetic? We can observe if items are magnetic by placing a magnet close to them and observing if they are attracted or repelled to the magnet. Why might we need to classify items based on whether they are magnetic or not? We might need to classify items based on whether they are magnetic or not to keep them separated and easy to use. Look back at your tree map. Choose one item and describe how you classified that item and why. Answers may vary. Example: A quarter is not magnetic because it was not attracted or repelled by the magnet. Based on your tree map, are all shiny silver items magnetic? How do you know? All shiny silver items are not magnetic. Quarters and aluminum foil are shiny and silver but not magnetic. Activity 9, Student Edition Answers, Question 2 Describe how and why you classified items three items the way you did. Activity 10,

Formative Assessment Use student participation in the section "Communicate and Present Solutions" to check for proficiency of the success criteria.

Updated Text: (Updated Activity 1 and 10 formative assessments to align with Teacher Edition text; Updated Activity 5, 6, and 9 to align with Student Edition text) Activity 1 Formative Assessment Have students grade themselves using the Questioning Rubric (green font) to check for understanding and proficiency. Activity 5, Student Edition Answers, Gather Information (Removed Gather Information section) Activity 6, Student Edition Answers, Gather Information (Removed Gather Information section) Activity 9, Student Edition Answers, Question 2 Choose three items and describe how and why you classified those items the way you did. Activity 10, Formative Assessment Use students' participation in the "Communicate and Present Solutions" activity to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1,3,6

Location: Printable: Studies Weekly Online, Unit 15, "Energy Use and Conversion: Answer Keys," Activity 2 title (pdf pg. 1), Activity 4, Student Edition Answers (pdf pg. 3) and Rubric for Phenomenon Explanation (pdf pg. 6)

Original Text: Activity 2 Energy Use Investigation Activity 4 Student Edition Answers (2nd Question, 2nd Bullet) It also caused Texas to change from agriculture to manufacturing. Activity 5 Rubric for Phenomenon Explanation

Updated Text: Activity 2 Electricity Use Investigation (Aligned Activity 4 to Student Edition text and Activity 5 to Teacher Edition text, see below) Activity 4 Student Edition Answers (2nd Question, 2nd Bullet) It also caused Texas to change from mainly agriculture to manufacturing. Activity 5 (Removed Rubric for Phenomenon Explanation)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1,4

Location: Printable: Studies Weekly Online, Unit 1, Week 2, "Recurring Themes and Concepts: Answer Keys," Activity 1, title (pdf pg. 1); Activity 1, Student Edition Answers (pdf pg.); and Activity 5, Formative Assessment (pdf pg. 4)

Original Text: Activity 1: Lense of Recurring Themes and Concepts Student Edition Answers: Vocabulary: pattern: repeated information that predicts future information recurring themes and concepts: ideas that repeatedly occur in science and provide connections to other topics Look at the images of the poison ivy leaves. If humans touch poison ivy, they are likely to get a red, itchy rash. Now, look at the poison ivy leaves through the lens of patterns. Discuss observations with a partner. Describe the similarities and differences you see between the images of the poison ivy leaves and other leaves you may have seen before. (Answers may vary, but some may say that poison ivy has three green leaves, with distinct ridges on their leaves. They may have seen other leaves of different shape and color than the green poison ivy leaf.) Activity 5: Formative Assessment: Use the Scale, Proportion, and Quantity printable to check for proficiency of the success criteria.

Updated Text: (Aligned Activity 1 Title and Student Edition Answers to Student Edition and changed Activity 5 Formative assessment description to include the printable title as bolded and in green font, see below) Activity 1: The Lenses of Recurring Themes and Concepts Student Edition Answers: Vocabulary: pattern: repeated information that predicts future information recurring themes and concepts: ideas that repeatedly occur in science and provide connections to other topics Activity 5: Formative Assessment: Use the Scale, Proportion, and Quantity printable to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 3, "Mixtures and Solutions: Home Letter," Salutation and Vocabulary section, (pdf pgs. 1-2)

Original Text: Dear families, ... The vocabulary terms that they need to know are: • dissolve: when a solid is to become incorporated into a liquid so as to form a solution. The solid appears to disappear. • ingredient: one part of mixture or solution • mixture: a substance made by mixing two or more ingredients together that can easily be separated • physical properties: how an object looks, feels, smells, tastes, or sounds • solution: a substance made by mixing two or more ingredients together, that cannot be easily separated (e.g., lemonade, saltwater)

Updated Text: (Updated vocabulary section to align with New Vocabulary in Standards Coverage Chart, see below) Dear Families, ... The new vocabulary terms that students need to know are: • dissolve: when a solid is to become incorporated into a liquid so as to form a solution. The solid appears to disappear. • mixture: a substance made by mixing two or more ingredients together that can easily be separated • sieve: a tool consisting of wire and mesh held in a frame, which can be used to separate solids from liquids or bigger solids from smaller solids • solution: a substance made by mixing two or more ingredients together, that cannot be easily separated (e.g., lemonade, saltwater)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 4, "Lava Lamp: Unit Answer Keys" Activity 2, Student Edition Answers (pdf pg. 1) and Activity 3, Student Edition Answers (pdf pg. 2)

Original Text: Prediction

Updated Text: Hypothesis

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-2

Location: Printable, Unit 2, "The Junk Drawer: Home Letter," Salutation and Vocabulary section (pdf pg. 1-2)

Original Text: Dear families, ... The vocabulary terms that students need to know are:• mass: the amount of matter in an object• matter: anything that has weight and takes up space• physical properties: how an object looks, feels, smells, tastes, or sounds• temperature: the measure of how hot or cold something is• volume: the amount of space that an object/substance takes up

Updated Text: (Updated new vocabulary to align with Standards coverage chart, see below) Dear Families, ... The new vocabulary terms that students need to know are: • density: the ability of matter to sink or float in water • physical state: the form that matter can exist in

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "How to Organize Data (Observations and Evidence)" (pdf pgs. 1-2)

Original Text: (Title) How to Organize Data (Observations and Measurements) Venn Diagram: Juneteenth: Celebrates all freeing of enslaved people Borderfest: Celebrates a different culture each year

Updated Text: (Updated title and Venn Diagram; added Tree Map, see below) (Title) How to Organize Data Venn Diagram: Hurricane: Forms over warm, tropical water, can be hundreds of miles wide Tornado: Forms over land, usually less than a mile wide Both: Very strong winds (added tree map) Tree Map (image of tree map of different rock types) Groups main ideas that are similar

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-2, 4

Location: Student Edition, Unit 4, Activity 1 Standards Coverage box (pdf pg. 1); Activity 2 Standards Coverage box (pdf pg. 2); and Activity 5 Standards coverage box (pdf pg. 3)

Original Text: Activity 1 Phenomenon Introduction SEP Ask Questions RTC Cause and Effect Activity 2 Matter in Mixtures SEP Develop Explanations RTC Scale, Proportion, and Quantity ELAR Activity 5 Phenomenon Explanation SEP Develop Solutions RTC Scale, Proportion, and Quantity ELAR MATH

Updated Text: (Updated Student Edition standards coverage boxes to align with Teacher Edition, see below) Activity 1 Phenomenon Introduction SEP Ask Questions RTC Cause and Effect ELAR Activity 2 Matter in Mixtures SEP Develop Explanations RTC Scale, Proportion, and Quantity ELAR MATH Activity 5 Phenomenon Explanation SEP Develop Solutions RTC Cause and Effect ELAR MATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Answer Keys," Activity 1 Formative Assessment box (PDF pg. 1); Activity 2 Formative Assessment box (PDF pg. 2); and Activity 4 Student Edition Answers (pdf pg. 3)

Original Text: Activity 1 Formative Assessment: Prior to the activity, use the Ask Questions: Teacher Instruction Page to prepare for the activity. Activity 2 Formative Assessment: Use the Investigation Plan printable to check for proficiency of the success criteria. Activity 4 Student Edition Answers 1. What observations may have led to this data being collected? Answers may vary, but could include: The teacher noticed that students in different class years showed varied interest in particular fruits at lunch. 2. What measurements were taken as evidence? (student favorite colors) 3. What significant features or patterns do you see in the data? (red, blue and purple had the most student votes) 4. According to the bar graph, how many total students chose the colors red and orange altogether? (12 students) 5. What inferences can you make based on the observations from this bar graph? (Many students like red because it is bright.) 6. How are your observations and inferences different when reviewing this data? (The data shows the exact colors that students preferred, and my inference is the reason why students liked those colors.)

Updated Text: (Aligned Activity 1 and 2 Formative Assessments to Teacher Edition. Aligned Activity 4 Student Edition Answers to the Student Edition, see below) Activity 1 Formative Assessment: Use students' "Reflect and Connect" writing samples to check for proficiency of the success criteria. Activity 2 Formative Assessment: Use the Investigation Plan printable to check for proficiency of the criteria. Activity 4 Student Edition Answers 1. What measurements were taken as evidence? (student favorite colors) 2. What significant features or patterns do you see in the data? (red, blue and purple had the most student votes) 3. According to the bar graph, how many total students chose the colors red

and orange altogether? (12 students) 4. What inferences can you make based on the observations from this bar graph? (Many students like red because it is bright.) 5. How are your observations and inferences different when reviewing this data? (The data shows the exact colors that students preferred, and my inference is the reason why students liked those colors.)

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ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "What Do Engineers Do?: Flash Cards," Header/Footer (pdf pgs. 1-4)

Original Text: What Do Scientists Do?

Updated Text: What Do Engineers Do?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 12, Activity 4, "Deposition Article" (pdf pg. 1-4)

Original Text: Weathering, erosion, and deposition slowly change the landscape. After Earth's surface is weathered and eroded, small pieces of rock are left in a new place. This is called deposition. Small pieces of rocks can be deposited a few inches, a few feet, or many miles from where they were weathered. When water deposits small pieces of rock, it can create a buildup. Beaches are a result of water deposition. In Hawaii, eroded lava is deposited onto the beaches as black sand. Wind can also deposit small particles of rocks. Sand dunes are examples of wind deposition. The wind deposits sand in certain areas. This buildup creates a sand dune. Ice also deposits pieces of Earth. This happens when ice moves down a mountainside. Do you see the deposits at the base of these mountains in this image? These deposits were left by a moving glacier. If you look closer, you can even see parts of the glacier. What is the effect of deposition? Decide if the following statement is true or false. Provide reasoning. Deposition can only occur after weathering and erosion.

Updated Text: (Edited to include direct instruction and asking students to draw a model of slow changes to Earth's surface caused by deposition from wind and ice, see below) Weathering, erosion, and deposition slowly change the landscape. After Earth's surface is weathered and eroded, small pieces of rock are left in a new place. This is called deposition. Small pieces of rocks can be deposited a few inches, a few feet, or many miles from where they were weathered. Deposition can occur from water. When moving water slows down, or loses energy, it can deposit small pieces of rock. Deposition can cause slow changes to earth's surface over time. If water deposits small pieces of rock in the same location over and over again it can create a build up of small pieces of rock. This creates a slow change to earth's surface. Beaches are a result of a slow change to earth's surface that is caused by water depositing small rocks in the same area. In Hawaii, eroded lava is deposited onto the beaches as black sand. Deposition can occur from wind. When wind carrying small pieces of rock slows down or runs into an obstacle, such as a landform, the tiny pieces of rock can be deposited. Deposition can cause slow changes to earth's surface over time. Sand dunes are examples of changes to earth's surface caused by wind deposition. The wind deposits sand in certain areas. This buildup creates a sand dune. Deposition can occur from ice. When ice carrying small pieces of rock slows down or stops moving, the pieces of rock can be deposited in an area. Deposition can cause slow changes to earth's surface over time. Glaciers can cause slow changes to earth's surface as they move down a mountainside and deposit rock. Do you see the deposits at the base of these mountains in this image? These deposits were left by a moving glacier. If you look closer, you can even see parts of the glacier. Draw a model to show how deposition by wind can cause slow changes to earth's surface. Draw a model to show how deposition by ice can cause slow changes to earth's surface.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-4

Location: Student Edition, Unit 14, Activities 6 - 10, Standards Coverage Boxes (pdf pgs 1 - 3)

Original Text: RTC Energy and Matter

Updated Text: RTC Cause and Effect

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 12, "Plants and Erosion Extension Activity" (pdf pg. 1-4)

Original Text: (Plants and Erosion extension activity)

Updated Text: (Removed Plants and Erosion Extension activity from Studies Weekly Online)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1-5

Location: Printable: Studies Weekly Online, Unit 12, "Deposition Extension Activity" (pdf pgs. 1-5)

Original Text: n/a

Updated Text: (Added Extension Activity Header, information table, and teacher instructions, see below. Also fixed pdf pg. 2 table and deleted pdf pg. 4-5.) (added header) Texas Science Extension Activities Fourth Grade: Weathering, Erosion, and Deposition (added table:) Deposition, Lesson Time: 30 minutes, 5E: Explore Materials: - Weathering, Erosion, Deposition Sort Lesson Guide 1. In pairs, ask students to come up with the number of times they have seen deposition this week. Students can count based on pictures from the student edition, drawings from their interactive notebooks, and even instances from investigation labs. 2. Have students read the article. 3. Have students complete the graphic organizer Weathering, Erosion, Deposition in pairs. - Give students time to cut and sort the cards between "weathering," "erosion," and "deposition." - Use this time to address misconceptions by asking questions: 1. What action is this card doing or performing? (Answers will vary.) 2. Which action does that match with? (break, take, or drop) 4. Have students create skits to show that they know the difference between weathering, erosion, and deposition. Encourage students to include what landforms are created through each process.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 1-6

Location: Printable: Studies Weekly Online, Unit 1, Week 2, Activity 5, "Analyze and Describe"(pdf pg. 1-6)

Original Text: (image of train, image of two children listening, and image of airplanes)

Updated Text: (Replaced images with the images from 5th grade version of Analyze and Describe: image of model train, image of two cats with different sized legs, and image of cars)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.14

Location: Teacher Edition, Unit 1, Week 1, Activity 3, Formative Assessment Box (pdf pg. 14)

Original Text: mastery

Updated Text: proficiency

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.16

Location: Teacher Edition, Unit 1, Week 1, Activity 4, Left Hand Column (pdf pg. 16)

Original Text: SEP Ask Questions

Updated Text: SEP Ask Questions ELPS 1A

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.17

Location: Teacher Edition, Unit 1, Week 1, Activity 4, "Reading to Learn," Step 3 (PDF pg. 17)

Original Text: 3. Display the Fixed Mindset vs Growth Mindset Poster

Updated Text: 3. Display the Growth Mindset vs Fixed Mindset Poster

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.19

Location: Teacher Edition, Unit 1, Week 1, Activity 5, Left Hand Column (pdf pg. 19)

Original Text: SEP Explain Discoveries and Innovations Explore Scientists, Engineers, and Resources

Updated Text: (Added ELPS from Standards Coverage Chart to Left Hand Column) SEP Explain Discoveries and Innovations Explore Scientists, Engineers, and Resources ELPS 1A, 4F

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1, Week 1, Standards Coverage Chart (pdf pg. 2)

Original Text: SEP5.1: Ask Questions and Define Problems5.1: Demonstrate Safety5.1: Use Appropriate Tools5.3: Listen Actively5.4: Explain Discoveries and Innovations5.4: Explore Scientists, Engineers, and Resources ELPS 1. Learning

Strategies: - A: Use prior knowledge and experiences to understand meanings in English. (Activity 1) 4. Reading: - F: Use visual and contextual support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 4)

Updated Text: (Updated SEP TEKS number to 4th grade, aligned Activity lists in ELPS with correct activities, see below)
SEP 4.1: Ask Questions and Define Problems 4.1: Demonstrate Safety 4.1: Use Appropriate Tools 4.3: Listen Actively
4.4: Explain Discoveries and Innovations 4.4: Explore Scientists, Engineers, and Resources ELPS 1. Learning Strategies:
- A: Use prior knowledge and experiences to understand meanings in English. (Activities 1, 4, 5) 4. Reading: - F: Use visual and contextual support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 5)

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.23-1.24

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, beneath ELPS row (pdf pgs 2-3)

Original Text: New Vocabularycause: the first thing that happens in a situationcause-and-effect relationship: when one thing generally leads to anothercomponent: a part of a systemcycle: when matter or energy is transferred over and over within a systemenergy: the ability to do work or create changeeffect: what happens because of the cause function: intended purposeinterdependence: the dependence of two or more things in a systemmatter: anything that has weight and takes up spacemodel: a visual or three-dimensional representation, typically on a smaller scale than the originalpattern: repeated information that predicts future informationphenomenon: observable eventproportion: when the size of a part or number is compared to other parts or a wholequantity: an exact or measured amountrecurring themes and concepts: ideas that repeatedly occur in science and provide connections to other topics*scale: an object's size in relation to other objectsstability: when something works well and is not likely to changestructure: how something looks, its shape, or how it is built system: a group of parts that work together to achieve somethingtransfer: when energy or matter moves from one place to another or between objects

Updated Text: (Added Math Connections row, Updated Vocabulary row to indicate vocabulary that has been taught in previous grades, changed definition of matter)MATH Connection4.4: Numbers and Operations- A: Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. (Activity 5) New Vocabularycause*: the first thing that happens in a situationcause-and-effect relationship*: when one thing generally leads to anothercomponent*: a part of a systemcycle*: when matter or energy is transferred over and over within a systemenergy*: the ability to do work or create changeeffect*: what happens because of the cause function: intended purposeinterdependence*: the dependence of two or more things in a systemmatter*: anything that has weight and takes up spacemodel*: a visual or three-dimensional representation, typically on a smaller scale than the originalpattern*: repeated information that predicts future informationphenomenon*: observable eventproportion*: when the size of a part or number is compared to other parts or a wholequantity*: an exact or measured amountrecurring themes and concepts*: ideas that repeatedly occur in science and provide connections to other topics*scale*: an object's size in relation to other objectsstability*: when something works well and is not likely to changestructure*: how something looks, its shape, or how it is built system*: a group of parts that work together to achieve somethingtransfer*: when energy or matter moves from one place to another or between objects

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.25

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 1, Week 2, Student Support Resources Chart (pdf pg. 4)

Original Text: (Student Support Resources Chart missing)

Updated Text: (Added Student Support Resources Chart, see below) First Row: Title: Falling Dominos Media: (video icon) Description: This video shows dominoes falling and invites students to wonder and ask questions about the recurring theme and concept “cause and effect.” This video is used in Activity 2. Second Row: Title: How Does an Ocean Wave Transfer Energy Across the Ocean? Media: (video icon) Description: This video depicting waves on a beach invites students to wonder and ask questions about the recurring themes and concepts of systems and system models, energy and matter, and stability and. This video is used in Activity 4. Third Row: Title: Recurring Themes and Concepts Home Letter Media: (printable icon) 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.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.26

Location: Teacher Edition, Unit 1, Week 2, Success Criteria Chart, Activity 4 Formative Assessment Evidence (pdf pg. 5)

Original Text: Energy and Matter printable Writing Sample

Updated Text: Energy and Matter printable and Writing Sample

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.28

Location: Teacher Edition, Unit 1, Week 2, Activity 1, Left Hand Column (pdf pg. 7)

Original Text: SEP Ask QuestionsRTC PatternsELPS 1E

Updated Text: RTC PatternsELPS 1E

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.28 - 1.40

Location: Teacher Edition, Unit 1, Week 2, Activities 1-5, Left hand Column (pdf pg. 7 - 19)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.36

Location: Teacher Edition, Unit 1, Week 2, Activity 4 Left Hand Column and Activity 4, "Vocabulary," Step 2 (including Multi-Meaning Word) (pdf pg. 15)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: weight

Updated Text: mass

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.44

Location: Teacher Edition, Unit 1, Week 3, Standards Coverage Chart, Common Misconceptions (pdf pg. 3)

Original Text: n/a

Updated Text: (Added Common Misconceptions row to Standards Coverage Chart) Common Misconceptions - Students can't find answers to their questions; they have to be told by an adult. - Objects only have one property

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.45

Location: Teacher Edition, Unit 1, Week 3, Materials List, 1st row of Activities column (pdf pg. 4)

Original Text: 1

Updated Text: 1, 2

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.49 - 1.64

Location: Teacher Edition, Unit 1, Week 3, Activities 1-5, Left Hand Column (pdf pg. 8 - 20)

Original Text: n/a

Updated Text: (Added printable thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.58-1.59

Location: Teacher Edition, Unit 1, Week 3, Activity 4, Left Hand Column (pdf pg. 17) and "Whole Group," Steps 1 & 5 (pdf pgs. 17-18)

Original Text: All About Graphs

Updated Text: How to Organize Data

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.6

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 1, Week 1, Success Criteria Chart, Activity 1 Success Criteria (pdf pg. 6)

Original Text: I can identify what science and engineering entail. Student Edition Response

Updated Text: I can identify the meaning of science and engineering Student Edition Response and Participation

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.62

Location: Teacher Edition, Unit 1, Week 3, Activity 5, "Independent Work," Step 2a (pdf pg. 21)

Original Text: Which drink should people drink most often?

Updated Text: Which drink should people drink least often?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.66

Location: Teacher Edition, Unit 1, Week 4, Standards Coverage Chart, SEP and ELAR (pdf pg. 2)

Original Text: SEP 4.1: Design Solutions

Updated Text: (Added entire title to 4.1: Design Solutions and added ELAR 4.1D to ELAR row)SEP 4.1: Plan and Conduct Investigations and Design SolutionsELAR 4.1: Developing and Sustaining Foundational Language Skills- D: Work collaboratively with others to develop a plan of shared responsibilities. (Activity 5)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.68

Location: Teacher Edition, Unit 1, Week 4, Materials List, craft sticks Quantity Needed (pdf pg. 4)

Original Text: Craft sticks quantity needed: 6

Updated Text: (Updated Quantity of craft sticks to 14)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.7

Location: Teacher Edition, Unit 1, Week 4, Success Criteria table, Row 1, 4, and 5 of Success Criteria column (pdf pg. 6)

Original Text: Row 1: The Engineering Design Process and Practices Row 4: I can test the engineering design against criteria and constraints and identify areas for improvement. Row 5: I can communicate my engineering design solution to the class by describing my design process, proposed solution, and the results of its test.

Updated Text: (Aligned Success criteria in chart to the lesson success criteria, see below) Row 1: Engineering Design Process and Practices Row 4: I can test the engineering design solution against criteria and constraints and identify areas

for improvements. Row 5: I can communicate my engineering design solution to the class by describing my design process, prototype, and the results of its test.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.72, 1.76, 1.78, 1.80

Location: Teacher Edition, Unit 1, Week 4, Activity 1, 2, 3, and 4, Left Hand Columns (pdf pgs. 8, 12, 14 , 16)

Original Text: Activity 1 Left Hand Column SEP Define Problems ELPS 4F Activity 2 Left Hand Column SEP Design Solutions Develop and Use Models Propose Solutions Communicate Explanations and Solutions Identify Advantages and Limitations of Models Activity 3 Left Hand Column SEP Communicate Explanations and Solutions Activity 4 Left Hand Column SEP Evaluate Designs Collect and Organize Data

Updated Text: (Aligned Left Hand Columns in Activities 1-4 with Standards Coverage Chart, see below) Activity 1 Left Hand Column SEP Define Problems Activity 2 Left Hand Column SEP Design Solutions Propose Solutions Identify Advantages and Limitations of Models Activity 3 Left Hand Column SEP Develop and Use Models Activity 4 Left Hand Column SEP Evaluate Designs

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.72-1.80

Location: Teacher Edition, Unit 1, Week 4, Activities 1 - 4, Left Hand Column (pdf pg. 8-16)

Original Text: (missing printable and image thumbnails in left hand column)

Updated Text: (added printable and image thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.79, 1.81

Location: Teacher Edition, Unit 1, Week 4, Activity 3, Formative Assessment Evidence (PDF pg. 15) and Activity 4, Formative Assessment Evidence (PDF pg. 17)

Original Text: Student Edition Response

Updated Text: (Updated formative assessment evidence) Activity 3 Student Artifact (pdf pg. 15) Activity 4 Participation (pdf pg. 17)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.8

Location: Teacher Edition, Unit 1, Week 1, Activity 1, Title (PDF pg. 8)

Original Text: Phenomenon Introduction - Engage

Updated Text: Who Are Scientists and Engineers? - Engage

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.8

Location: Teacher Edition, Unit 1, Week 4, Activity 4, "Introduce Activity," Steps 5-7 (pdf pg. 16)

Original Text: 5a: Explain to students that there are many ways to organize data that has been collected from investigation and engineering design tests.6. Display the printable How to Organize Data (Observations and Evidence).7. Assign pairs to a type of graphic organizer and have them briefly discuss it.a. Let students know they will be expected to teach the rest of the class about their graphic organizer.8. Allow pairs to share each type of graphic organizer.

Updated Text: (Renamed How to Organize Data printable and clarified instructions on how to use) 5a. Remind students that there are many ways to organize data that has been collected from investigation and engineering tests. 6. Display the printable How to Organize Data. 7. Discuss: What type of graphic organizer do you think would be best for displaying your data?

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ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 1.8 - 1.19

Location: Teacher Edition, Unit 1, Week 1, Activities 1-5, Left Hand Column (pdf pg. 8 - 19)

Original Text: n/a

Updated Text: (Added printable thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 10.17

Location: Teacher Edition, Unit 10, Activity 4, Left Hand Column (PDF pg. 17)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 10.6

Location: Teacher Edition, Unit 10, Teacher Resources Chart, 1st row (pdf pg. 6)

Original Text: n/a

Updated Text: (Added Phases of the Moon: ELD slides to Teacher Resources Chart) Title: Phases of the Moon: ELD Lesson Media: PDF Description: Differentiated language scaffolds that can be projected to students and taught before or after the core science activities.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 11.11

Location: Teacher Edition, Unit 11, Activity 1, "Introduce Phenomenon," Step 1a (PDF pg. 11)

Original Text: n/a

Updated Text: a. Provide students with the Asking Phenomenon Questions printable.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 11.18 - 11.25

Location: Teacher Edition, Unit 11, Activities 3-5, Left Hand Column (pdf pgs. 18-25)

Original Text: (pdf pg. 18)Activity 3MATH 4.4A(pdf pg. 22)Activity 4ELPS 2I, 3H, 3D(pdf pg. 25)Activity 5MATH 4.4A

Updated Text: (Aligned Left Hand Columns to Standards Coverage Chart, see below)Activity 3(removed MATH icon)Activity 4ELPS 1E, 2I, 3H, 3DActivity 5(removed MATH icon)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 11.20

Location: Teacher Edition, Unit 11, Activity 3, "Reading to Learn," Step 4 (PDF pg. 20)

Original Text: 3. Discuss: How are evaporation and condensation connected? (Evaporation occurs before condensation. Evaporation causes water vapor to rise up in the air; condensation changes the water vapor back to a liquid state.)- This is an opportunity for students to describe with increasing specificity and detail as more English is acquired. [ELPS 3H]4. Discuss: How do these two steps start to make a cycle? (One step leads to another; evaporation leads to condensation.)

Updated Text: (Added new step after step 3, changed original step 4 to step 5) 3. Discuss: How are evaporation and condensation connected? (Evaporation occurs before condensation. Evaporation causes water vapor to rise up in the air; condensation changes the water vapor back to a liquid state.)- This is an opportunity for students to describe with increasing specificity and detail as more English is acquired. [ELPS 3H]4. Discuss: What do the arrows in the illustration represent?- Explain to students that the arrows in the illustration represent the continuous movement of water above the surface of the Earth. The purple arrow represents water vapor rising in the air due to heat energy. The blue arrow represents water vapor turning into water droplets.5. Discuss: How do these two steps start to make a cycle? (One step leads to another; evaporation leads to condensation.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 11.27

Location: Teacher Edition, Unit 11, Activity 5, "Reading to Learn," Steps 1-2 (PDF pg. 27)

Original Text: 1. Have students follow the directions in their student editions.- This is an opportunity for students to internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. [ELPS 1E]2. Call on students to share their illustrations and descriptions of how evaporation, condensation, precipitation, and collection were involved in the experiment

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (inserted new steps 1-2, moved the original steps down) 1. Have students observe the illustration before reading the article. 2. Ask: What do the arrows on the illustration represent? (The arrows illustrate the continuous movement of water on the surface of the Earth.) 3. Have students follow the directions in their student editions. - This is an opportunity for students to internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. [ELPS 1E] 4. Call on students to share their illustrations and descriptions of how evaporation, condensation, precipitation, and collection were involved in the experiment

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 11.29

Location: Teacher Edition, Unit 11, Activity 6, Left Hand Column (pdf pgs. 29)

Original Text: Activity 6 SEP Develop and Use Models Ask Questions Collect Evidence Identify Advantages and Limitations of Models Develop Explanations ELAR 4.7F: Respond using newly acquired vocabulary as appropriate. 4.6H: Synthesize information to create new understanding. 4.7C: Use text evidence to support an appropriate response.

Updated Text: (Aligned Left Hand Columns to Standards Coverage Chart, see below) Activity 6 SEP Develop and Use Models Ask Questions (removed Collect Evidence) Identify Advantages and Limitations of Models Develop Explanations ELAR 4.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 11.3

Location: Teacher Edition, Unit 11, Standards Coverage Chart, SEPs and RTCs (pdf pg. 3)

Original Text: 4.1: Collect and Organize Data - F: Construct appropriate graphic organizers used to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect. (Activities 6, 8) ... 4.2: Identify Advantages and Limitations of Models - A: Identify advantages and limitations of models such as their size, scale, properties, and materials. (Activities 2, 3, 4, 5) ... 4.5: Energy and Matter - E: Investigate how energy flows and matter cycles through systems and how matter is conserved. (Activities 1, 3, 4, 5, 6, 7, 8, 9, 10) ... 4.5: Stability and Change - G: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activities 2, 3, 4, 5, 7)

Updated Text: (Aligned SEPs and RTCs in Standards Coverage Chart with Left hand columns 4.1: Collect and Organize Data - F: Construct appropriate graphic organizers used to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect. (Activity 8) ... 4.2: Identify Advantages and Limitations of Models - A: Identify advantages and limitations of models such as their size, scale, properties, and materials. (Activities 2, 3, 4, 5, 6) ... 4.5: Energy and Matter - E: Investigate how energy flows and matter cycles through systems and how matter is conserved. (Activities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) ... 4.5: Stability and Change - G: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activities 2, 3, 4, 5, 6, 7)

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ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 11.32, 11.38

Location: Teacher Edition, Unit 11, Activities 7 and 10, Left Hand Column (pdf pgs. 32, 38)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: (pdf pg. 32) Activity 7 ELAR 4.13: (pdf pg. 38) Activity 10 SEP Develop and Use Models Listen Actively and Discuss RTC Communicate Explanations and Solutions Systems and System Models Energy and Matter

Updated Text: (Aligned Left Hand Columns to Standards Coverage Chart, see below) (pdf pg. 32) Activity 7 ELAR 4.13C: (pdf pg. 38) Activity 10 SEP Develop and Use Models Listen Actively and Discuss Communicate Explanations RTC Systems and System Models Energy and Matter

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 11.6

Location: Teacher Edition, Unit 11, Materials List (pdf pg. 6)

Original Text: plastic cup Activity: 5 QTY: 1

Updated Text: (updated materials list to align with activity materials listed, see below) plastic wrap Activity: 5 QTY: as needed

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 12.20-12.21

Location: Teacher Edition, Unit 12, Activity 3, Differentiation and Formative Assessment Boxes (PDF pgs. 20-21)

Original Text: n/a

Updated Text: (Added printable thumbnails to Differentiation and Formative assessment boxes)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 12.3-12.4

Location: Teacher Edition, Unit 12, Standards Coverage Chart, SEP row (pdf pgf. 3) and ELPS, 4F Activity list (pdf pg. 4)

Original Text: SEP 4.1: Plan and Conduct Investigations and Design Solutions - B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activities 7, 8, 9, 10) ELPS 4: Reading - F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 3, 4, 6)

Updated Text: (Aligned SEP and ELPS in Standards Coverage Chart with usage, see below) SEP (4.1 repeated - deleted one instance) ELPS 4: Reading - F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 3, 4, 7)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 12.38

Location: Teacher Edition, Unit 12, Activity 9, Title (PDF pg. 38)

Original Text: Create - Develop

Updated Text: Create - Develop Solutions

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 12.40

Location: Teacher Edition, Unit 12, Activity 10, Left Hand Column, SEP list (pdf pg. 40)

Original Text: SEP Design Solutions Collect Evidence Identify Advantages and Limitations of Models Evaluate Designs Propose Solutions

Updated Text: (Aligned left hand column with Standards coverage chart, see below) SEP Design Solutions Collect Evidence Develop and Use Models Identify Advantages and Limitations of Models Evaluate Designs Propose Solutions

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 12.42

Location: Teacher Edition, Unit 12, Extension Activities (pdf pg. 42)

Original Text: 1. Gravity and Erosion (45 minutes): Students will play a game that simulates weathering, erosion, and deposition and read an article to further understand the role of gravity in erosion.2. Plants and Erosion (30 minutes): Students will identify the effects of erosion with and without plants through measurements and observations.3. Deposition (30 minutes): Students will complete a sorting activity to identify weathering, erosion, and deposition and create skits to demonstrate the differences between each process.4. Preventing Erosion (60 minutes): Students will read an article and complete an investigative lab to determine the effects that plants have on the rate of erosion.

Updated Text: (removed Plants and Erosion extension activity description and thumbnail) 1. Gravity and Erosion (45 minutes): Students will play a game that simulates weathering, erosion, and deposition and read an article to further understand the role of gravity in erosion. 2. Deposition (30 minutes): Students will complete a sorting activity to identify weathering, erosion, and deposition and create skits to demonstrate the differences between each process. 3. Preventing Erosion (60 minutes): Students will read an article and complete an investigative lab to determine the effects that plants have on the rate of erosion.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 12.9

Location: Teacher Edition, Unit 12, Success Criteria Chart, Activity 3 and Activity 9, Formative Assessment Evidence (PDF pg. 9)

Original Text: Activity 3 Formative Assessment Evidence: Student Edition Response Erosion Stations Activity 9 Formative Assessment Evidence: Student Edition Response

Updated Text: (Aligned Success Criteria Chart to Formative Assessment boxes, see below) Activity 3 Formative Assessment Evidence: Student Edition Response and Erosion Stations Activity 9 Formative Assessment Evidence: Student Artifact

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 13.1

Location: Teacher Edition, Unit 13, Unit Objectives, RTC Box (pdf pg. 1)

Original Text: Patterns identify and use patterns to explain scientific phenomena.

Updated Text: Identify and use patterns to explain scientific phenomena.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 13.12, 13.15, 13.18

Location: Unit 13, Activities 2-4, Left Hand Column (pdf pg. 12, 15, 18)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand columns)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 13.18

Location: Teacher Edition, Unit 13, Activity 4, Teacher note (pdf pg. 18)

Original Text: Texas Agricultural Map

Updated Text: (Changed font color of Texas Agricultural Map from green to teal)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.10 - 14.32

Location: Unit 14, Activities 1 - 8, Left Hand Column (pdf pgs. 10-32)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.10, 14.12, 14.21

Location: Teacher Edition, Unit 14, Activities 1, 2, and 5, Left Hand Column (pdf pg. 10, 12, and 21)

Original Text: Activity 1 SEP Listen Actively and Discuss Activity 2 and 5 ELPS 1E, 4E, 4F

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Aligned left hand columns to standards coverage chart, see below) Activity 1 SEP (Removed Listen Actively and Discuss) Activity 2 and 5 ELPS 1A, 4E, 4F

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.12

Location: Teacher Edition, Unit 14, Activity 2, Left Hand Column (pdf pg. 12)

Original Text: United States Coal Mine Production

Updated Text: Texas Coal Production

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.14

Location: Teacher Edition, Unit 14, Activity 2, "Whole Group," Steps 5-8 (pdf pg. 14)

Original Text: 5. Display the United States Coal Mine Production image. 6. Ask: What does this map show? (How much coal is mined in the United States.) 7. Ask: Where is the most coal mined in the United States, according to this map? (Students should indicate the area in Wyoming and Montana.) 8. Ask: Where in Texas can you find coal? (Students should indicate area along the Gulf Coast.)

Updated Text: 5. Display the Texas Coal Production image. 6. Ask: What does this map show? (Where coal is mined in Texas.) 7. Ask: Where in Texas can you find coal? (Students should indicate area along the Gulf Coast and west of Fort Worth.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.23

Location: Teacher Edition, Unit 14, Activity 5, "Misconception" (pdf pg. 23)

Original Text: According to recent data, one solar panel, on average, costs \$16,000.

Updated Text: According to recent data, a solar panel system costs an average of \$16,000.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.26

Location: Teacher Edition, Unit 14, Activity 6, Left Hand Column (pdf pg. 26)

Original Text: Wind Energy Potential

Updated Text: Texas Wind Energy Potential

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.27 - 14.28

Location: Teacher Edition, Unit 14, Activity 6, "Whole Group" (pdf pgs. 27 - 28)

Original Text: 4. Have students take out their Texas Map printable. 5. Display the Wind Energy Potential image. 6. Ask: What does this map show? (the amount of wind energy that could potentially be produced in the United States)- if necessary, explain that "potential" means this is the amount of wind energy the U.S. could produce but that it is not currently producing this much wind energy. 7. Ask: Where is the most wind energy potential in the United States, according to this map? (Along the coasts and near mountains) 8. Ask: Where in Texas can you produce the most wind energy? (along the southern coast and in West/Central Texas) 9. Have students color in the areas of Texas where wind energy is found on their Texas maps.- Some areas might overlap with solar energy. Have students use stripes to indicate areas with more than one resource.- Be sure students label the color they used to indicate wind energy on their map key.

Updated Text: 1. Have students take out their Texas Map printable 2. Display the Texas Wind Energy Potential image. 3. Ask: What does this map show? (the amount of wind energy that could potentially be produced in Texas) - if necessary, explain that "potential" means this is the amount of wind energy Texas could produce but that it is not currently producing this much wind energy. 4. Ask: Where in Texas can you produce the most wind energy? (along the southern coast and in West/Central Texas) 5. Have students color in the areas of Texas where wind energy is found on their Texas maps. - Some areas might overlap with solar energy. Have students use stripes to indicate areas with more than one resource. - Be sure students label the color they used to indicate wind energy on their map key.

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ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.33

Location: Teacher Edition, Unit 14, Activity 8, "Collaborative Learning," Step 1 (pdf pg. 33)

Original Text: Biomass Research

Updated Text: Biomass Energy Research

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.33

Location: Unit 14, Activity 8, Left Hand Column (pdf pg. 33)

Original Text: (Printable icon for flashcards and word wall cards is on a different page than the vocabulary)

Updated Text: (Moved Printable icon for flashcards and word wall cards to the same page as vocabulary)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 14.4

Location: Teacher Edition, Unit 14, Standards Coverage Chart, ELPS 1A, Activity list (pdf pg. 4)

Original Text: Activity 2

Updated Text: Activities 2, 3, 4, 5, 6, 7, 8

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 15.11

Location: Teacher Edition, Unit 15, Activity 2, Left Hand Column (pdf pg. 11)

Original Text: n/a

Updated Text: (Added printable thumbnail to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 15.11, 15.20

Location: Teacher Edition, Unit 15, Activities 2 and 5, Left Hand Column (pdf pgs. 11, 20)

Original Text: Activity 2 ELPS 3H, 4F Activity 5 RTC Energy and Matter

Updated Text: (Aligned left hand columns to standards coverage charts, see below) Activity 2 ELPS 2E, 3G MATH 4.4A: Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. Activity 5 RTC Energy and Matter Cause and Effect

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 15.15

Location: Teacher Edition, Unit 15, Activity 3, "Whole group," Step 9, second bullet (pdf pg. 15)

Original Text: Touch the LED light bulb. Ask students if they'd want to touch the incandescent.

Updated Text: Optional: If the LED light bulb has not been on for very long, touch the light bulb. Ask students if they think you would be able to touch the incandescent bulb.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 15.18

Location: Teacher Edition, Unit 15, Activity 4, "Debrief," Step 2 (PDF pg. 18)

Original Text: 2. Discuss: How do factors such as recycling and disposal cause changes in our environment? (If we recycle objects or properly dispose of objects so that they can be reused, then fewer resources are being used to create a new one. Fewer resources being used means less pollution in our environment.)

Updated Text: (replaced step 2 with 3 new discussion questions) 2. Discuss: How does throwing an object away affect the environment? a. Explain to students that when an object is thrown away, the natural resources and energy used to create that object are wasted. It takes energy to transport the object to a landfill, where it takes up space as it rots. 3. Discuss: Which disposal methods have the smallest effect on the environment? How do you know? a. Explain to students that recycling and reusing objects has the smallest effect on the environment. It takes less energy and no new natural resources to turn an already-made object into a new one. Using energy and natural resources can cause pollution, so

using less means less pollution.4. Discuss: How would buying fewer new objects affect the environment?a. Explain to students that buying fewer new objects would conserve natural resources and energy, which means less pollution.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 15.2, 15.11

Location: Teacher Edition, Unit 15, Activity Summary and Activity 2, Title (pdf pg. 2, 11)

Original Text: Energy Use Investigation

Updated Text: Electricity Use Investigation

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 15.3-15.4

Location: Teacher Edition, Unit 15, Standards Coverage Chart (pdf pgs. 3-4)

Original Text: SEP 4.1 Ask Questions and Define Problems ... 4.2 Use Mathematics ... 4.3 Develop Explanations and Solutions ... 4.3 Communicate Explanations and Solutions ... 4.3 Listen Actively and Discuss ... 4.4 Explain Discoveries and Innovations ... RTC 4.5: Cause and Effect - B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems; ... ELPS 1: Learning Strategies - D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known.)

Updated Text: (Added colons to SEP titles, changed semi-colon in RTC description to a period; removed parenthetical definition of circumlocution from ELPS description, see below) SEP4.1: Ask Questions and Define Problems...4.2: Use Mathematics...4.3: Develop Explanations and Solutions...4.3: Communicate Explanations and Solutions...4.3: Listen Actively and Discuss...4.4: Explain Discoveries and Innovations...RTC4.5: Cause and Effect- B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems....ELPS1: Learning Strategies- D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 16.9-16.20

Location: Teacher Edition, Unit 16, Activities 1, 2, 4, and 5, Left Hand Columns (pdf pgs. 9 - 20)

Original Text: Activity 1ELPS 3C, 4FActivity 2SEP Develop and Use ModelActivity 4SEP Develop and Use ModelsDevelop ExplanationsExplain Discoveries and InnovationsExplore Scientists, Engineers, and ResourcesActivity 5SEP Develop and Use ModelsDevelop ExplanationsExplain Discoveries and InnovationsExplore Scientists, Engineers, and ResourcesELPS 3D, 4FELAR 4.6B: Generate questions about text before, during, and after reading to deepen understanding and gain information.4.7C: Use text evidence to support an appropriate response.

Updated Text: (Aligned left hand columns to standards coverage chart, see below)Activity 1(Removed ELPS)Activity 2(Added printable thumbnails)SEP Develop and Use ModelsActivity 4 (Added printable thumbnails)SEP Develop and Use ModelsDevelop ExplanationsExplain Discoveries and InnovationsExplore Scientists, Engineers, and ResourcesAsk QuestionsActivity 5SEP Develop and Use ModelsIdentify Advantages and Limitations of ModelsDevelop

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Explanations Listen Actively and Discuss Communicate Explanations Explain Discoveries and Innovations ELPS 1D, 2I ELAR 4.7D: Retell, paraphrase, or summarize text in ways that maintain meaning and logical order.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 17.10 - 17.37

Location: Teacher Edition, Unit 17, Activities 1 - 10, Left Hand Column (pdf pg. 10 - 37)

Original Text: n/a

Updated Text: (Added printable thumbnail to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 17.10-17.15

Location: Teacher Edition, Unit 17, Activities 1, 2, and 3 Left Hand Column, materials list, pdf pg. 10-16

Original Text: Activity 1 prepared plant (1) Activity 2 (missing ruler) Activity 3 (missing ruler)

Updated Text: Activity 1 prepared plant (see Plant Investigation: Teacher Instruction Page) Activity 2 ruler Activity 3 ruler

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 17.13, 17.26, 17.35

Location: Teacher Edition, Unit 17, Activities 3, 6, and 9, Left Hand Column (pdf pg. 13, 26, 35)

Original Text: Activity 3 SEP Develop Explanations Ask Questions Analyze Data Collect Evidence Develop and Use Models Use Mathematics Activity 6 ELAR 4.6B: Generate questions about text before, during, and after reading to deepen understanding and gain information. Activity 9 ELPS 3E

Updated Text: (Aligned left hand columns to Standards Coverage chart, see below) Activity 3 SEP Develop Explanations Ask Questions (deleted Analyze Data) Collect Evidence Develop and Use Models Use Mathematics Activity 6 ELAR 4.6E: Make connections to personal experiences, ideas in other texts, and society. Activity 9 ELPS 3E, 4C

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 17.18

Location: Teacher Edition, Unit 17, Activity 3, Formative Assessment box (pdf pg. 18)

Original Text: Use the "Make a Model" and "Claim" sections

Updated Text: Use the "Make a Model and Claim" section

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 17.3 - 17.4

Location: Teacher Edition, Unit 17, Standards Coverage Chart (pdf pg. 3-4)

Original Text: SEP 4.1: Plan and Conduct Investigations and Design Solutions - B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activities 6, 7, 8, 9, 10) 4.3: Communicate Explanations and Solutions - B: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. (Activities 5, 10) ELPS 1: Learning Strategies - E: Internalize new and basic academic language by using and reusing it in meaningful ways in speaking and writing activities that build conceptual language attainment. (Activities 4, 5, 9) Common Misconceptions - Plants obtain their energy from the soil through roots.

Updated Text: (Aligned standards coverage chart to lesson guides, see below) SEP 4.1: Plan and Conduct Investigations and Design Solutions - B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activities 7, 8, 9, 10) 4.3: Communicate Explanations and Solutions - B: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. (Activities 10) ELPS 1: Learning Strategies - E: Internalize new and basic academic language by using and reusing it in meaningful ways in speaking and writing activities that build conceptual language attainment. (Activities 4, 5, 8, 9) Common Misconceptions - Producers take in all matter they need to grow through their roots.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 17.5

Location: Teacher Edition, Unit 17, Materials List (pdf pg. 5)

Original Text: (prepared plants is listed twice, missing activities 3 and 4 in rulers row, missing "masking" before tape, and missing activity 6 in anchor chart paper row)

Updated Text: (Removed second prepared plant row, added "3,4" to activities for rulers, added "masking" before tape and reordered alphabetically, and added "6" to activities for anchor chart paper)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 18.9 - 18.18

Location: Teacher Edition, Unit 18, Activities 1-4, Left Hand Column (pdf pgs. 9-18)

Original Text: n/a

Updated Text: (Added printable thumbnail to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 19.17

Location: Teacher Edition, Unit 19, Activity 5, Left Hand Column (pdf pg. 17)

Original Text: SEP Communicate Explanations Use Models Listen Actively and Discuss

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Updated Text: (Aligned SEPs to Standards coverage chart) SEP Communicate Explanations Develop and Use Models
Develop Explanations

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 19.3-19.4

Location: Teacher Edition, Unit 19, Standards Coverage Chart (pdf pgs. 3 -4)

Original Text: SEP4.1 Ask Questions and Define Problems A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations; (Activities 1, 2)...4.2 Analyze Data B: Analyze data by identifying significant features and patterns or sources of error. (Activities 2, 3, 4, 5)4.3: Develop Explanations and Propose Solutions A: Develop explanations and propose solutions supported by data and models. (Activity 5)...4.4B: Explore Scientists, Engineers, and Resources: B: 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 to investigate STEM careers. (Activities 2, 3, 4)ELPS2: Listening D: Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. (Activities 2, 3)...4: Reading C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 4)

Updated Text: (Added colons after SEP numbers, removed extra "B" after 4.4, and aligned activity numbers to left hand columns, see below) SEP4.1: Ask Questions and Define Problems A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activities 1, 2)...4.2: Analyze Data B: Analyze data by identifying significant features and patterns or sources of error. (Activities 2, 3, 4)4.3: Develop Explanations and Propose Solutions A: Develop explanations and propose solutions supported by data and models. (Activities 4, 5)...4.4: Explore Scientists, Engineers, and Resources: B: 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 to investigate STEM careers. (Activities 2, 3, 4)ELPS2: Listening D: Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. (Activities 2, 3, 4)...4: Reading C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 4, 5)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 19.9 - 19.17

Location: Teacher Edition, Unit 19, Activities 1 - 5, Left Hand Column (pdf. pgs. 9 - 17)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 14, Activity 2 title (pdf pg. 2)

Original Text: Nonrenewable Resources and Oil Investigation

Updated Text: Nonrenewable Resources and Coal Investigation

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Mixtures and Solutions: Prior Knowledge Article"

Original Text: Prior Knowledge Article Title ANSWER KEY

Updated Text: (deleted second page)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 19, Activity 4, "Online Resources: Dinosaur Valley State Park and Waco Mammoth National Monument," Online Resources: Waco Mammoth National Monument (PDF pg. 2"

Original Text: Visit the Waco Mammoth National Monument website - Read about the history of the Waco Mammoth National Monument - Go on a Virtual Tour of the Dig Site

Updated Text: Visit the Waco Mammoth National Monument website from the National Park Service - Read about the history of the Waco Mammoth National Monument - Go on a Virtual Tour of the Dig Shelter

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 4, Activity 2, "Vocabulary" box and "Ideate" article, 1st paragraph, last sentence (pdf pg. 2)

Original Text: Vocabulary: ideate: to form _____ (Ideate article) In the next step of the engineering design process, you will use information you've gathering to help ideate, or form ideas about possible designs for a solution.

Updated Text: (Vocabulary box and the "Ideate" article aligned with the definition of ideate present in the flash cards, see below) Vocabulary: to use the _____ of forming _____ (Ideate Article) In the next step of the engineering design process, you will use information you've gathered. This will help you ideate, or use the process of forming ideas about possible designs for a solution.

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ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 4, Activity 2, "Plan" article, paragraph 3, 7th sentence (pdf pg. 2)

Original Text: The model might not be easy to imagine the actual size, properties, or materials

Updated Text: It might not be easy to imagine the actual size, properties, or materials of the design.

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ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 14, Activity 2, "What Is Coal?" article, 1st paragraph (pdf pg. 2)

Original Text: Mining requires people to go underground to retrieve the coal.

Updated Text: Mining often requires people to go underground to retrieve the coal.

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ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Mixtures and Solutions: Answer Keys," Activity 3, Student Edition Responses (PDF pg. 2)

Original Text: Investigation 1

Updated Text: (Added question and answer before Investigation chart to align with Student Edition) What physical properties does water have? (Answers may vary but students should note the water's color, texture, smell, and appearance.) Investigation 1

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Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 17, Activity 3, Standards Coverage box (pdf pg. 2)

Original Text: Activity 3 Sunlight SEP Develop Explanations RTC Energy and Matter ELAR

Updated Text: (Aligned student edition standards coverage box with Teacher Edition) Activity 3 Sunlight SEP Develop Explanations RTC Energy and Matter ELAR MATH

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ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 22, Week 36, Activity 2, Standards Coverage Box (pdf pg. 2)

Original Text: ELAR

Updated Text: (Aligned Activity 2 standards coverage box to Teacher Edition) SEP Develop and Use Models ELAR

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ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

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Location: Student Edition, Unit 12, Activity 3, Standards Coverage Box (pdf pg. 2)

Original Text: SEP Develop and Use Models RTC Cause and Effect MATH

Updated Text: (Aligned Student Edition standards coverage box with Teacher Edition, see below) SEP Develop and Use Models RTC Cause and Effect ELAR MATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 1, Week 1, "You Can Be a Scientist! You Can Be an Engineer!: Week Assessment Answer Key," Question 6 (pdf pg. 2)

Original Text: What will keep a team safe?a. Following directions; following directions will keep a team safe.b. Practicing precision; practicing precision does not help keep a team safe.c. Compromising politely; compromising politely promotes teamwork, but not safety.d. Measuring accurately; measuring accurately is good science practice but will not keep a team safe.a. (image of ruler)b. (image of gloves)c. (image of balance scale)d. (image of graduated cylinder)

Updated Text: What tool keeps an engineer safe?a. Ruler; a ruler is a tool that engineers use to measure lengthb. Gloves; gloves are a tool that engineers use to protect their handsc. Balance; a balance is a tool engineers use to measure massd. Graduated cylinder; a graduated cylinder is a tool that engineers use to measure volume

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ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 21, Activity 2, Simulation Icon (pdf pg. 2)

Original Text: (Simulation Icon)

Updated Text: (Printable Icon)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Weathering, Erosion, and Deposition: Answer Keys," Activity 3, Student Edition Answers, Before and After (pdf pg. 2)

Original Text: Before: Models may vary. Example: Add before model here After: Models may vary but should show a difference in coloration and/or more aeration/holes in the chalk. Example: Add after model here. (Image of before and after models)

Updated Text: (Removed unnecessary text and moved before model image) Before: Models may vary. Example: (image of before model) After: Models may vary but should show a difference in coloration and/or more aeration/holes in the chalk. Example: (Image of after model)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 22, Week 33, Activity 3, Article, third paragraph (pdf pg. 2)

Original Text: When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another. A new substance is created.

Updated Text: When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Unit 1, Week 4, Activity 1, "What Do Engineers Do?: Criteria and Constraints" (PDF pg. 2)

Original Text: What Do Engineers Do?: Constraints and Criteria

Updated Text: What Do Engineers Do?: Criteria and Constraints

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition Unit 7, Activity 7, Solid Materials Investigation, Step 1d (pdf pg. 2)

Original Text: Clip the other clamp of the alligator cable to the nose of the battery.

Updated Text: Clip the other clamp of the alligator cable to the other knob of the battery.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Energy Use and Conservation: Reading Comprehension Questions," Activity 4, question 1 (pg 2) *Also changed in answer key printable located at: Unit 15, "Energy Use and Conservation: Reading Comprehension Questions Answer Key (pdf pg. 1) url:

https://cdn.studiesweekly.com/online/resources/pod_media/panel_41121_TX-04%20U15%20Reading%20Comprehension%20Assessment%20AKS.pdf

Original Text: When was oil discovered in Texas?

Updated Text: When was oil discovered in Spindletop, Texas?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 1, Activity 3, Title (pdf pg. 2)

Original Text: Team Work

Updated Text: Teamwork

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Answer Keys," Activity 2, Student Edition Answers (pdf pg. 2)

Original Text: (Missing D, E, and F from the first column)

Updated Text: (Added D, E, and F to the first column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 7, Activity 7, Solid Materials Investigation (pg. 2)

Original Text: (Picture in instructions overlaps the bottom of the word "happens" in 2d)

Updated Text: (Moved picture in instructions so it does not overlap the bottom of the word "happens" in 2d)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 3, Activity 2, title (pdf pg. 2)

Original Text: Planning and Conducting Investigations

Updated Text: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2, 10-11, 13-14

Location: Printable: Studies Weekly Online, Unit 19, "Fossils Tell a Story Extension Activity," Optional sections (pdf pg. 2) and Fossils in Rock Layers section (pdf pgs. 10-14)

Original Text: Optional Printable Fossils in Rock Layers Students will observe two posters and identify scientific names of fossils and habitats that fossils once lived in

Updated Text: (deleted all references to Fossils in Rock Layers activity on pages 2, 10-11, 13-14)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2, 4

Location: Printable: Studies Weekly Online, Unit 8, Activity 4, "Who Left the Light On?" (pdf pgs. 2, 4)

Original Text: (pdf pg. 2) Which light reached the highest temperature? What was the highest temperature recorded? Explain what this experiment has to do with an open and closed path. (pdf pg. 4) Which light reached the highest temperature? Light B What was the highest temperature recorded? Answers may vary. Explain what this experiment has to do with an open and closed path. Light B had a closed path and remained on for the full 20 minutes. The electrical energy was flowing freely all that time. Light A had a closed path for a minute where the electrical energy was flowing and then an open path for a minute where the electrical energy was not flowing. A closed path will produce light and heat.

Updated Text: (Added student-created model to activity) (pdf pg. 2) Which light reached the highest temperature? What was the highest temperature recorded? Draw and label a model of the light setup that produced the most thermal energy. Be sure to include an arrow to show the flow of electrical energy. Write a brief description of your model. Explain what this experiment has to do with an open and closed path (pdf pg. 4) Which light reaches the highest temperature? Light B What was the highest temperature recorded? Answers may vary. Draw and label a model of the light setup that produced the most thermal energy. Be sure to include an arrow to show the flow of electrical energy. Drawings should include the light source plugged into the outlet and an indication that the light is on and thermal energy is present. There should be an arrow pointing from the outlet to the lightbulb and then an arrow from the light bulb to the outlet to form a continuous loop. Write a brief description of your model. Descriptions may vary but should include that electrical energy traveling in a closed path produces thermal energy. Explain what this experiment has to do with an open and closed path. Light B had a closed path and remained on for the full 20 minutes. The electrical energy was flowing freely all that time. Light A had a closed path for a minute where the electrical energy was flowing and then an open path for a minute where the electrical energy was not flowing. A closed path will produce light and heat.

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2, 4

Location: Printable: Studies Weekly Online, Unit 13, "Weather Patterns Over Time: Answer Keys," Activity 2, Student Edition Answers, "Weather Exception: Analysis Question" (pdf pg. 2) and Activity 3, Formative Assessment (pdf pg. 4)

Original Text: Activity 2 Student Edition Answers Why is this actual data not what you expected? Activity 3 Formative Assessment Use the "Overall Weather Data" section of the student edition to check for proficiency of the standard.

Updated Text: (Aligned Activity 2 Student Edition Answers section to the Student Edition text and aligned Activity 3 formative assessment section to the Teacher Edition text, see below) Activity 2 Student Edition Answers Why is this actual data not what you predicted? Activity 3 Formative Assessment Use student calculations for averages and question responses to check for proficiency of the success criteria.

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 2-3

Location: Student Edition, Unit 7, Activity 7 and Activity 8, Standards Coverage Boxes (pdf pg. 2)

Original Text: Activity 7 Conduct Research: Part One SEP Design Solutions RTC Cause and Effect ELAR MATH Activity 8 Conduct Research: Part Two SEP Design Solutions RTC Cause and Effect ELAR MATH

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Aligned Student Edition standards coverage boxes with Teacher Edition) Activity 7 Conduct Research: Part One SEP Design Solutions RTC Cause and Effect ELAR Activity 8 Conduct Research: Part Two SEP Design Solutions RTC Cause and Effect ELAR

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2-8

Location: Printable: Studies Weekly Online, Unit 14, Activity 2, "Texas Map," Answer Key (pdf pgs. 2-8)

Original Text: (Answer key images show the Texas Resources Maps)

Updated Text: (Answer key images updated to better reflect what students should have on their maps)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2.10 - 2.35

Location: Teacher Edition, Unit 2, Activities 1-10, Left Hand Column (pdf pg. 10 - 35)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2.20, 2.29, 2.34

Location: Teacher Edition, Unit 2, Activity 5, 8, and 10, Left Hand Column (pdf pg. 20, 29, 34)

Original Text: Activity 5 ELPS 3E Activity 8 ELPS 2C, 3D, 4F Activity 10 ELPS 5B, 5G ELAR 4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. 4.1A: Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Updated Text: (Aligned Left Hand Columns in Activity 5, 8, and 10 with Standards Coverage Chart, see below) Activity 5 (removed ELPS) Activity 8 ELPS 2C 4F Activity 10 (Removed ELPS) ELAR 4.1A: Listen actively, ask relevant questions to clarify information, and make pertinent comments. 4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 2.3-2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart, SEP and ELAR rows (pdf pg. 3) and ELPS row (pdf pg. 4)

Original Text: SEP4.2: 4.2: Analyze Data- B: Analyze data by identifying any significant features, patterns, or sources of error. (Activities 2, 3, 4, 5, 6, 7)ELAR4.6: Comprehension Skills- Make inferences and use evidence to support

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understanding. (Activities 4, 6)ELPS5: Writing- G: Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. (Activity 8)

Updated Text: (Updated Standards Coverage chart Activity lists to align with Left Hand Columns, see below)SEP4.2: Analyze Data- B: Analyze data by identifying any significant features, patterns, or sources of error. (Activities 2, 3, 4, 5, 6, 7, 8)ELAR4.6: Comprehension Skills- F: Make inferences and use evidence to support understanding. (Activities 4, 6)ELPS5: Writing- G: Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. (Activity 9)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 20.18, 20.20

Location: Teacher Edition, Unit 20, Activity 5 and 6, Header (pdf pgs. 18, 20)

Original Text: 45 minutes

Updated Text: (Activity 5) 30 minutes (Activity 6) 15 minutes

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 20.20

Location: Teacher Edition, Unit 20, Activity 6, "Student-Driven Inquiry," Step 7 (pdf pg. 20)

Original Text: How do the structures of the copiapoa cactus function to help it survive in the desert?

Updated Text: How do the structures and functions of the copiapoa cactus function to help it survive in the desert?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 20.3

Location: Teacher Edition, Unit 20, Standards Coverage Chart (pdf pg. 3)

Original Text: Strand Name

Updated Text: Organisms and Environments

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 20.9

Location: Teacher Edition, Unit 20, Activity 1, Left Hand Column (pdf pg. 9)

Original Text: ELPS 1A, 1B

Updated Text: (Removed ELPS to align with Standards Coverage Chart)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 21.11, 21.17, 21.19

Location: Teacher Edition, Unit 21, Activities 2, 4, and 5, Left Hand Column (pdf pg. 11, 17, 19)

Original Text: (Activity 2) SEP Collect and Organize Data Ask Questions Develop Explanations Communicate Explanations (Activity 4) ELPS 1E, 2D, 2I, 2D, 3H, 4G ... Optional: Texas Animals and Information (Activity 5) Horse Auction Information

Updated Text: (Aligned Activity 2 and 4 left hand column to standards coverage chart and edited printable names in Activity 4 and 5) (Activity 2) SEP Collect and Organize Data (Added) Collect Evidence Ask Questions Develop Explanations Communicate Explanations (Activity 4) ELPS 1E, 2D, 3D, 3H, 4G ... Optional: Texas Organisms and Information (Activity 5) Horse Auction

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 21.7

Location: Teacher Edition, Unit 21, Success Criteria Chart, Activity 4 Formative Assessment Evidence (pdf pg. 7)

Original Text: Student Edition Response Exit Ticket

Updated Text: Student Edition Response

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 21.9

Location: Teacher Edition, Unit 21, Activity 1, Teacher Note (pdf pg. 9)

Original Text: The students' initial ideas and understanding may include some misconceptions. However, at this point, do not correct any false assumptions. Rather, let students discuss, and encourage them to revise their initial ideas throughout the unit as new evidence builds on their prior knowledge.

Updated Text: The students' initial ideas and understanding may include some misconceptions. However, at this point, do not correct any false assumptions. Rather, let students discuss, and encourage them to revise their initial ideas throughout the unit as new evidence builds on their prior knowledge. You may consider explaining to students that horse hooves are similar to human nails or hair. Putting shoes on horses is not harmful or painful, just like cutting your hair or nails is not painful.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 21.9 - 21.19

Location: Teacher Edition, Unit 21, Activities 1-4, Left Hand Column (pdf pgs. 9 - 19)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 22.1, 22.9

Location: Teacher Edition, Unit 22, Week 33, Activity 4, title (pdf pg. 1, 9)

Original Text: Classifying Matter Tree Map

Updated Text: Classifying Matter Tree Maps

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 22.11

Location: Teacher Edition, Unit 22, Week 33, Activity 5, "Collaborative Learning," Step 2 (pdf pg. 11)

Original Text: [ELPS 3.D]

Updated Text: [ELPS 3D]

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 22.13

Location: Teacher Edition, Unit 22, Week 34, Standards Coverage Chart (pdf pg. 2)

Original Text: (Review Vocabulary missing Energy transfer)

Updated Text: (Added Energy transfer to Review Vocabulary)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 22.16, 22.20

Location: Teacher Edition, Unit 22, Week 34, Activities 1 and 5, Left Hand Column (pdf pg. 5, 9)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 22.25, 22.30, 22.32

Location: Teacher Edition, Unit 22, Week 35, Activities 1, 4, and 5, Left Hand Column (pdf pg. 5, 10, 12)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 22.34

Location: Teacher Edition, Unit 22, Week 36, Standards Coverage Chart (pdf pg. 2)

Original Text: (Missing ELAR in Standards Coverage Chart)

Updated Text: (Added ELAR from Lesson Guides to standards coverage chart, see below)4.4: Developing and Sustaining Foundational Language Skills The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. (Activity 2)4.7: Response SkillsF: Respond using newly acquired vocabulary as appropriate. (Activity 1)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 22.41

Location: Teacher Edition, Unit 22, Week 36, Activity 5, Left Hand Column (pdf pg. 9)

Original Text: (missing printable thumbnail)

Updated Text: (Added printable thumbnail to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 22.5, 22.7, 22.11

Location: Teacher Edition, Unit 22, Week 33, Activities 1, 2, 5, Left Hand Column (pdf pg. 5, 7, 11)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 1, Week 2, Activity 4, "Energy and Matter" article, 2nd sentence (pdf pg. 2)

Original Text: Matter is anything that has weight and takes up space.

Updated Text: Matter is anything that has mass and takes up space.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 15, Activity 4 article, 4th paragraph (pdf pg. 2)

Original Text: Why is oil so important? When oil was first discovered in Texas, coal was the main energy resource used by people. However, when oil in Texas became available, it made oil much cheaper to use than coal. Oil can be refined into

many useful fuels, such as gasoline. As farming and manufacturing began to rely on heavy machines, gasoline became the fuel of choice.

Updated Text: Why is oil so important? When oil was first discovered in Texas, coal was the main energy resource used by people. However, when oil in Texas became available, it made oil much cheaper to use than coal. Oil can be refined into many useful fuels, such as gasoline. Coal-powered trains and steam ships switched to using oil products. As farming and manufacturing began to rely on heavy machines, oil products became the fuel of choice.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 20, Activity 4, title (pdf pg. 2)

Original Text: Outdoor Plant Investigation and Collage

Updated Text: Outdoor Plant Investigation

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Reading Comprehension Questions Answer Key", " Activity 4, Questions 2 and 3 (pdf pg. 3)

Original Text: 2. What is evidence?
a. a logical thought about something
b. an argument that scientists use to plan an investigation
c. information that supports a claim and attempts to prove it is true
d. a given statement of fact that is widely believed or accepted by using facts
3. What is evidence?
a. a logical thought about something
b. an argument that scientists use to plan an investigation
c. information that supports a claim and attempts to prove it is true
d. a given statement of fact that is widely believed or accepted by using facts

Updated Text: 2. What is evidence?
a. a logical thought about something
b. an argument that scientists use to plan an investigation
c. information that supports a claim and attempts to prove it is true
d. a given statement of fact that is widely believed or accepted by using facts
3. According to the text, what is the purpose of a scientific argument?
a. to convince the reader a claim is true
b. to convince another scientist to agree with their opinion
c. to explain the investigation of the phenomenon
d. to explain the evidence that supports the claim

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 11, Activity 3, Standards Coverage Box, pg. 3 (PDF Pg. 2)

Original Text: Activity 3 Condensation SEP Develop and Use Models RTC System and System Models ELAR MATH

Updated Text: (Aligned Student Edition standards coverage box to Teacher Edition) Activity 3 Condensation SEP Develop and Use Models RTC System and System Models ELAR

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 4, Activity 4, "Matter is Conserved" article, third paragraph (pdf pg. 2)

Original Text: When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another. A new substance is created.

Updated Text: (deleted last sentence of paragraph, see below) When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 18, "Matter and Energy in Ecosystems: Answer Keys," Activity 3, Student Edition Answers, Question 3 (pdf pg. 3)

Original Text: Which organisms use the energy they receive to break down other organisms?

Updated Text: Which organisms receive energy by breaking down other organisms?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*
ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 3

Location: Student Edition, Unit 16, Activity 3, question 1 (pdf pg. 2)

Original Text: (MOHs scale missing line)

Updated Text: (Added line to MOHs scale)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 5, "Magnetism, Gravity, and Friction: Reading Comprehension Questions," (pdf pg. 3)

Original Text: Activity 6: Conduct: The Force of Gravity

Updated Text: Activity 6: The Force of Gravity

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 3, 6

Location: Printable: Studies Weekly Online, Unit 14, "Energy Resources: Answer Keys," Activities 3 and 5, Student Edition Answers, "Explain" section (pdf pg. 3 and 6)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Activity 3 Student Edition Answers, "Explain" Do you think electricity companies should use coal to produce electricity? Activity 5 Student Edition Answers, "Explain" Do you think electricity companies should use coal to produce electricity?

Updated Text: (Aligned Activity 3 and 5 student edition answers to the Student Edition text, see below) Activity 3 Student Edition Answers, "Explain" Do you think electricity companies should use natural gas to produce electricity? Activity 5 Student Edition Answers, "Explain" Do you think electricity companies should use solar energy to produce electricity?

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 3-4

Location: Printable: Studies Weekly Online, Unit 15, Activity 4, "Energy Use Game," Transportation Card #6 (pdf pg. 3), All #7 cards (pdf pg. 4)

Original Text: (Transportation card 6 is a repeat of Transportation card 4; All of the 7 cards are a repeat of the 5 cards)

Updated Text: (Transportation Card 6 was changed to the following:) (pdf pg. 3) Transportation Regional (by truck) Your object was made in another state in your region, it had to travel 600 miles by truck to reach your local store, so it used 5 gallons of gasoline per ton of cargo. 6 (Changed all 8 cards to 7 cards and added the following to the 8 cards:) (pdf pg. 4) Natural Resource Metal Pots, pans, and soda cans are made of metal, but metals such as steel, aluminum, copper, and zinc are important building blocks of our world in much bigger ways. Buildings, computers, appliances, and phones all have metals inside them! Some metals such as copper require a lot of energy to reach it beneath the Earth's surface. 8 Manufacturing Smelting* Before a metal can be used in an appliance or technology, it must first be heated up to a high temperature in a process called smelting. Due to how aluminum is found in nature, it requires more energy than copper to smelt and process before it can be used. Object: Car part or fridge or soda can. *CAN ONLY BE PLAYED IF YOUR NATURAL RESOURCE IS METAL 8 Transportation International (by ship) Your item is shipped from China to Texas in a large container ship. It has to travel over 15,000 miles, using 26 gallons of gas per ton of cargo. It is then transported to your local store by truck for a total of 27 gallons of gas per ton. 8 Disposal Biomass Your city burns trash to produce electricity. You throw your object away and energy is used to transport it to your city limits, but once it's burned, it is used to produce electricity. *Cannot use this card if you have Oil as a Natural Resource 8

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 2, Activity 4, "Stability and Change" article, 2nd sentence (pdf pg. 3)

Original Text: When something works well and is not likely to change, it is called stability.

Updated Text: When something works well and is not likely to change, it has stability.

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 22, Week 35, Activity 5, Title (pdf pg. 3)

Original Text: Activity 5 Force, Motion, and Energy Task Card Marathon

Updated Text: Activity 5 Earth and Space Task Card Marathon

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 11, Activity 5, article title (pdf pg. 3)

Original Text: Precipitation

Updated Text: Collection

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 6, Standards coverage box (PDF pg. 3)

Original Text: SEP Ask Questions

Updated Text: SEP Develop and Use Models

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 4, Activity 4, "Improve" article, third paragraph (pdf pg. 3)

Original Text: To identify improvements, discuss the following questions with your group: - What results does your data show? - Was there any effect on the structure of the prototype? - How did this affect its function? - In what ways was your solution successful? - In what ways did your solution fail to meet the criteria and constraints? - How would you improve your prototype if you had extra time?

Updated Text: (3rd paragraph removed from article and put in separate box) To identify improvements, discuss the following questions with your group:- What results does your data show?- Was there any effect on the structure of the prototype?- How did this affect its function?- In what ways was your solution successful?- In what ways did your solution fail to meet the criteria and constraints?- How would you improve your prototype if you had extra time?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 14, Activity 5, "What is Solar Energy?" article, 1st paragraph, 2nd sentence (pdf pg. 3)

Original Text: Sunlight flows through a solar panel, which turns the sunlight into electric energy.

Updated Text: When sunlight shines on a solar panel, the panel turns the sunlight into electrical energy.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 4, Activity 5, "Communicate" article (pdf pg. 3)

Original Text: Feedback can be positive suggestions for improvement, or neutral

Updated Text: Feedback can be positive, suggestions for improvement, or neutral.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 19, Activity 4, Directions (pdf pg. 3)

Original Text: (Printable icon) Central Texas Fossils

Updated Text: (Image icon) Central Texas Fossils

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4

Location: Printable: Unit 9, "Seasons in the Sun: Answer Keys," Activity 4, Student Edition Answers (pdf pg. 4)

Original Text: Activity 4 Student Edition Answers Analysis Questions 1. In what season is the length of day the longest? (summer) 2. In what season is the length of day the shortest? (winter) 3. What is the connection between temperature and the length of the day through the seasons? (The change in the temperature goes along with the length of day. As the days get shorter, the temperature gets colder, as the days get longer, the temperatures get warmer.) Gathering Information How does the main idea of this article support your data? (Answers will vary but may include: Claire noticed that....)

Updated Text: (Aligned Activity 4 Student Edition Answers with Student Edition, see below) Activity 4 Student Edition Answers Analysis Questions 1. What season has the longest length of day? (summer) 2. What season has the shortest length of day? (winter) 3. What is the connection between temperature and the length of the day through the seasons? (The change in the temperature goes along with the length of day. As the days get shorter, the temperature gets colder, as the days get longer, the temperatures get warmer.) Gathering Information How does the main idea of this article support your data? (Answers will vary but may include: Aleki noticed that....)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 1, Activity 5, Title and "Vocabulary section, (PDF pg. 3)

Original Text: (title) Resources, Discoveries, and Innovations Vocabulary: innovative: new _____ that are _____ or _____ in thinking

Updated Text: (title) Making Discoveries and Innovations Vocabulary: innovative: new _____ that are _____ and _____ in thinking

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Answer Keys," Activity 5 Student Edition Answers, Explanations and Arguments (pdf pg. 4)

Original Text: Write an explanation of the "teeth" experiment results using facts you learned from the investigation and article. Be sure to provide reasoning for your explanation. Answers may vary, but could include: Soda is more harmful to teeth than many other beverages. The egg in the cup with soda darkened and was damaged. The article also stated that sugar drinks, such as soda, provide food for bacteria and can lead to tooth decay.

Updated Text: (Changed the question text to not be bolded and red)Write an explanation of the "teeth" experiment results using facts you learned from the investigation and article. Be sure to provide reasoning for your explanation. Answers may vary, but could include: Soda is more harmful to teeth than many other beverages. The egg in the cup with soda darkened and was damaged. The article also stated that sugar drinks, such as soda, provide food for bacteria and can lead to tooth decay.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Teacher Edition, Unit 13, Activity 5, Standards Coverage box (pdf pg. 3)

Original Text: SEP Use MathematicsRTC PatternsELAR

Updated Text: (Aligned Activity 5 Student Edition Standards coverage box with Teacher Edition, see below)SEP Use MathematicsRTC PatternsMATH

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 4, Activity 5, Standards coverage box (pdf pg. 3)

Original Text: n/a

Updated Text: (Added Standards coverage box to Activity 5, see below) SEP Communicate Solutions ELAR

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 4

Location: Student Edition, Unit 16, Activity 4, Vocabulary box (pdf pg. 3)

Original Text: fracking: the _____ in which _____ is _____ from under the _____

Updated Text: (Added more space after "is") fracking: the _____ in which _____ is _____ from under the _____

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4, 7

Location: Printable: Studies Weekly Online, Unit 19, "A Changing Texas Environment: Answer Keys," Activity 3, Student Edition Answers (pdf pg. 4) and Activity 5, Formative Assessment (pdf pg. 7)

Original Text: Activity 3 Student Edition Answers (Missing directions between Question 3 and Question 1 of new section) Activity 5 Formative Assessment Use the Changing Texas Environment Flipbook to check for proficiency of the success criteria.

Updated Text: (Activity 3 Student Edition Answers were aligned with Student Edition Text and Activity 5 Formative Assessment description was aligned with Teacher Edition text, see below) Activity 3 Student Edition Answers (Added directions after question 3) Directions: Read the article. Then use the text as evidence to answer the questions. Activity 5 Formative Assessment Use the students' responses in the student edition to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4, 7, 12

Location: Printable: Studies Weekly Online, Unit 17, "Producers Make Food Answer Key," Activity 3 Formative Assessment (pdf pg. 4); Activity 5 Formative Assessment (pdf pg. 7); and Rubric for Phenomenon Explanation, "Skills" column, "Explanation" row (pdf pg. 12)

Original Text: Activity 3 Formative Assessment Use the "Make a Model" and "Claim" sections of the student edition to check for proficiency of the success criteria. Activity 5 Formative Assessment Use students' responses in the student edition to check for proficiency of the success criteria. Rubric for Phenomenon Explanation, "Skills" Column, "Explanation" row If students struggled to complete the formative assessment at the proficiency level, circle incorrect ideas and/or areas for improvement on their responses and ask them to problem-solve how to correct their errors.

Updated Text: Activity 3 Formative Assessment Use the "Make a Model and Claim" section of the student edition to check for proficiency of the success criteria. Activity 5 Formative Assessment Use the "Make a Model and Claim" section of the student edition to check for proficiency of the success criteria. Rubric for Phenomenon Explanation, "Skills" Column, "Explanation" row Producers need water, sunlight, and carbon dioxide in order to make their own food for growth and survival.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4,5,7

Location: Printable: Studies Weekly Online, Unit 6, "Energy Transfer: Answer Keys," Activity 2 Formative Assessment (PDF pg. 4); Activity 3 Formative Assessment (PDF pg. 5); and Activity 6, Student Edition Answers, Vocabulary section (PDF pg. 7)

Original Text: Activity 2 Formative Assessment: Use student edition responses to check for proficiency of the success criteria. Activity 3 Formative Assessment: Use the Reading to Learn question and Claim, Evidence, Reasoning to check for proficiency of the success criteria. Activity 6 Vocabulary: amplitude: the height of a wave crest: the peak or highest point of a wave trough: the valley or lowest point of a wave wavelength: the distance between two waves

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Updated Activity 2 and 3 formative assessment descriptions to align with Teacher Edition. Changed the order of the vocabulary in Activity 6 Student Edition Answers to align with Student Edition) Activity 2 Formative Assessment: Use students' responses in the "Support a Claim" section of the student edition to check for proficiency of the success criteria. Activity 3 Formative Assessment: Use students' responses in the student edition to check for proficiency of the success criteria. Activity 6 Vocabulary: crest: the peak or highest point of wave trough: the valley or lowest point of a wave amplitude: the height of a wave wavelength: the distance between two waves

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4.12

Location: Teacher Edition, Unit 4, Activity 2, Left Hand Column, pg 4.12 pdf pg. 12

Original Text: (Left hand column has the icons in this order:) ELAR MATH SEP RTC ELPS

Updated Text: (Changed order of icons in left hand column, see below) SEP RTC ELPS ELAR MATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4.18-4.19

Location: Teacher Edition, Unit 4, Activity Material List (pdf pg. 18) and "Collaborative Learning," Step 6 (pdf pg. 19)

Original Text: (Materials list missing Alka-Seltzer(R) effervescent tablets)

Updated Text: (Added Alka-Seltzer(R) effervescent tablets)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4.22

Location: Teacher Edition, Unit 4, Activity 5, Left Hand Column (pdf pg. 22)

Original Text: RTC Scale, Proportion, and Quantity Cause and Effect

Updated Text: (Updated Left Hand Column to align with Standards Coverage Chart, see below) RTC Cause and Effect

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*
ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4.3

Location: Teacher Edition, Unit 4, Standards Coverage Chart, SEP row (pdf pg. 3)

Original Text: 4.4 Explore Scientists, Engineers, and Resources • B: 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 to investigate STEM careers. (Activity 4)

Updated Text: (Removed SEP 4.4B and added 4.3B to align with Left Hand Columns) 4.3 Communicate Explanations • B: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. (Activities 2, 3, 4, 5)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4.4, 4.14

Location: Teacher Edition, Unit 4, Standards Coverage Chart, New Vocabulary row (pdf pg. 4); Activity 2, Left Hand Column and "Vocabulary," Step 5 (pdf pg. 14)

Original Text: theory

Updated Text: scientific principle

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 4.5

Location: Teacher Edition, Unit 4, Materials List (pdf pg. 5)

Original Text: (materials list missing dish soap, salt, and Alka-Seltzer(R) effervescent tablets)

Updated Text: (added: dish soap (as needed) and salt (as needed) to the prepared set of ingredients and Alka-Seltzer(R) effervescent tablets Activities: 4 Quantity Need: 6)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 5

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What do Scientists Do?: Answer Keys" (pdf pg. 5)

Original Text: Rubric for Phenomenon Explanation

Updated Text: (Removed Rubric for Phenomenon Explanation)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity 4, Formative Assessment Box (pdf pg. 20)

Original Text: n/a

Updated Text: (Added Magnetic Field and Distance printable thumbnail to Formative Assessment Box)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 5.5

Location: Teacher Edition, Unit 5, Materials List (PDF pg. 5)

Original Text: - water bottles, identical (18) S

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: - water bottles, identical (18)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): 6

Location: Printable: Studies Weekly Online, Unit 1, Week 2, "Recurring Themes and Concepts: Flash Cards," Definition 9 (pdf pg. 6)

Original Text: weight

Updated Text: mass

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 6.11, 6.31

Location: Teacher Edition, Unit 6, Activity 2, Left Hand Column, ELPS (PDF pg. 11) and Activity 9, Left Hand Column, ELPS (PDF pg. 25)

Original Text: Activity 2 ELPS 1A, 1F, 2E Activity 9 ELPS 4F

Updated Text: (Updated left hand columns to align with standards coverage chart) Activity 2 ELPS 1A, 1F, 2E, 2I Activity 9 ELPS 2H, 3H, 4F

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 6.19

Location: Teacher Edition, Unit 6, Activity 5, Title and Left Hand Column SEP List (pdf pg. 19)

Original Text: Activity 5: Waves in Water and Energy - Explain SEP Ask Questions Collect Evidence Analyze Data Develop Explanations Develop and Use Models

Updated Text: (Updated title and SEPs to align with Activity Summary and Standards Coverage Chart) Activity 5: Waves in Water and Energy - Explore SEP Collect Evidence Analyze Data Develop Explanations Develop and Use Models

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 6.25

Location: Teacher Edition, Unit 6, Activity 6, "Reflect and Connect," Step 3 (pdf pg 25)

Original Text: (When it lightly rain,s

Updated Text: When it lightly rains,

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Current Page Number(s): 6.26 - 6.27

Location: Teacher Edition, Unit 6, Activity 7, Left Hand Column (pdf pg. 26-27)

Original Text: (ELAR icon on pg. 6.26, ELAR standard descriptions on pg. 6.27)

Updated Text: (Moved ELAR icon to pg. 6.27 to be next to ELAR standard descriptions)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 6.9 - 6.34

Location: Teacher Edition, Unit 6, Activities 1-10, Left Hand Column (pdf pg. 9 - 34)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 7.2

Location: Teacher Edition, Unit 7, Activity Summary Chart, Activity 4 and 5 page numbers (pdf pg. 2)

Original Text: 4. Ideate, Plan, and Create....7.21 5. Test, Evaluate, Communicate....7.25

Updated Text: 4. Ideate, Plan, and Create....7.23 5. Test, Evaluate, Communicate....7.26

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 7.20, 7.36

Location: Teacher Edition, Unit 7, Activity 3, Left Hand Column, ELPS (pdf pg. 20) and Activity 7, Left Hand Column, ELPS (pdf pg. 36)

Original Text: Activity 3 ELPS 4E, 4G Activity 7 ELPS 2C, 3B, 4E

Updated Text: (Aligned left hand column with Standards Coverage chart) Activity 3 ELPS 4G Activity 7 ELPS 2C, 3B, 4E, 4G

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 7.22

Location: Teacher Edition, Unit 7, Activity 3, Differentiation Box (pdf pg. 22)

Original Text: n/a

Updated Text: (Added printable thumbnail to Differentiation box)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 7.4

Location: Teacher Edition, Unit 7, Standards Coverage Chart, ELPS, 1B Activity list (pdf pg. 4)

Original Text: Activities 2, 6

Updated Text: Activity 6

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 7.5-7.6

Location: Teacher Edition, Unit 7, Materials List (pdf pgs. 5-6)

Original Text: paper cup, 8oz Activities: 2,3 Quantity Needed: 6 Activities: 6 ... thermometer, digital Activities: 2,5 Quantity Needed: 12 thermometer, touchless forehead Activities: 3,5 Quantity Needed: 1 or 2 timer Activities: 2, 3, 5, 8 Quantity Needed: 8

Updated Text: (Aligned Material list with materials listed at each Activity level) paper cup, 8oz Activities: 2,3 Quantity Needed: 8 Activities: 6 ... thermometer, digital Activities: 5 Quantity Needed: 12 thermometer, touchless forehead Activities: 3,5 Quantity Needed: 1 or 2 thermometer, traditional Activities: 2 Quantity Needed: 6 timer Activities: 2, 3, 5, 8 Quantity Needed: 6

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 7.8

Location: Teacher Edition, Unit 7, Success Criteria Chart, Activity 1 and Activity 6 titles (pdf pg. 8)

Original Text: Engineering Scenario

Updated Text: Engineering Design Problem

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 8.18

Location: Teacher Edition, Unit 8, Activity 4, "Whole Group," Steps 7-10 (PDF pg. 18)

Original Text: 7. Ask: What evidence supports the claim that each electrical path produced light? (The light bulb turned on.) 8. Discuss: How did an open or closed path affect the light energy that was produced? (An open path did not produce light energy, while a closed path did produce light energy.) 9. Discuss: What evidence supports the claim that each electrical path produced thermal energy? (We know each electrical path produced thermal energy because we were able to record a temperature reading.) 10. Discuss: What type of path recorded higher temperatures? (closed) Why? (A closed path recorded higher temperatures because more electrical energy was able to travel through the path and produce thermal energy.)

Updated Text: 7. Discuss: How did an open or closed path affect the energy that was produced? (An open path did not produce light or thermal energy, while a closed path did produce light and thermal energy.) 8. Ask: What evidence supports the claim that a closed electrical path produced light energy? (The light bulb turned on.) 9. Discuss: What

evidence supports the claim that a closed electrical path produced thermal energy? (We were able to record a higher temperature reading for the electrical path that was closed for the whole 20 minutes.) 10. Discuss: Why does a closed path record higher temperatures? - Explain to students that a closed path recorded higher temperatures because more electrical energy produces thermal energy. By having the path closed the whole 20 minutes, more electrical energy was able to travel through the path and produce more thermal energy, raising the temperature.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 8.20

Location: Teacher Edition, Unit 8, Activity 5, Left Hand Column (pdf pg. 20)

Original Text: SEP Collect Evidence Collect and Organize Data Develop Explanations RTC Cause and Effect ELAR 4.1C

Updated Text: (Aligned left hand column with standards coverage chart) SEP Collect Evidence Collect and Organize Data Develop Explanations Develop and Use Models Communicate Explanations RTC Cause and Effect ELAR 4.7F

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 8.3

Location: Teacher Edition, Unit 8, Standards Coverage Chart, ELAR, 4.7C Activity List (PDF pg. 3)

Original Text: Activity 4

Updated Text: Activities 3, 4

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart, Common Misconceptions (PDF pg. 4)

Original Text: - Different colored wires affect how an electrical closed path works. - Electrical energy goes away when the electrical path is open.

Updated Text: - Different colored wires affect how an electrical closed path works.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 8.5

Location: Teacher Edition, Unit 8, Materials List, pg. 8.5 (PDF pg. 5)

Original Text: thermo-gun Activities: 4 Quantity Needed: 1 wires Activities: 3 Quantity Needed: 24

Updated Text: (Updated material list to align with materials needed for each activity) thermo-gun Activities: 4 Quantity Needed: 1 thermometers Activities: 4 Quantity Needed: 14 wires Activities: 3 Quantity Needed: 24

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 9.14

Location: Teacher Edition, Unit 9, Activity 2, “Whole Class,” Steps 3-5 (PDF pg. 14)

Original Text: 1. Discuss: Do you see any patterns? If so, what patterns do you see? a. Have students talk with a partner. (Depending on the season and location, answers will vary but may include: fall temperatures decrease; it gets colder; etc.) 2. Say: Based on the temperature data, we can see that the overall temperatures are decreasing in the fall. a. Draw the trend line over the whole graph in marker.

Updated Text: (Renamed section to Whole Group, added 3 more steps to clarify content) Whole Group1. Discuss: Do you see any patterns? If so, what patterns do you see?a. Have students talk with a partner. (Depending on the season and location, answers will vary but may include: fall temperatures decrease; it gets colder; etc.)2. Say: Based on the temperature data, we can see that the overall temperatures are decreasing in the fall.a. Draw the trend line over the whole graph in marker.3. Discuss: Based on the data you collected, what do you predict will happen to the temperature in the next season?- Explain to students that based on data collected, they can predict the pattern of the change in seasons. For example, the temperature will decrease even more in the winter.4. Say: From analyzing the data, I see the trend line is decreasing during fall, so we can predict that the temperature decrease will continue into the next season.5. Ask: Do you think the temperature will keep decreasing every season? (No; the temperature will increase because it gets warmer in the spring and summer.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 9.15,9.20,9.23

Location: Unit 9, Activity 3, Left Hand Column (PDF pg. 15); Activity 4, Left Hand Column (PDF pg. 20); and Activity 5, Left Hand Column (PDF pg. 23)

Original Text: SEP Explore Scientists, Engineers, and Resources

Updated Text: (Removed Explore Scientists, Engineers, and Resources from SEP list)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 9.20

Location: Teacher Edition, Unit 9, Activity 4, “Whole Group,” Step 16 (PDF pg. 20)

Original Text: n/a

Updated Text: (Added extra discussion question) 16. Discuss: Based on the temperature patterns you analyzed yesterday, what predictions do you have about the pattern of length of day in each season? - Collect all student ideas and guesses

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 9.22

Location: Teacher Edition, Unit 9, Activity 4, “Debrief,” Step 9 (PDF pg. 22)

Original Text: 9. Have students complete the “Analysis Questions” section in their student editions.

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (added new step 9, moved original step 9 to step 10) 9. Ask: Based on the data we've collected and analyzed, what do you predict the length of day will be tomorrow? (Depending on the season, answers will vary but may include: the length of day will be shorter tomorrow.) 10. Have students complete the "Analysis Questions" section in their student editions.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): 9.3

Location: Unit 9, Standards Coverage Chart, RTC, Activities list (pdf pg. 3)

Original Text: Activities 2, 3, 4, 5

Updated Text: Activities 1, 2, 3, 4, 5

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 21, Activity 4, directions

Original Text: (Directions are repeated twice - first as a text box then the same directions are repeated as part of the question below.)

Updated Text: (Removed one of the directions)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 4, Activity 3

Original Text: (Open Response Question before Matter is Conserved Article)

Updated Text: (Moved the open response question beginning with "Natalia measures 10 grams of salt..." to before the "Matter in Conserved" article. Also, moved the multiple choice questions to the end of activity)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: n/a

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 7, Activities 3, 4, 9, and 10

Original Text: (Activities 3, 4, 9, and 10 all had extra answer boxes that were not needed)

Updated Text: (Removed extra answer boxes in Activities 3, 4, 9, and 10)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 10, Activity 4, Moon Phase Calendar

Original Text: (Moon Phase Calendar title and directions are repeated) Moon Phase Calendar Directions: Complete the calendar by drawing in the remaining moon phases when they will occur during the month. Write the name of each phase as well. Moon Phase Calendar Directions: Complete the calendar by drawing in the remaining moon phases when they will occur during the month. Write the name of each phase as well. (Blank calendar that can be filled in with words)

Updated Text: Moon Phase Calendar Directions: Complete the calendar by drawing in the remaining moon phases when they will occur during the month. Write the name of each phase as well. (Removed blank calendar and added image stating for the activity to be completed on a separate piece of paper)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 4, "Lava Lamps: Topic Background Podcast", 3rd, 4th, and 6th paragraphs

Original Text: (Audio Script) In third grade, students learned that materials can be combined. Sometimes, materials are combined because of their physical properties. Their physical properties can create a new object or modify existing objects. For example, adding clay to sand will make a stronger brick. In fourth grade, students learn that matter can be combined. Combinations of two or more substances are called mixtures or solutions. Combinations of matter can contain matter in any of its physical states. ...Weighing the matter is particularly useful when proving that matter is conserved. ... A common misconception students have is that at least one of the substances in a mixture disappears. This is very common when dissolving solids in liquids. You can use a soil and water mixture to clarify this misconception. Observing and measuring the weight before mixing the soil with water is important because students often think the solid soil matter disappears once combined with water. When the soil and water mixture is weighed together, the weight will be the same as the two separate substances.

Updated Text: (Audio script changed to clarify that mass is measured) In third grade, students learned that materials can be combined. Sometimes, materials are combined because of their physical properties. Their physical properties can create a new object or modify existing objects. For example, adding sand to clay will make a stronger brick. In fourth grade, students learn that matter can be combined. Combinations of two or more substances are called mixtures. A solution is a special kind of mixture in which the components are not easily separated such as dissolving salt in water. Combinations of matter can contain matter in any of its physical states. ... Measuring the mass of the matter is particularly useful when proving that matter is conserved. ... A common misconception students have is that at least one of the substances in a mixture disappears. This is very common when dissolving solids in liquids. You can use a soil and water mixture to clarify this misconception. Observing and measuring the mass before mixing the soil with water is important because students often think the solid soil matter disappears once combined with water. When the soil and water mixture is measured together, the mass will be the same as the two separate substances.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 8, Activity 4

Original Text: (multiple choice questions are out of order)

Updated Text: (Moved multiple choice questions after open response questions and before reflect and connect)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Related Media Image and Explore More Media Image: Studies Weekly Online, Unit 19, Activity 3, "2008-05-31T13:27;37.0000000=06:00 - Fossils of Dicroidium leaves."

Original Text: (Title) 2008-05-31T13:27;37.0000000=06:00 - Fossils of Dicroidium leaves.

Updated Text: (Title) Antarctic Fossils

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 9, "Seasons in the Sun: Topic Background Podcast," 2nd, 4th, and 5th paragraphs

Original Text: (Audio script) Students are fascinated to learn about the connections between the sun, moon, and Earth. Often, we live our lives by this important system. When the sun is in the sky, we wake up and begin our day. When the moon makes its appearance, it's time for our day to end. In this unit, students are eager to discover how this system affects seasons, temperature, and length of daylight. ... In fourth grade, students learn that Earth's change in seasons, temperature, and length of daylight happens simultaneously. Many places on Earth have four seasons: summer, fall, winter, and spring. Temperature and length of daylight change as the seasons change. In the summer, you might notice the sun is out longer. The extra daylight might allow you to enjoy more time outside. However, in the winter, the sun sets early. You might notice it's dark when you wake up and dark again long before you go to sleep. Why does this happen? Throughout the year, parts of Earth get more direct sunlight from the sun as Earth tilt. More direct sunlight increases the amount of daylight people experience. Direct sunlight also causes Earth's surface to heat up. Therefore, more direct sunlight increases the temperature. This is why summer is usually warmer and has longer daylight hours. The temperature and amount of daylight change along with the seasons. When Earth tilts the other way and that same part of Earth receives less direct sunlight, people there experience winter. Winter has cooler temperatures and a shorter amount of daylight. A common misconception students have is that seasonal change occurs at the same time for all parts of Earth. Students may assume that all of Earth experiences the same temperature and length of daylight at the same time. A large takeaway from this unit is that Earth orbits the sun and tilts on its axis, which changes which parts of Earth receive more or less direct sunlight. One part of Earth receives more direct sunlight while, at the same time, another part of Earth receives less direct sunlight. While one part of Earth experiences summer, warmer temperatures, and longer daylight hours, the other part experiences the opposite.

Updated Text: (Updated audio script to remove information about the sun's tilt) Students are fascinated to learn about the connections between the sun, moon, and Earth. Often, we live our lives by this important system. When the sun is in

the sky, we wake up and begin our day. The moon often makes its appearance at night time. In this unit, students are eager to discover how this system affects seasons, temperature, and length of daylight. ... In fourth grade, students learn that Earth's change in seasons, temperature, and length of daylight happens simultaneously. Many places on Earth have four seasons: summer, fall, winter, and spring. Temperature and length of daylight change as the seasons change. In the summer, you might notice the sun is out longer. The extra daylight might allow you to enjoy more time outside. However, in the winter, the sun sets early. You might notice it's dark when you wake up and dark again long before you go to sleep. Why does this happen? Throughout the year, parts of Earth get more direct sunlight from the sun as Earth orbits the sun. More direct sunlight increases the amount of daylight people experience. Direct sunlight also causes Earth's surface to heat up. Therefore, more direct sunlight increases the temperature. This is why summer is usually warmer and has longer daylight hours. The temperature and amount of daylight change along with the seasons. When Earth receives less direct sunlight, people there experience winter. Winter has cooler temperatures and a shorter amount of daylight. The reason for this is due to the tilt of the earth along its axis. Students in 4th grade don't need to understand this but it's helpful for you to know why. A common misconception students have is that seasonal change occurs at the same time for all parts of Earth. Students may assume that all of Earth experiences the same temperature and length of daylight at the same time. An important takeaway from this unit is that as the Earth orbits the sun it changes which parts of Earth receive more or less direct sunlight. One part of Earth receives more direct sunlight while, at the same time, another part of Earth receives less direct sunlight. While one part of Earth experiences summer, warmer temperatures, and longer daylight hours, the other part experiences the opposite.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Related Media image and Explore More Media image: Studies Weekly Online, Unit 19, Activity 2, "2023-04-08T10:59:22.0000000-06:00 - Image of a fossil of a Gastropod next to a fork"

Original Text: (Title) 2023-04-08T10:59:22.0000000-06:00 - Image of a fossil of a Gastropod next to a fork

Updated Text: (Title) Guadalupe Mountain Fossils

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 22, Week 36, Activity 4, article title

Original Text: Strange Plant Structures

Updated Text: (Removed article title)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 1, Week 3, Activity 2 title

Original Text: Planning and Conducting Investigations

Updated Text: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Video: Studies Weekly Online, Unit 14, Activity 5, "What are Renewable Resources?", title card

Original Text: Explore Science Phenomenon: What are Renewable Resources?

Updated Text: Texas Science Content Video: What are Renewable Resources?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Video: Studies Weekly Online, Unit 14, Activity 7, "Water and Energy," title card

Original Text: Explore Science Phenomenon: Water and Energy

Updated Text: Texas Science Content Video: Water and Energy

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 19, Activity 1, 1st open response

Original Text: Write the question you find most interesting.

Updated Text: Write the guiding question.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Topic Background Information Podcast," 2:21 - 2:24

Original Text: They prevent natural resources from escaping.

Updated Text: (Removed sentence: They prevent natural resources from escaping.)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Related Media Image: Studies Weekly Online, Unit 15, Activity 3, "Texas Electricity Production by Resource, 2011 - 2021"

Original Text: Texas Electricity Production by Source, 2011-2021

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: Texas Electricity Production by Resource, 2011 - 2021 (Added source to graph) Source: ERCOT

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 2, "The Junk Drawer: Topic Background Information Podcast," 1 min 30 sec

Original Text: water

Updated Text: matter

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Related Media Image: Studies Weekly Online, Unit 15, Activity 2, "Texas Electricity Usage

Original Text: n/a

Updated Text: (added source to graph) Source: ERCOT

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 1, Week 4, Activity 4, "Improve" Article

Original Text: - To identify improvements, discuss the following questions with your group:

Updated Text: To identify improvements, discuss the following questions with your group:

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 11, Activity 9 title

Original Text: Activity 4: Make a Model

Updated Text: Activity 9: Make a Model

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Related Media Image: Studies Weekly Online, Unit 15, Activity 1, "Texas Energy Graphs"

Original Text: n/a

Updated Text: (added source to graphs) Source: Energy Information Administration, State Energy Data System

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 1, Week 4, Activity 5

Original Text: (Article and Directions repeated)

Updated Text: (Removed the duplicate article and directions)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Video: Studies Weekly Online, Unit 21, "Physical Characteristics of Organisms: Phenomenon Video," Title card

Original Text: Inherited and Acquired Traits: Phenomenon Video

Updated Text: Physical Characteristics of Organisms: Phenomenon Video

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 1, Week 4, Activity 1 title

Original Text: The Engineering Design Process and Practices

Updated Text: Engineering Design Process and Practices

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 17, "Engineering Design: Producers Make Food: Topic Background Information Podcast," 1:13 - 2:53

Original Text: (Audio script) Let's study the flow of energy through a food chain in a pond ecosystem. A common food chain includes the sun, grass, grasshoppers, frogs, and hawks. The sun provides energy to the grass. Grasshoppers eat the grass, so energy transfers from the grass to the grasshoppers. Next, frogs eat the grasshoppers, transferring energy from the grasshoppers to the frogs. Finally, hawks eat the frogs, transferring energy from the frogs to the hawks. If a food chain changes, there can be negative effects on the ecosystem. For instance, if frogs are removed from this pond's food chain, there will be no food for the hawks. The hawks will have to move to another place that has frogs. Also, there won't be frogs to eat the grasshoppers. That means the population of grasshoppers will increase, which causes more grass to get eaten. In fourth grade, students dive deeper into organisms in environments and learn how producers make their own food. Often, producers are plants. Plants make their own food using sunlight, water, and carbon dioxide. Let's

identify the important parts of a plant that allow it to make its own food. The parts include the leaves, roots, and stem. The leaves contain a chemical that absorbs sunlight. They also have tiny pores that carbon dioxide passes through. A plant's roots soak up water, and the stem transports the water to other parts of the plant. Now that you know the purpose of a plant's different structures, let's explore the process of a plant making its own food.

Updated Text: (Audio script) Let's study the flow of energy through a food chain in a pond ecosystem. A common food chain includes the sun, grass, grasshoppers, frogs, and hawks. The sun provides energy to the grass. Grasshoppers eat the grass, so energy transfers from the grass to the grasshoppers. Next, frogs eat the grasshoppers, transferring energy from the grasshoppers to the frogs. Finally, hawks eat the frogs, transferring energy from the frogs to the hawks. If a food chain changes, there can be negative effects on the ecosystem. For instance, if frogs are removed from this pond's food chain, there will be no food for the hawks. The hawks will have to move to another place that has frogs. Also, there won't be frogs to eat the grasshoppers. That means the population of grasshoppers will increase, which causes more grass to get eaten. In fourth grade, students dive deeper into organisms in environments and learn how producers make their own food. Often, producers are plants. Plants make their own food using sunlight, water, and carbon dioxide. Let's identify the important parts of a plant that allow it to make its own food. The parts include the leaves, roots, and stem. The leaves contain a chemical that absorbs sunlight. They also have tiny pores that carbon dioxide passes through. A plant's roots soak up water, and the stem transports the water to other parts of the plant. Now that you know the purpose of a plant's different structures, let's explore the process of a plant making its own food.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 22, Week 35, Activity 3, Deposition Article

Original Text: (Image captions missing from 4 images in the Deposition Article)

Updated Text: (image of weathering, erosion, and deposition)Water, wind, and ice can deposit small pieces of Earth(image of the beach)Honokalani Black Sand beach, Wainapanapa, Maui, Hawaii(image of the sand dune)Sahara Gobi Desert(image of the mountains and lake)Moraine Lake in Alberta, Canada

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 12, Activity 7 and 8

Original Text: (Activity 7 and 8 are out of order)

Updated Text: (Switched Activity 7 and 8)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 4, Activity 4

Original Text: n/a

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Added open response question after Matter in Solutions That Changes States article to align with Student Edition, see below) How can you prove that matter is conserved when solutions are created and matter changes state from a solid or liquid state to a gas state? (Moved multiple choice questions to end of activity)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Type: Editorial Change

Current Page Number(s): n/a

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Units)

Original Text: n/a

Updated Text: (Removed all publisher design notes from "Speaker Notes") (Removed all answer keys from student-facing slides) (Removed all leveling indicators from student-facing slides)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 7, Week 13 Activity Titles

Original Text: Article 1: Engineering Scenario Activity 2: Engineering Design Problem A Activity 3: Conduct Research: Part One Activity 4: Conduct Research: Part Two Activity 5: Ideate, Plan, and Create Activity 6: Test, Evaluate, Communicate

Updated Text: (Updated activity numbers in Student Edition Online to align with Student Edition) Activity: Engineering Scenario Activity 1: Engineering Design Problem A Activity 2: Conduct Research: Part One Activity 3: Conduct Research: Part Two Activity 4: Ideate, Plan, and Create Activity 5: Test, Evaluate, Communicate

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Type: Editorial Change

Current Page Number(s): n/a

Location: Student Edition Online, Unit 22, Week 35, Activity 3

Original Text: - evaporation - condensation - precipitation - collection

Updated Text: - Evaporation - Condensation - Precipitation - Collection

Feedback and Publisher Responses

Component: *Texas Science Studies Weekly: Fourth Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Teamwork is one word.

Publisher Response: We will make this change.

Publisher: Studies Weekly

Science, Grade 5

Program: Texas Science Studies Weekly: Fifth Grade: TEKS

Editorial Changes

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 7, "Force of the Athlete: Topic Background Podcast"

Original Text: If there is a magnetic object within the magnet's magnetic field, it will attract the magnetic material toward it.

Updated Text: If there is a metallic object within the magnet's magnetic field, it will attract the material toward it.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 10, "Baking Up Electricity: Topic Background Information Podcast"

Original Text: (1) These circuits provide us with motion, light, sound, and heat. (2) Examples of conductors include most metals and water. (3) (N/A) (4) Consider plugging a fan into an outlet. (5) Similarly, when you plug in an electric tea kettle, the electrical energy transforms into thermal energy and heats the water inside the kettle.

Updated Text: (1) These circuits provide us with energy in the form of electricity that can be transformed into motion, light, sound, or heat. (2) Examples of conductors include salt or tap water and most metals, such as copper, silver, and aluminum. (3) In this example, the light bulb would stay lit continuously. In order to turn the light on and off, a switch would be needed. When the switch is closed, the circuit would be complete and the bulb would light up. When the switch is opened, the circuit would be incomplete and the bulb would be unlit. (4) Consider plugging a fan into an outlet and turning on (or closing) the switch. (5) Similarly, when you plug in an electric tea kettle and turn on (or close) the switch, the electrical energy transforms into thermal energy and heats the water inside the kettle.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 17, "Survival on the Texas Prairie: Topic Background Information" Podcast

Original Text: These are all factors in a healthy ecosystem - in this case, your ecosystem! They include plants, animals, and bacteria. Biotic factors include, but are not limited to, prairie dogs, deer, lizards, birds, coyotes, flowers, and grasses.

Updated Text: These are all factors in a healthy ecosystem - in this case, the ecosystem where you live! They include plants, animals, fungi, and bacteria. Biotic factors include, but are not limited to, prairie dogs, deer, lizards, birds, coyotes, and plants.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 14, "Limestone Footprints: Topic Background Information Podcast"

Original Text: They drag pieces of Earth's surface along with them.

Updated Text: They drag pieces of Earth's surface along with them, which is an example of erosion.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): 1.46 (PDF pg. 5)

Location: Teacher Edition, Unit 1, Week 3 (PDF pg. 5)

Original Text: Student Support ResourcesMelting Popsicle

Updated Text: Student Support ResourcesMelting Popsicle (Added registered trademark symbol)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes") (Removed all answer keys from student-facing slides) (Removed leveling indicators from student-facing slides)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "What do Engineers Do: Reading Comprehension" (PDF pg. 1)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: 1. How do humans make their daily activities easier through engineering? a. by creating solutions b. by using products c. by building structures d. by taking out the trash

Updated Text: 1. How do humans make their daily activities easier through engineering? a. by creating problems b. by taking out the trash c. by using engineered products d. by removing engineered structures

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable, Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do? Week Assessment Answer Keys" (PDF pg. 2)

Original Text: (Census Pie Charts)Based on the data in the graph, which conclusion is reasonable from the 2020 census versus the 2010 census?A. A larger percentage of white people voted in 2020.B. A smaller percentage of Asian people voted in 2020.C. A larger percentage of Hispanic people voted in 2020. (bolded and red text to indicate the correct answer)D. An equal number of African Americans voted each year.

Updated Text: (World Population Pie Charts)Which conclusion is reasonable based on the data in the pie charts?a. A larger percentage of the world's population lived in Europe in 2019 than in 1950.b. A smaller percentage of the world's population lived in Asia in 2019 than in 1950.c. A larger percentage of the world's population lived in Africa in 2019 than in 1950. (bolded and red text to indicate the correct answer)d. A smaller percentage of the world's population lived in South America in 2019 than in 1950.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "Fifth Grade: What Do Engineers Do? Reading Comprehension Answer Keys" (PDF pg. 1)

Original Text: 1. How do humans make their daily activities easier through engineering?a. by creating solutionsb. by using products (bolded and red text to indicate the correct answer)c. by building structuresd. by taking out the trash

Updated Text: 1. How do humans make their daily activities easier through engineering?a. by creating problemsb. by taking out the trashc. by using engineered products (bolded and red text to indicate the correct answer)d. by removing engineered structures

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Activity 3, "Hunting as an Orca Simulation: Teacher Instruction Page" (PDF pg. 1)

Original Text: (formatted as an Effective Discussion Guide)

Updated Text: (Changed formatting to the correct format for a Teacher Instruction Page)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 15, Activity 8, "Highest Peaks Bar Graph: Investigation Instructions" (PDF pg. 1)

Original Text: (PDF pg. 1) Directions 2. Round the height of each highest peak to the nearest thousands place. 3. Complete the bar graph in your student edition to represent data from Step #2. 4. Answer the questions in your student edition. (Each range in North America and Asia has its own "Highest Peak Rounded" box.) (PDF pg. 2) Answer Key (All North America highest peaks are individually rounded to 20,000; All Asia highest peaks are individually rounded to 29,000.) (No answers contain the unit "feet".)

Updated Text: (PDF pg. 1) Directions 2. Round the height of the highest peak in each continent to the nearest thousands place. 3. Place each rounded height in the "Highest Peak Rounded" column. 4. Complete the bar graph in your student edition to represent your data from Step #3. 5. Answer the questions in your student edition. (Combined the "Highest Peak Rounded" boxes for all ranges in North America and for all ranges in Asia) (PDF pg. 2) Answer Key (Combined "Highest Peak Rounded" boxes for all North America ranges and placed 20,000 feet in the box; Combined "Highest Peak Rounded" boxes for all Asia ranges and placed 29,000 feet in the box.) (Added feet as the unit for all answers)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 2, "Problem-Solving Devices" (PDF pg. 1)

Original Text: Balance Scale/Graduated Cylinder

Updated Text: Graduated Cylinder/Balance Scale

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 4, "Magnetic Powers: Unit Assessment Answer Keys", Question 4 (PDF pg. 2)

Original Text: James dropped a metal spoon down the drain.

Updated Text: James dropped a metal spoon made of steel down the drain.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Unit 1, Week 1, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 1)

Original Text: (header) Fifth Grade: Discipline: General Science

Updated Text: (header) Fifth Grade: You Can Be a Scientist! You Can Be an Engineer!

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Studies Weekly Online, Unit 15, Performance Task Answer Key (PDF pg. 1)

Original Text: (Tasks 1 and 2 have a valley image with a river)

Updated Text: (Replaced valley image in task 1 and 2 with a valley forming by a glacier)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, "What Do Scientists Do?" (PDF pg. 1)

Original Text: (title) Texas Science What Do Scientists Do?

Updated Text: (title) Texas Science You Can Be a Scientist! You Can Be an Engineer!

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly online, Unit 19, "The Dead Zone: Effective Discussion Guide" (PDF pg. 1)

Original Text: (The discussion guide is in the incorrect template.)

Updated Text: (Updated the discussion guide with the correct template.)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 2, Activity 4, "Creating Solutions" (PDF pg. 1)

Original Text: 9. Complete the input-out table that describes the possible effects. Solubility Investigation Plan - Salt, Sand, Oil

Updated Text: 9. Complete the input-out table that describes the possible effects. (Added a space) Solubility Investigation Plan - Salt, Sand, Oil

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1)

Original Text: (number 1 in each box of the Component column) (n/a)

Updated Text: (Removed the number 1 in each box of the Component column) (Placed text above the Investigation Table. See below.) Answers may vary. Example:

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1)

Original Text: The flashlight comes from the flash from the camera. Switch/Button can be on or off When pushed the phone turns on. When the button is held the phone turns off. The button makes a connection to other parts.

Updated Text: (Removed sentence - No updated text) Switch/Button The switch is made of metal. It is round and can be pressed in when touched. The switch is a metal conductor. The switch connects to the battery to turn the phone on and off.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 2, Activity 7 "Properties on the Playground Reading Comprehension Answer Keys" (PDF pg. 1)

Original Text: Activity 7: The Properties of Metals

Updated Text: Activity 7: Thermal Conductivity: Part One

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 2

Location: Printable, Studies Weekly Online, Unit 6, Activity 10, "Cutting Onions Investigation" (PDF pg. 1, 2)

Original Text: (PDF pg. 1) Lesson Guide Student-Driven Inquiry 6. Make a Prediction: Prompt students to complete this section in their student editions. a. Point out the word "prediction," routinely used in classroom materials. Throughout the year, continue to ask students to read this word as basic sight vocabulary. [ELPS 4C] (PDF pg. 2) (Whole Group) 3. Draw the class's final scale legend on the board and have the class create this in the space provided in their student editions. 4. Prompt students to complete step two from their student editions to record the names of their group members. Collaborative Learning 3b. Tip: From the investigation, students should have further evidence that unseen particles of gas released from an onion have mass and substance because they cannot pass through solid goggles.

Updated Text: (PDF pg. 1) Lesson Guide Student-Driven Inquiry 6. Make a Prediction: Prompt students to complete the first two questions on the student handout included with this printable. (PDF pg. 2) (Whole Group) 3. Draw the class's final scale legend on the board and have the class create this in the space provided on the student handout. 4. Prompt students to complete step two in the directions for the activity. Collaborative Learning 3b. Tip: From the investigation, students should have further evidence that unseen particles of gas released from an onion have mass and substance because they cannot pass through solid goggles. 4. Direct students to answer the final question on the student handout.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 2

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Printable: Studies Weekly Online, Unit 2, "Home Learning Letter" (PDF pg. 1, 2)

Original Text: conductivity: a property of matter that describes materials that allow electricity insoluble: substances that do not dissolve in water insulation: a property of matter that describes material stops the flow electricity soluble: substances that dissolve in water

Updated Text: (Adjusted vocabulary definitions of conductivity, insoluble, insulation, and soluble; Added "volume" and its definition) conductivity: a property of matter that describes materials that allow electricity and heat to flow insoluble: describes substances that do not dissolve in water insulation: a property of matter that describes a material that stops the flow of electricity and heat soluble: describes substances that dissolve in water volume: the amount of space that a substance takes up

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 2

Location: Printable: Studies Weekly Online, Unit 5, "Home Learning Letter" (PDF pg. 1, 2)

Original Text: (PDF pg. 1) I can demonstrate that some matter is conserved in solutions by comparing the mass before and after. (PDF pg. 2) The vocabulary terms that students need to know are: mixture: the process of combining two or more substances property: the quality or how we describe something solution: mixture of two or more substances that can not be separated conserve: to avoid wastefulness

Updated Text: (PDF pg. 1) I can demonstrate that some matter is conserved in solutions by comparing the mass before and after being combined. (PDF pg. 2) Review the following terms: (Adjusted definitions for mixture, property, and solution; changed "can not" to "cannot" in the definition of solution) mixture: a combination of two or more substances. Each substance keeps its own physical properties and can be easily separated. property: a characteristic of a given material solution: mixture of two or more substances that cannot be separated conserve: maintain or stay the same

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 2

Location: Printable: Unit 1, Week 1, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 1, 2)

Original Text: (footer) Unit Title: Discipline: General Science - Fifth Grade

Updated Text: (footer) You Can Be a Scientist! You Can Be an Engineer! - Fifth Grade

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 2

Location: Printable: Studies Weekly Online, Unit 6, "Home Learning Letter" (PDF pg. 1, 2)

Original Text: (PDF pg. 1) Unit 6: Observing Invisible Matter? (PDF pg. 2) The vocabulary terms that students need to know are: particle: a tiny portion or piece of matter so small it can't be seen substance: describing something that is real and can be changed or manipulated

Updated Text: (PDF pg. 1) Unit 6: Invisible Matter (PDF pg. 2) The vocabulary terms that students need to know are: particle: a tiny unseen piece of matter substance: the matter or material from which something is made; describing something that is real and can be changed or manipulated

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 2

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1, 2)

Original Text: Case plastic, rubber, hard I know that plastic and/or rubber is/are a thermal insulator. I discovered plastic and rubber make good materials for a case because they do not get hot. The case is hard so it keeps the phone from breaking.

Updated Text: Case The case is smooth and hard, but flexible. The case is made of rubber, which is an insulator. The case protects the phone from damage if it is dropped.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 2, 4, 6, 10

Location: Printable: Studies Weekly Online, Unit 11, "Light Interactions: Unit Answer Keys" (PDF pg. 1, 2, 4, 6, 10)

Original Text: (PDF pg. 1) Use student's responses from the Questioning Rubric to check for proficiency of the success criteria. (PDF pg. 2) Formative Assessment: Student Edition Response (PDF pg. 4) Use student edition responses to check for proficiency of the success criteria. (PDF pg. 6) Formative Assessment: Student Edition Response Use students' responses to "Investigation Questions" and "Reflect and Connect" prompts in the student edition to check for proficiency of the success criteria. (PDF. pg. 10) Formative Assessment: Student Edition Response Use students' final explanations in the student edition to check for proficiency of the success criteria. A rubric is provided for guidance.

Updated Text: (PDF pg. 1) Have students grade themselves using the Questioning Rubric to check for proficiency of the success criteria. (PDF pg. 2) Formative Assessment: Student Edition Response and Writing Sample (PDF pg. 4) Use students' models in the "Investigation Table" and responses to the "Investigation Questions" to check for proficiency of the success criteria. (PDF pg. 6) Formative Assessment: Writing Sample Use Students' "Reflect and Connect" responses to check for proficiency of the success criteria. (PDF pg. 10) Formative Assessment: Writing Sample Use student's final explanations of the phenomenon to check for proficiency of the success criteria. A rubric is provided for guidance.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 5

Location: Printable: Studies Weekly Online, Unit 4, "Magnetic Powers: Unit Answer Keys" (PDF pg. 1, 5)

Original Text: (PDF pg. 1) Student Edition Answers (in the box and below the box) I think magnets in water will no longer be magnetic. (PDF pg. 1) Formative Assessment: Self-Assessment (description) Self-assessments may vary depending on students' responses. Students should be at proficiency level for each category. (PDF pg. 5) Formative Assessment: Student Edition Response

Updated Text: (PDF pg. 1) Student Edition Answers (in the box and below the box) I think iron filings in water will no longer be magnetic. (PDF pg. 1) Formative Assessment: Self-Assessment (description) Have students grade themselves

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using the Questioning Rubric to check for proficiency of the success criteria. (PDF pg. 5) Formative Assessment: Student Artifact and Student Edition Response

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 5

Location: Printable: Studies Weekly Online, Unit 2, Activity 3, "Density Investigation" (PDF pg. 1, 5)

Original Text: (PDF pg. 1) 2. Both _____ and _____ floated in water because it was less/more dense than water. (PDF pg. 5) 2. Both air and oil floated in water because it was less/more dense than water. 3. The density of the plastic is more than water. I could tell this because I observed...

Updated Text: (PDF pg. 1) (Changed "it was" to "they were") 2. Both _____ and _____ floated in water because they were less/more dense than water. (PDF pg. 5) 2. Both air and oil floated in water because they were less (less circled)/more dense than water. 3. The density of the plastic is more than water. I could tell this because I observed...the plastic sank in water.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1, 6, 7

Location: Printable, Studies Weekly Online, Unit 13, "Wonders of Weather: Unit Answer Keys" (PDF pg. 1, 6, 7)

Original Text: (PDF pg. 1) Formative Assessment (description) Self-assessments may vary depending on student responses. (PDF pg. 6) (Rubric for Phenomenon Explanation is split across two pages)

Updated Text: (PDF pg. 1) Formative Assessment (description) Have students grade themselves using the Questioning Rubric to check for proficiency of the success criteria. (PDF pg. 6) (Adjusted the Rubric for Phenomenon Explanation to be on one page)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1-2

Location: Printable: Studies Weekly Online, Unit 8, Extension Activity, "Movement and Speed in Cars" (PDF pg. 1-2)

Original Text: (PDF pg. 1 article) When an object is in motion, more force in the direction it's moving will cause the object to accelerate, or speed up. (PDF pg. 2 article) When an object is in motion, more force in the direction it's moving will cause the object to accelerate, or speed up.

Updated Text: (Removed the term "accelerate") (PDF pg. 1 article) When an object is in motion, more force in the direction it's moving will cause the object to speed up. (PDF pg. 2 article) When an object is in motion, more force in the direction it's moving will cause the object to speed up.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1-2

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Location: Printable: Studies Weekly Online, Unit 2, Activity 2, "Exit Ticket" (PDF pg. 1-2)

Original Text: Unit Title: Activity 2

Updated Text: Properties on the Playground: Activity 2

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1-2; 4-6

Location: Printable: Studies Weekly Online, Unit 2, Performance Task Answer Key (PDF pg. 1-2; 4-6)

Original Text: (Pgs. 1-2; 4-6 contain the student performance task.)

Updated Text: (Removed student facing performance task)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1-3

Location: Studies Weekly Online, Unit 17, Survival on the Texas Prairie: Performance Task (PDF pg. 1-3)

Original Text: (Depth of Knowledge not filled out on the Assessment Map) (Ecosystem Cards are on two pages.)
(Contains the answer key)

Updated Text: (Added Depth of Knowledge as follows: Both Tasks 1 and 2 are assigned a DOK of 2.) (Adjusted the Ecosystem Cards to be on one page) (Removed the answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1-3

Location: Printable: Studies Weekly Online, Unit 18, Performance Task (PDF pg. 1-3)

Original Text: (PDF pg. 1) Spinner of Changes (with external link) (PDF pg. 2,3 contains an answer key)

Updated Text: (PDF pg. 1) Spinner of Changes (no link) (removed answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 1-3

Location: Printable: Studies Weekly Online, Unit 19, "The Dead Zone: Performance Task" (PDF pg. 1-3)

Original Text: (PDF pg. 1: No Depth of Knowledge numbers provided) (PDF pg. 2-3: Contains the answer key)

Updated Text: (PDF pg. 1: Provided Depth of Knowledge numbers for each task) (Removed answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

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Current Page Number(s): PDF pg. 14

Location: Printable: Studies Weekly Online, Unit 6, "Invisible Matter: Answer Keys" (PDF pg. 14)

Original Text: Formative Assessment (description) Use questions 1 and 2 and models to check for proficiency of the success criteria.

Updated Text: Formative Assessment (description) Use questions 1 and 3 to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 15

Location: Printable: Studies Weekly Online, Unit 16, "Plastic Problem-Solving Answer Keys" (PDF pg. 15)

Original Text: General Formative Assessment Rubric

Updated Text: (Moved General Formative Assessment Rubric to the next page and added the EDP Rubric)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 2, Activity 2, "Properties on the Playground: Answer Keys", Formative Assessment (PDF pg. 2)

Original Text: As an alternative, a STAAR-style assessment question is provided as an exit ticket.

Updated Text: Alternatively, use the STAAR (added a registered trademark) style assessment Measuring Size: Exit Ticket to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 2)

Original Text: Charging Wire metal; runs inside the phone and connects its components The contacts connect the other pieces and allow energy/electricity to travel throughout.

Updated Text: Charging Wire The outside of the charging wire is covered with plastic. There are metal prongs to connect to an outlet on one end and a metal piece to connect to the phone on the other end. Although they are not visible, I know there are metal wires inside the plastic. The cord connects the outlet to the phone, allowing energy to flow from the outlet to the phone. This charges the battery and powers the phone.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do? Week Assessment" (PDF pg. 2)

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Original Text: (Census Pie Charts)Based on the data in the graph, which conclusion is reasonable from the 2020 census versus the 2010 census?a. A larger percentage of white people voted in 2020.b. A smaller percentage of Asian people voted in 2020.c. A larger percentage of Hispanic people voted in 2020.d. An equal number of African Americans voted each year.

Updated Text: (World Population Pie Charts)Which conclusion is reasonable based on the data in the pie charts?a. A larger percentage of the world's population lived in Europe in 2019 than in 1950.b. A smaller percentage of the world's population lived in Asia in 2019 than in 1950.c. A larger percentage of the world's population lived in Africa in 2019 than in 1950.d. A smaller percentage of the world's population lived in South America in 2019 than in 1950.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 4, "Magnetic Powers: Unit Assessment", Question 4 (PDF pg. 2)

Original Text: James dropped a metal spoon down the drain.

Updated Text: James dropped a metal spoon made of steel down the drain.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 17, Survival on the Texas Prairie: Performance Task (PDF pg. 2)

Original Text: Streams (Image of a Stream) Streams make up an important part of a healthy ecosystem. They are home to different types of fish, frogs, and even some plants, such as algae. Streams also provide drinking water to a variety of forest animals, such as squirrels and deer. Beavers build dams and lodges in streams to sleep, stay warm, hide from predators, and raise their babies. Predators, like some birds and bears, use rivers to hunt for fish. The temperature of the water in a stream affects how well algae can create its own food. If the temperature of the water is warmer and there is more sunlight shining on the stream, the algae can thrive and create more nutrients for other organisms.

Updated Text: Great Horned Owl (Image of Great Horned Owl and Owlets) Great Horned Owls are mighty forest predators. These skilled hunters feed on a variety of other forest creatures, such as mice, rabbits, and snakes. They build their nests high in trees where they raise their young, safely hidden by leaves and tree branches. By using different calls, or hoots, Great Horned Owls communicate a variety of messages to other owls in the area. Great Horned Owls are nocturnal creatures, meaning they do most of their hunting at night. Under the cover of darkness, these amazing creatures glide silently through the air to catch their next meal. These unique birds also adjust their behaviors to thrive in a variety of temperatures. For instance, in overcast, cool weather, they may hunt earlier in the day while their prey is more active.

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ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 4, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are: conductivity: a property of matter that describes materials that allow electricity to flow displace: when a substance or object pushes out water to make room for itself

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insoluble: substances that do not dissolve in water insulation: a property of matter that describes material stops the flow of electricity magnetism: an attracting or repelling force between two objects mixture: the process of combining two or more substances property: the quality or how we describe something solubility: the ability to dissolve soluble: substances that dissolve in water

Updated Text: (Removed: conductivity, displace, insoluble, insulation, magnetism, solubility, soluble; Added: magnetic; Adjusted definitions for: mixture, property) Review the following terms: magnetic: attracted or repelled by a magnet mixture: a combination of two or more substances. Each substance keeps its own physical properties and can be easily separated. property: a characteristic of a given material

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 9, "Home Learning Letter" (PDF pg. 2)

Original Text: chemical reaction: when two or more chemicals are changed into something different

Updated Text: chemical reaction: when two or more substances combine and change into a new substance

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Unit 1 Week 1, Activity 3, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 2)

Original Text: Formative Assessment (description) Use students' responses about the "Building Blocks" activity to check for mastery of the success criteria.

Updated Text: Formative Assessment (description) Use students' responses from the "Building Blocks" activity to check for mastery of the success criteria.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 6, "Sorting States of Matter" (PDF pg. 2)

Original Text: Drawing Particles of Matter

Updated Text: Sorting States of Matter

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 11, Performance Task (PDF pg. 2)

Original Text: (Contains the Performance Task Answer Key)

Updated Text: (Removed Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Unit 1 Week 1 , Activity 4, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 2)

Original Text: Formative Assessment (description) Use the "Reflect and Connect" questions to check for the proficiency of the success criteria.

Updated Text: Formative Assessment (description) Use students' responses to the "Reflect and Connect" section to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 13, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are: condensation: the process of a substance going from a gas to a liquid evaporation the process of a liquid going from a liquid to a gas precipitation: when any water or frozen water falls back to Earth water cycle: the pathway that water takes as it travels the Earth in different forms (n/a)

Updated Text: Review the following terms: condensation: when a gas changes to a liquid evaporation: when a liquid changes to a gas precipitation: when liquid or frozen water falls to Earth in the form of rain, hail, sleet, or snow water cycle: the process that all water follows as it moves between land and air on Earth What role does the ocean have in the water cycle?

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 3, "Fifth Grade: What Do Scientists Do? Answer Keys" (PDF pg. 2)

Original Text: Activity 3, Student Edition Answers: Identify the disadvantages of the model.

Updated Text: Activity 3, Student Edition Answers: Identify the limitations of the model.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 19, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are: impact: having a strong effect on something Review the following terms: ecosystem, organism, predator, prey

Updated Text: Review the following terms: ecosystem: a community of living things interacting with their environment organism: a living thing

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 6, "Invisible Matter: Flash Cards" (PDF pg. 2)

Original Text: a tiny portion or piece of matter describing something that is real and can be changed or manipulated

Updated Text: a tiny unseen piece of matter the matter or material from which something is made; describing something that is real and can be changed or manipulated

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 2, Activity 7 "Properties on the Playground Reading Comprehension" (PDF pg. 2)

Original Text: Activity 7: The Properties of Metals

Updated Text: Activity 7: Thermal Conductivity: Part One

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 20, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are: average: the central number in a dataset Review the following terms: conserve, predator, structure, and function. What is a predator?

Updated Text: Review the following terms: conserve: to save structure - a part of an organism function - intended purpose What are some examples of structures of organisms? What is the function of each structure?

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 7, Activity 3, "Force of the Athlete: Unit Answer Keys" (PDF pg. 2)

Original Text: Student Edition Answers Vocabulary unequal force: when two pushes or pulls are acting on one object in opposite directions with opposite amounts of strength

Updated Text: Student Edition Answers Vocabulary unequal force: when two pushes or pulls are acting on one object in opposite directions with different amounts of strength

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

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Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 12, Performance Task

Original Text: (Contains the Performance Task Answer Key)

Updated Text: (Removed Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2, 3

Location: Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task Answer Key" (PDF pg. 2, 3)

Original Text: (Contains the BEEhavior Explanation and Oral Explanation Rubric)

Updated Text: (Removed the BEEhavior Explanation and Oral Explanation Rubric)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2, 4

Location: Printable: Studies Weekly Online, Unit 7, Activity 4, "Walking with Water Investigation" (PDF pg. 2, 4)

Original Text: Investigation Chart Part 2

Updated Text: Investigation Questions Part 2

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2, 5

Location: Printable: Studies Weekly Online, Unit 18, "Wolves and Webs: Unit Answer Keys" (PDF pg. 2, 5)

Original Text: (PDF pg. 2) Matter Model How does matter cycle through a wolf's food web? (PDF pg. 5) Questions How did the removal of the top predator in the food web affect the population of organisms below it? (There were more of the animals that wolves eat and fewer of other plants and animals.) Predict how the change in population of organisms in the ecosystem would affect the cycling of matter and flow of energy in the food web. (With a decrease in the population of many animals, there would be less matter to cycle in the food web. With the increase in elk, too many plants would be eaten. With fewer plants, there would be less energy to flow in the food web.) How does the removal of a top predator affect stability in an ecosystem over time? (The ecosystem isn't stable. There are too many elk and not enough plants or other animals. Animals would not have enough to eat, and they would die. Eventually, there wouldn't be enough plants, and the elk would die, too.)

Updated Text: (PDF pg. 2) Matter Model Draw a revised model of the wolf's food chain from Activity 2 to show how matter cycles through a wolf's food web. Write a sentence beneath your model explaining why this is a cycle. (PDF pg. 5) (Removed the questions and answers from this location)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

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Current Page Number(s): PDF pg. 2-3

Location: Studies Weekly Online, Unit 13, "Wonders of Weather: Performance Task Answer Key" (PDF pg. 2-3)

Original Text: (PDF pg. 2, 3 Contains the Performance Task Answer Key)

Updated Text: (Removed Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2-4

Location: Printable: Studies Weekly Online, Unit 20, "Built for Desert Life: Performance Task" (PDF pg. 2-4)

Original Text: (Contains answer key and scoring rubric)

Updated Text: (Removed answer key and scoring rubric)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 2-6

Location: Studies Weekly Online, Unit 15, Performance Task (PDF pg. 2-6)

Original Text: (PDF pg. 2, 3 contains the answer key) (PDF pg. 5, 6 image of valley with river)

Updated Text: (Removed answer key) (PDF pg. 3,4 image of valley forming by a glacier)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 3

Location: Printable, Studies Weekly Online, Unit 13, "Wonders of Weather: Unit Answer Keys" (PDF pg. 3)

Original Text: (n/a)

Updated Text: Investigation Questions: How does the sun affect weather? Explain. Answers may vary. Example: The sun heats the ocean causing liquid water to evaporate into water vapor (gas). Eventually, the water vapor rises high into the atmosphere, cools, and condenses into clouds. When clouds become too heavy, precipitation occurs. How does the ocean affect weather? Explain. Answers may vary. Example: Oceans are the largest sources of water on Earth. Without ocean water, much less liquid would be heated by the sun. This would result in very little precipitation.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 3, 4

Location: Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task" (PDF pg. 3, 4)

Original Text: (Contains the answer key)

Updated Text: (Removed the answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 3, 5

Location: Printable: Studies Weekly Online, Unit 5, "Magical Mixing Matter: Unit Answer Keys" (PDF pg. 7)

Original Text: Activity 3 (PDF pg. 3) Student Edition Answers Weights of Ingredients (bar graph) Salt (no bar) Water (no bar) Calculated sum of ingredient weights (no bar) Prediction of weight when combined (no bar) Actual weight when combined (no bar) Activity 4 (PDF pg. 5) (n/a)

Updated Text: Activity 3 (PDF pg. 3) Student Edition Answers Weights of Ingredients (bar graph) Salt (bar showing) 17 grams Water (bar showing) 110 grams Calculated sum of ingredient weights (bar showing) 127 grams Prediction of weight when combined (bar showing) 127 Actual weight when combined (no bar) Activity 4 (PDF pg. 5) Student Edition Answers Weights of Ingredients (bar graph) Salt (bar showing) 17 grams Water (bar showing) 110 grams Calculated sum of ingredient weights (bar showing) 127 grams Prediction of weight when combined (bar showing) 127 grams Actual weight when combined (bar showing) 127 grams

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF Pg. 3-5

Location: Printable: Studies Weekly Online, Unit 3, Performance Task (PDF pg. 3-5)

Original Text: Performance Task Answer Key (all answers for the tasks)

Updated Text: (Removed answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 3-5

Location: Studies Weekly Online, Unit 16, Performance Task

Original Text: (Contains the Performance Task Answer Key)

Updated Text: (Removed the Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 4

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 5, "Texas Science: What Do Scientists Do?" (PDF pg. 4)

Original Text: (Page 4 is flipped upside down.)

Updated Text: (Page 4 is flipped right side up.)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 4

Location: Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task" (PDF pg. 4)

Original Text: (BEEhavior Explanation and Oral Explanation Rubric on two pages) ("Notes" page embedded with "Parent:" and "Offspring")

Updated Text: (BEEhavior Explanation with Oral Explanation Rubric on one page) (Removed embedded "Notes" and included as a full page of its own; Removed "Parent" and "Offspring")

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 4

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "Fifth Grade: What Do Scientists Do? Answer Keys" (PDF pg. 4)

Original Text: Use the student edition responses to check for proficiency of the success criteria.

Updated Text: Use the graphing questions to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 4

Location: Printable, Studies Weekly Online, Unit 13, "Wonders of Weather: Unit Answer Keys" (PDF pg. 4)

Original Text: (n/a)

Updated Text: (Added the chart currently on Activity 3/PDF pg. 2 and included answers for Activity 4. See below.) Day 2: Weight of Bag and Water: Bag One: 484 g - may vary slightly Day 2: Weight of Bag and Water: Bag Two: 484 g - may vary slightly Sketch Observations - Answers may vary.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 4, 5

Location: Printable: Studies Weekly Online, Unit 15, "There is No U in Texas: Unit Answer Keys" (PDF pg. 4, 5)

Original Text: (PDF pg. 4) Formative Assessment (description): Use students' Landform Graphic Organizers and models in the student edition to check for proficiency of the success criteria. (PDF pg. 5) Look at the Palo Duro Canyon Satellite image. What is the main source of water erosion in the image? (all text in red except for "Palo Duro Canyon Satellite" in blue)

Updated Text: (PDF pg. 4) Formative Assessment (description): Use students' Landform Graphic Organizers to check for proficiency of the success criteria. (PDF pg. 5) Look at the Palo Duro Canyon Satellite image. What is the main source of water erosion in the image? (all text in black except for "Palo Duro Canyon Satellite" in blue)

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ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 4, 7

Location: Printable: Studies Weekly Online, Unit 9, "The Sun's Energy Makes Sugar!" (PDF pg. 4, 7)

Original Text: 3. Plants change glucose into a special sugar or fruit. What is the name of that special sugar? a. dextrose b. fructose (bolded and red text to indicate correct answer on PDF pg. 7) c. galactose d. sucrose

Updated Text: 3. What is the first ingredient in photosynthesis? a. air b. water (bolded and red text to indicate correct answer on PDF pg. 7) c. glucose d. sunlight

Component: Texas Science Studies Weekly: 5th Grade Student Edition with Online Access
ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): PDF pg. 5

Location: Printable, Studies Weekly Online, Unit 6, "Texas Science: Invisible Matter" (PDF pg. 5)

Original Text: Activity 5: Thomas Edison

Updated Text: (Removed this article - no updated text)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5

Location: Studies Weekly Online, Unit 11, Performance Task (PDF pg. 5)

Original Text: Task 3: Maria wants to observe a light on a table by looking through two different cardboard tubes as shown. (image) Which tube will allow the light to be seen and why?

Updated Text: Task 3: Amy is conducting an experiment to see which tube will allow light to be seen. (Removed original image and replaced with new one) Which tube will allow Amy to see the light and why?

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5

Location: Studies Weekly Online, Unit 11, Performance Task Answer Key (PDF pg. 1)

Original Text: Task 3: Answers may vary but could include: Maria would want to choose the straight tube only. Light travels in a straight line and will not go through the bent tube. With the straight line, the light will go directly to Maria's eye.

Updated Text: Task 3: Answers may vary. Example: The straight tube will allow Amy to see the light. This is because light travels in a straight line and will be absorbed by the bent tube.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 5, "What Do Scientists Do? (PDF Pg. 5)

Original Text: (title) Activity 5: Thomas Edison

Updated Text: (title) Activity 5: Resources, Discoveries, and Innovations

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5, 10

Location: Printable: Studies Weekly Online, Unit 11, "Light Interactions: Unit Answer Keys" (PDF 5, 10)

Original Text: (PDF pg. 5) Predict how the light hitting a mirror is related to light reflecting off a mirror. (a duplicate table is right after the first Investigation Table) (PDF Pg. 10) Explain how the light travels and how it is affected as it interacts.

Updated Text: (PDF pg. 5) Predict what will happen to the path of light when it reflects off the mirror. (Removed duplicate table) (PDF pg. 10) Explain how the light travels and how it is affected as it interacts with the object or material.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5, 6

Location: Printable, Studies Weekly Online, Unit 12, "Patterns in the Sky: Unit Answer Keys" (PDF pg. 5, 6)

Original Text: (PDF pg. 5) Formative Assessment: Participation Student Edition Response (PDF pg. 6) Formative Assessment: Student Edition Response Presentation

Updated Text: (PDF pg. 5) Formative Assessment: Participation and Student Edition Response (PDF pg. 6) Formative Assessment: Student Edition Response and Presentation

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5, 6

Location: Printable, Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Unit Answer Keys" (PDF pg. 5, 6)

Original Text: Formative Assessment (descriptions) (PDF pg. 5) Use students' energy flow diagrams and responses to the investigation questions in their student editions to check for proficiency of the success criteria. (PDF pg. 6) Use students' models and final explanations to check for proficiency of the success criteria.

Updated Text: (Changed formative assessment descriptions. See below.) (PDF pg. 5) Use the energy flow diagrams and investigation questions to check for proficiency of the success criteria. Alternatively, or in addition, use the ins and Outs of Energy: Exit Ticket to check for proficiency of the success criteria. (PDF pg. 6) Use students' models and final explanations to check for proficiency of the success criteria. Use the rubric for guidance.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 5, 6

Location: Printable: Studies Weekly Online, Unit 5, "Magical Mixing Matter: Unit Answer Keys" (PDF pg. 5, 6)

Original Text: Student Edition Answers Write a compare-and-contrast paragraph describing the properties of the salt before and after it was mixed with the water. Was the weight of the salt conserved when mixed with water? Use evidence from your investigation to support your response. What property of salt causes a change in its appearance when combined with water to create a solution?

Updated Text: (Added numbers) Student Edition Answers 1. Write a compare-and-contrast paragraph describing the properties of the salt before and after it was mixed with the water. 2. Was the weight of the salt conserved when mixed with water? Use evidence from your investigation to support your response. 3. What property of salt causes a change in its appearance when combined with water to create a solution?

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 6

Location: Printable, Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Unit Answer Keys" (PDF pg. 6)

Original Text: (n/a)

Updated Text: (Added Applied Science Writing prompt and sample answer. See below.) Applied Science Writing Have students write in their student edition about an energy transformation they can observe in a system in their home, school, or community. Answers may vary. Example: In my house, we have a toaster plugged into the wall. The toaster is a system made of components. It has a cord, which is plugged into the wall, where it gets electricity. When the button is pushed down on the toaster, the electrical energy is transformed into thermal energy. I know this because I feel the toaster getting hot, and my bread gets toasted. There is also an energy transformation from electrical energy to light energy because I can see the coils inside getting red when they get hot. The coils are metal, so they conduct the thermal energy from the toaster to the bread. This gives me toast.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 6, 9, 12

Location: Studies Weekly Online, Unit 16, Performance Task

Original Text: (PDF pg. 6; Word "constraints" currently on two lines)(PDF pg. 9; Disposal Dilemma Image and Design Dilemma Ideas not on individual pages)(PDF pg. 12-14; Rubric is too large with awkward page breaks)(PDF pg. 12; Rubric title box) Subtotal

Updated Text: (Corrected "constraints" to only be on one line)(Placed Disposal Dilemma Image and Design Dilemma Ideas both on their own pages)(Adjusted the rubric to fit on one or two pages)(Removed the word "Subtotal" from the rubric title box)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 7

Location: Printable: Studies Weekly Online, Unit 5, "Magical Mixing Matter: Unit Answer Keys" (PDF pg. 7)

Original Text: Student Edition Answers Was the weight of the sugar conserved when it was mixed with water?

Updated Text: Student Edition Answers Was the weight of the sugar conserved when it was mixed with water? Use evidence from the investigation and explain your reasoning.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): PDF pg. 8

Location: Printable: Studies Weekly Online, Unit 2, Activity 6, Vocabulary, "Properties on the Playground: Answer Keys" (PDF pg. 8)

Original Text: A material that conducts electricity or allows electrical energy to flow has the property of conductivity. Insulation is the property of matter that stops the flow of electricity.

Updated Text: (added "heat" to each definition) A material that conducts electricity or allows electrical energy and heat to flow has the property of conductivity. Insulation is a property of matter that describes a material that stops the flow of electricity and heat.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.24 (PDF pg. 4)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 2 (PDF pg. 4)

Original Text: (n/a)

Updated Text: Student Support Resources Title: Falling Dominoes: Content Video Media: Video Description: This video shows dominoes falling as an example of cause and effect. This video is used in Activity 2. Title: How Does an Ocean Wave Transfer Energy Across the Ocean: Content Video Media: Video Description: This video supports understanding of energy and matter by showing waves on a beach. This video is used in Activity 4.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 1 (PDF pg. 1)

Location: Student Edition, Unit 2, Activity 6 (PDF pg. 1)

Original Text: Vocabulary: A material that _____ electricity or allows electrical energy to flow has the property of _____. _____ is the property of matter that stops the flow of electrical energy. These materials are known as _____.

Updated Text: (added "heat" to each fill-in-the-blank definition) Vocabulary: A material that _____ electricity or allows electrical energy and heat to flow has the property of _____. _____ is the property of matter that stops the flow of electrical energy and heat. These materials are known as _____.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 1 (PDF pg. 1)

Location: Student Edition, Unit 15, Activity 6 (PDF pg. 1)

Original Text: 3. After your class discussion, add information from the Landform Graphic Organizer to the "canyons" column of the T-chart in your science notebook.

Updated Text: (Removed step 3 - no updated text)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): pg. 1.12 (PDF pg. 12)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!; Activity 2; Reading to Learn; Step 4a (PDF pg. 12)

Original Text: Optional: You may wish to present the Scientific Tools Intro and Science Safety videos.

Updated Text: Optional: You may wish to present the Scientific Tools Intro video.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): pg. 1.12 (PDF pg. 12)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!; Activity 2 (PDF pg. 12)

Original Text: (left hand column) Optional: Scientific Tools Intro Science Safety

Updated Text: (left hand column) Optional: Scientific Tools Intro

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.22 (PDF pg. 2)

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart (PDF pg. 2)

Original Text: (The RTC list does not have corresponding activity numbers listed.)

Updated Text: (Added corresponding activity numbers to the RTC list)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.23 (PDF pg. 3)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 2 (PDF pg. 3)

Original Text: New Vocabulary (no asterisk on the vocabulary words or disclaimer)

Updated Text: (Added an asterisk to each vocabulary word and added the disclaimer listed below.) *Vocabulary may be previously taught from prior grades.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.42, 1.43, 1.44, 1.47, 1.49, 1.50, 1.56 (PDF pg. 1,2,3,6,8,9,15)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 1, Week 3 (PDF pg. 1,2,3,6,8,9,15)

Original Text: Science and Engineering Practices

Updated Text: (Replaced all instances of "science and engineering practices" with "scientific and engineering practices")

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.49 (PDF pg. 8)

Location: Teacher Edition, Unit 1, Week 3, Activity 1 (PDF pg. 8)

Original Text: Teacher Note Prior to the activity, use the Ask Questions: Teacher Instruction Page to prepare. Collaborative Learning 4. Have students follow the instructions at each station to complete each rotation.

Updated Text: Teacher Note Prior to the activity, use the Ask Questions: Teacher Instruction Page and the Ask Questions: Station Instructions to prepare the necessary materials. Collaborative Learning 4. Have students follow the Ask Questions: Stations Instructions at each station to complete each rotation.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.67 (PDF pg. 2)

Location: Teacher Edition, Unit 1, Week 4, Standards Coverage Chart (PDF pg. 2)

Original Text: (n/a)

Updated Text: ELPS 4: Reading F. Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 1)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.7-1.41 (PDF pg. 7-41)

Location: Teacher Edition, Unit 1, Week 2, Activities 1-5 (PDF pg. 7-41)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.77 (PDF pg. 12)

Location: Teacher Edition, Unit 1, Week 4, Activity 2 (PDF pg. 12)

Original Text: (left hand column) Vocabulary ideate: to use the process of forming ideas

Updated Text: (left hand column) Vocabulary ideate: the process of forming ideas

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.80 (PDF pg. 15)

Location: Teacher Edition, Unit 1, Week 4, Activity 3, (PDF pg. 15)

Original Text: n/a

Updated Text: (Added Develop and Use Models to left-hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.82 (PDF pg. 17)

Location: Teacher Edition, Unit 1, Week 4, Activity 4 (PDF pg. 17)

Original Text: Introduce Activity 6. Explain to students that there are many ways to organize data that has been collected from investigation and engineering design tests. 7. Display the How to Organize Data (Observations and Evidence) printable. 8. Assign each student pair to a type of graphic organizer and have them briefly discuss it. a. Let students know they will be expected to teach the rest of the class about their graphic organizer type. 9. Allow pairs to share each type of graphic organizer.

Updated Text: Introduce Activity 6. Remind students that there are many ways to organize data that has been collected from investigations and engineering design tests. 7. Display the How to Organize Data printable. 8. Discuss: What type of graphic organizer do you think would be best for displaying your data?

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 1.82 (PDF pg. 17)

Location: Teacher Edition, Unit 1, Week 4, Activity 4, (PDF pg. 17)

Original Text: (left hand column) Printable How to Organize Data (Observations and Evidence) (Lesson Guide) Introduce Activity 7. Display the How to Organize Data (Observations and Evidence) printable.

Updated Text: (left hand column) Printable How to Organize Data (Lesson Guide) Introduce Activity 7. Display the How to Organize Data printable.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 10.18, 10.37 (PDF pg. 18, 37)

Location: Teacher Edition, Unit 10, Activities 3 and 9 (PDF pg. 18, 37)

Original Text: (n/a)

Updated Text: (PDF pg. 18; Added Structure and Function to the RTC list in the left hand column) (PDF pg. 37; Added the Circuit Construction Simulation: Teacher Instruction Page in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 11.2 (PDF pg. 2)

Location: Teacher Edition, Unit 11, Activity Summary (PDF pg. 2)

Original Text: (n/a)

Updated Text: (Added pages numbers to the Activity Summary)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 11.27 (PDF pg. 27)

Location: Teacher Edition, Unit 11, Optional: Extension Activities (PDF pg. 27)

Original Text: (left hand column) Seeing Colors; The Sextant; Light Pollution1. Bending Light Simulation

Updated Text: (Removed "Seeing Colors; The Sextant; and Light Pollution" from the left hand column)1. Bending Light Simulation (20 minutes)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 11.7-11.27 (PDF pg. 7-27)

Location: Teacher Edition, Unit 11 (PDF pg. 7-27)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 12.12, 12.16 (PDF pg. 12, 16)

Location: Teacher Edition, Unit 12, Activities 2 and 3 (PDF pg. 12, 16)

Original Text: (PDF pg. 12, n/a) (PDF pg. 16, n/a)

Updated Text: (PDF pg. 12; added Patterns to the RTC list in the left-hand column) (PDF pg. 16, added Protractor Printable to the left-hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 12.3 (PDF pg. 3)

Location: Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC Cause and Effect Patterns (n/a)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: RTC 5.5: Cause and Effect 5.5: Patterns ELAR 5.6: Comprehension Skills: B: Generate questions about text before, during, and after reading to deepen understanding and gain information. (Activity 4)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 12.7-12.25 (PDF pg. 7-25)

Location: Teacher Edition, Unit 12 (PDF pg. 7-25)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 13.12 (PDF pg. 12)

Location: Teacher Edition, Unit 13, Activity 2 (PDF pg. 12)

Original Text: (n/a)

Updated Text: (Added Step 4b. See below) b. Optional: Show the "Science in 60 Seconds: Water Cycle" video.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 13.3 (PDF pg. 3)

Location: Teacher Edition, Unit 13, Standards Coverage Chart (PDF pg. 3)

Original Text: 5.3: Develop Explanations and Propose Solutions 5.3: Communicate Explanations and Solutions (Activities 4, 5)

Updated Text: 5.3: Develop Explanations and Propose Solutions (Activities 4, 5) 5.3: Communicate Explanations and Solutions

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 13.7-13.22 (PDF pg. 7-22)

Location: Teacher Edition, Unit 13 (PDF pg. 7-22)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 13.8 (PDF pg. 8)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 13 (PDF pg. 8)

Original Text: (Incorrect thumbnail for the first week of the SE)

Updated Text: (Removed the incorrect thumbnail and replaced with the correct thumbnail)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 15.15 (PDF pg. 15)

Location: Teacher Edition, Unit 15, Activity 2 (PDF pg. 15)

Original Text: Investigation alternatives are listed on this page as well.

Updated Text: (Removed this sentence from the Teacher Note)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 15.15-15.44 (PDF pg. 15-44)

Location: Teacher Edition, Unit 15, Activities 2, 3, 4, 5, 6, 9, 10 (PDF pg. 15-44)

Original Text: (left hand column) Image Postcard Posters

Updated Text: (Changed the Postcard Posters to a printable in the left hand column of each lesson)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 15.22 (PDF pg. 22)

Location: Teacher Edition, Unit 15, Activity 4 (PDF pg. 22)

Original Text: (left hand column) SEP Conduct Investigations

Updated Text: (left hand column) SEP Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 15.22, 15.30, 15.33, 15.41 (PDF pg. 22, 30, 33, 41)

Location: Teacher Edition, Unit 15, Activities 4, 6, 7, 9 (PDF pg. 22, 30, 33, 41)

Original Text: (n/a)

Updated Text: (PDF pg. 22; Added the Land Dips: Investigation Plan printable to the left hand column) (PDF pg. 30; Added the Landform Graphic Organizer printable to the left hand column) (PDF pg. 33; Added U-shaped Valley Flipbook Model Sort and U-shaped Valley Flipbook Model: Instruction Page printables to the left hand column) (PDF pg. 41; Added the Landform Graphic Organizer printable to the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Type: Editorial Change

Current Page Number(s): Pg. 15.37, 15.44 (PDF pg. 37, 44)

Location: Teacher Edition, Unit 15, Activities 7 and 10 (PDF pg. 37, 44)

Original Text: (PDF pg. 37)Formative Assessment Printable (icon)(PDF pg. 44; left hand column)ELPS 2I, 3D, 3E

Updated Text: (PDF pg. 37)(Removed Formative Assessment Printable icon)(PDF pg. 44; left hand column)ELPS 2I, 5B

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 15.9-15.46 (PDF pg. 9-46)

Location: Teacher Edition, Unit 15 (PDF pg. 9-46)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 16.3, 16.4 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 16, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: (PDF pg. 3) SEP 5.1: Plan and Conduct Investigations and Design Solutions B: Use scientific practices to plan and conduct simple descriptive and simple experimental investigations and use engineering practices to design solutions to problems. (Activity 4, 8, 10) (PDF pg. 4; n/a)

Updated Text: (PDF pg. 3; Added activity 9 to SEP Plan and Conduct Investigations and Design Solutions) (PDF pg. 4; Added two ELAR standards and corresponding activities. See below.) 5.1: Developing and Sustaining Foundational Language Skills D: Work collaboratively with others to develop a plan of shared responsibilities. (Activity 7) 5.13: inquiry and Research A: Develop and follow a research plan with adult assistance. (Activity 7)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 16.33 (PDF pg. 33)

Location: Teacher Edition, Unit 16, Activity 7 (PDF pg. 33)

Original Text: (left hand column) Printable Plastic Problem-Solving: Research

Updated Text: (left hand column) Printable Plastic Problem-Solving: Research Graphic Organizer

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 16.37 (PDF pg. 37)

Location: Teacher Edition, Unit 16, Activity 8 (PDF pg. 37)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: How to Organize Data (Observations and Measurements)

Updated Text: (Changed printable title in the left hand column and Developing Differentiation section. See below.) How to Organize Data

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 16.7 (PDF pg. 7)

Location: Teacher Edition, Unit 16, Student Support Resources (PDF pg. 7)

Original Text: Plastic Problem-Solving: Engineering Design Scenario Video This video will introduce students to the engineering design scenario.

Updated Text: (Removed Plastic Problem-Solving: Engineering Design Scenario Video and description)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 17.17, 17.20, 17.34 (PDF pg. 17, 20, 34)

Location: Teacher Edition, Unit 17, Activities 3, 4, and 8 (PDF pg. 17, 20, 34)

Original Text: (PDF pg. 17; left hand column) ELPS 4G (PDF pg. 20, n/a) (PDF pg. 34; left hand column) Video Prairie Dog

Updated Text: (PDF pg. 17; Removed ELPS 4G from the left hand column) (PDF pg. 20; Added ELPS 4G to the left hand column) (PDF pg. 34; Changed the video "Prairie Dog" to "Prairie Dogs on the Texas Prairie")

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 17.3 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 17, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: 5.3: Listen Actively and Discuss Activities 5, 7, 8 ELPS 3B Activities 1, 8, 9 ELAR 5.6: Comprehension Skills C: Make and correct or confirm predictions using text features, characteristics of genre, and structures. Activity 3

Updated Text: 5.3: Listen Actively and Discuss (Added Activity 10) Activities 5, 7, 8, 10 ELPS 3B (Added Activity 4) Activities 1, 4, 8, 9 (Removed ELAR 5.6C and the corresponding activity from the standards coverage chart)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 18.7-18.26 (PDF pg. 7-26)

Location: Teacher Edition, Unit 18 (PDF pg. 7-26)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 19.3 (PDF pg. 3)

Location: Teacher Edition, Unit 19, Standards Coverage Chart (PDF pg. 3)

Original Text: (n/a)

Updated Text: (Updated the Standards Coverage Chart to match the left hand column of the Lesson Guides for SEP and RTC coverage; Added complete ELPS standards)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 19.6, 19.18 (PDF pg. 6,18)

Location: Teacher Edition, Unit 19, Activity Summary Chart and Activity 5 (PDF pg. 6, 18)

Original Text: (PDF pg. 6) I can define how humans cause instability and positive change in the Dead Zone in the Gulf of Mexico.(PDF pg. 18) I can explain how human activities can be beneficial or harmful to the dead zone and affect the stability of the ocean ecosystem.

Updated Text: (PDF pg. 6) I can explain how human activities can be beneficial or harmful to the Dead Zone and affect the stability of the ocean ecosystem.(PDF pg. 18) I can explain how human activities can be beneficial or harmful to the Dead Zone and affect the stability of the ocean ecosystem.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 19.6-19.19 (PDF pg. 6-19)

Location: Teacher Edition, Unit 19 (PDF pg. 6-19)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*
ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 2 (PDF pg. 2)

Location: Student Edition, Unit 10, Activity 4 (PDF pg. 2)

Original Text: (n/a)

Updated Text: (Added an ELAR button)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 2.27, 2.28 (PDF pg. 27, 28)

Location: Teacher Edition, Unit 2, Activity 6 (PDF pg. 27, 28)

Original Text: (Left Hand Column, PDF pg. 27) Vocabulary conductivity: a property of matter that describes materials that allow electricity to flow insulation: a property of matter that describes a material that stops the flow of electricity (Vocabulary, PDF pg. 27) 7. Say: In **Science**, materials that allow electricity to flow have the property of conductivity. (Vocabulary, PDF Pg. 28) 9. Say: In **Science**, when a material stops the flow of electricity, it has the property of insulation.

Updated Text: (Left Hand Column, PDF pg. 27) Vocabulary conductivity: a property of matter that describes materials that allow electricity and heat to flow insulation: a property of matter that describes a material that stops the flow of electricity and heat (Vocabulary, PDF pg. 27) 7. Say: In **Science**, materials that allow electricity and heat to flow have the property of conductivity. (Vocabulary, PDF Pg. 28) 9. Say: In **Science**, when a material stops the flow of electricity and heat, it has the property of insulation.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 2.27, 2.32 (PDF pg. 27, 32)

Location: Teacher Edition, Unit 2, Activities 6 and 8 (PDF pg. 27 and 32)

Original Text: (first subheading) Whole Group (left hand column) RTC: Patterns; Structure and Function

Updated Text: (first subheading) Student-Driven Inquiry (left hand column) RTC: Patterns; Structure and Function; (Added RTC) Energy and Matter

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 2.3, 2.4 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: (n/a)

Updated Text: SEP 5.4B: 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 to investigate STEM careers. (Activity 1)ELAR 5.7: Response Skills B: Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. (Activity 8)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 20.23 (PDF pg. 23)

Location: Teacher Edition, Unit 20, Extension Activities (PDF pg. 23)

Original Text: Peppered Moths (45 minutes): Students will read an article about peppered moths and answer questions.

Updated Text: Peppered Moths (20 minutes): Students will read an article about peppered moths.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 21.11-21.20 (PDF pg. 11-20)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 21, Activities 2-5 (PDF pg. 11-20)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 21.3, 21.4

Location: Teacher Edition, Unit 21, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: (PDF pg. 3) RTC 5.5: Patterns A: Identify and use patterns to explain scientific phenomena or to design solutions. (Activities 1, 2, 3, 4) (PDF pg. 4) Misconceptions Animals have behavioral traits that do not serve any purpose.

Updated Text: (PDF pg. 3) RTC 5.5: Patterns A: Identify and use patterns to explain scientific phenomena or to design solutions. (All Activities) (PDF pg. 4; Removed the misconception.)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*
ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 3 (PDF pg. 2)

Location: Student Edition, Unit 2, Activity 3 (PDF pg. 2)

Original Text: (The Activity 3 directions are incorrectly numbered.) Plan Your Investigation

Updated Text: (Changed the Activity 3 directions to be correctly numbered) (Added the word "descriptive" in the heading) Plan Your Descriptive Investigation

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*
ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 3, 4 (PDF pg. 2, 3)

Location: Student Edition, Unit 3, Activities 4 and 5 (PDF pg. 2, 3)

Original Text: (PDF pg. 2) Vocabulary A proposal is a formal _____ or _____ of a solution or idea usually written and supported by a _____ or _____. (PDF pg. 3) Printable Dog Toys Criteria and Constraints

Updated Text: (Added the word "engineering" to the definition; PDF pg. 2) Vocabulary A proposal is a formal _____ or _____ of an engineering solution or idea usually written and supported by a _____ or _____. (PDF pg. 3) Printable Ruff Toy Materials: Criteria and Constraints

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 3.13, 3.19 (PDF pg. 13, 19)

Location: Teacher Edition, Unit 3, Activities 2 and 4 (PDF pg. 13, 19)

Original Text: (left hand column, PDF pg. 13) (n/a) (left hand column, PDF pg. 19) Vocabulary proposal: a formal plan or suggestion of a solution or idea, usually written and supported by a model or data

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Added Stability and Change to the left-hand column; PDF pg. 13) (Added the word "engineering" to the definition of proposal in the left hand column; See below. PDF pg. 19) Vocabulary proposal: a formal plan or suggestion of an engineering solution or idea, usually written and supported by a model or data

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 3.16, 3.26, 3.28 (PDF pg. 16, 21, 26, 28)

Location: Teacher Edition, Unit 3, Activities 3, 8 and 9 (PDF pg. 16, 21, 26, 28)

Original Text: (n/a)

Updated Text: (Added a Printable to left hand column, PDF pg. 16) Ruff Toy Materials: Research Graphic Organizer (Added to the left hand column, PDF pg. 21) Printable Ruff Toy Materials: Criteria and Constraints (Added a tag to the left hand column, PDF pg. 26) ELAR 5.13A: Generate and clarify questions on a topic for formal and informal inquiry. (Added a tag to the left hand column, PDF pg. 28) ELAR 5.13A: Generate and clarify questions on a topic for formal and informal inquiry.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 3.21 (PDF pg. 21)

Location: Teacher Edition, Unit 3, Activity 5 (PDF pg. 21)

Original Text: (n/a) Lesson Guide Make a Plan 5. Materials Analysis: Provide support, as necessary, to students in creating multiplication equations to complete totals for each material.

Updated Text: (Added the Printable, Ruff Toy Materials: Criteria and Constraints, to the left hand column) Lesson Guide Make a Plan 5. Materials Analysis: Provide support, as necessary, to students in creating multiplication equations to complete totals for each material using the Ruff Toy Materials: Criteria and Constraints printable.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 3.28 (PDF pg. 28)

Location: Teacher Edition, Unit 3, Activity 9 (PDF pg. 28)

Original Text: (left hand column) Printable How to Organize Data (Observations and Measurements) Lesson Guide Test the Prototype (Step 1) Tip: You may provide the printable How to Organize Data (Observations and Measurements) to provide guidance to students.

Updated Text: (Removed (Observations and Measurements) from the title) (left hand column) Printable How to Organize Data Lesson Guide Test the Prototype (Step 1) Tip: You may provide the printable How to Organize Data to provide guidance to students.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 3.4 (PDF pg. 4)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 4)

Original Text: RTC 5.5: Cause and Effect B: Identify and Investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 2, 4, 8, 9, 10) 5.5: Systems and System Models D: Examine and model the parts of a system and their interdependence in the function of the system. (Activities 3, 6, 7, 9)

Updated Text: (Updated the activities claimed to match the Lesson Guide) RTC 5.5: Cause and Effect B: Identify and Investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 4, 8, 9, 10) 5.5: Systems and System Models D: Examine and model the parts of a system and their interdependence in the function of the system. (Activities 2, 3, 6, 7, 9)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 3.7 (PDF pg. 7)

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 7)

Original Text: (n/a)

Updated Text: (Added a Teacher Support Resource at the beginning of the table) Ruff Toy Materials: ELD Lesson Differentiated language scaffolds that can be projected to students and taught before or after the core science activities

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): pg. 3.8-3.32 (PDF pg. 8-32)

Location: Teacher Edition, Unit 3 (PDF pg. 8-32)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 4 (PDF pg. 3)

Location: Student Edition, Unit 12, Activity 5 (PDF pg. 3)

Original Text: (n/a)

Updated Text: (added an ELAR button)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 4 (PDF pg. 3)

Location: Student Edition, Unit 11, Activity 5, Station 3 (PDF pg. 3)

Original Text: (n/a)

Updated Text: Investigation Question: Why do you think this happened? Use information from the article to support your ideas.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Type: Editorial Change

Current Page Number(s): Pg. 4 (PDF pg. 3)

Location: Student Edition, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!; Activity 5; Vocabulary (PDF pg. 3)

Original Text: new _____ that are _____ or _____ in thinking

Updated Text: new _____ that are _____ and _____ in thinking

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 4.14, 4.19 (PDF pg. 14, 19)

Location: Teacher Edition, Unit 4, Activities 3 and 5 (PDF pg. 14, 19)

Original Text: (n/a)

Updated Text: (Added ELPS 1D to the left hand column, PDF pg. 14) (Added RTC Cause and Effect to left hand column, PDF pg. 19)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 4.6 (PDF pg. 6)

Location: Teacher Edition, Unit 4, Teacher Support Resources (PDF pg. 6)

Original Text: (n/a)

Updated Text: (Added a Teacher Support Resource at the beginning of the table) Magnetic Powers: ELD Lesson Differentiated language scaffolds that can be projected to students and taught before or after the core science activities

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 5.12 (PDF pg. 12)

Location: Teacher Edition, Unit 5, Activity 2 (PDF pg. 12)

Original Text: (n/a)

Updated Text: (added the SEP Plan and Conduct Investigations to the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 5.3, 5.4 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: RTC 5.5: Cause and Effect B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 3, 4) RTC 5.5: Scale, Proportion, and Quantity C: Use scale, proportion, and quantity to describe, compare, or model different systems. (Activities 2, 4) RTC 5.5: Stability and Change F: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activities 1, 2, 3, 4, 5, 6) ELAR 5.10: Author's Purpose and Craft (Activity 5) C: Analyze the author's use of print and graphic features to achieve specific purposes. Math 5.1: Mathematical Process Standards C: Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (Activities 3, 5)

Updated Text: (Adjusted the Standards Coverage Chart to match the Activities within the lesson guide)(Removed RTC 5.5: Scale, Proportion, and Quantity, description, and corresponding activities from the coverage chart)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 5.6 (PDF pg. 6)

Location: Teacher Edition, Unit 5, Teacher Support Resources (PDF pg. 6)

Original Text: (n/a)

Updated Text: (Added a Teacher Support Resource at the beginning of the table) Magical Mixing Matter: ELD Lesson Differentiated language scaffolds that can be projected to students and taught before or after the core science activities

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 5.7-5.23 (PDF pg. 7-23)

Location: Teacher Edition, Unit 5 (PDF pg. 7-23)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 6.17, 6.23 (PDF pg. 17, 23)

Location: Teacher Edition, Unit 6, Activities 3 and 5 (PDF pg. 17, 23)

Original Text: (PDF pg. 17) (left hand column) Vocabulary substance: describing something that is real and can be changed or manipulated (PDF pg. 23) (left hand column) Vocabulary particle: a tiny portion or piece of matter Multi-Meaning Word a piece of matter so small that it can't be seen

Updated Text: (PDF pg. 17) (left hand column) Vocabulary substance: the matter or material from which something is made; describing something that is real and can be changed or manipulated (PDF pg. 23) (left hand column)

Vocabulary particle: a tiny unseen piece of matter Multi-Meaning Word a tiny unseen piece of matter

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 6.3-6.5 (PDF pg. 3-5)

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 3-5)

Original Text: SEP 5.1: Develop and Use Models G: Develop and use models to represent phenomena, objects, processes or design a prototype for a solution to a problem. (Activities 1, 2, 3, 4, 5, 8, 9, 11) 5.2: Identify Advantages and limitations of models such as their size, scale, properties, and materials. (Activities 5, 6, 11) RTC 5.5: Stability and Change F: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activity 10) Math Connection 5.9: Data Analysis A: Represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots. (Activities 2, 3)

Updated Text: (Updated Standards Coverage Chart to match the lesson guide)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 6.32 (PDF pg. 32)

Location: Teacher Edition, Unit 6, Activity 8 (PDF pg. 32)

Original Text: (left hand column) Printable How Particles Move Discussion Questions

Updated Text: (left hand column) Printable How Particles Move Discussion Questions Baking Soda, Vinegar, and Candle Demonstration: Teacher Instruction Page

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 6.5 (PDF pg. 5)

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 5)

Original Text: New Vocabulary particle: a tiny portion or piece of matter substance*: describing something that is real and can be changed or manipulated

Updated Text: New Vocabulary particle: a tiny unseen piece of matter substance*: the matter or material from which something is made; describing something that is real and can be changed or manipulated

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 7.26 (PDF pg. 26)

Location: Teacher Edition, Unit 7, "Optional: Extension Activities" (PDF pg. 26)

Original Text: (left hand column) Basketball and Tennis Ball 2. Basketball and Tennis Ball (20 minutes): Students will use a basketball and tennis ball to conduct an investigation about collisions.

Updated Text: (Removed Basketball and Tennis Ball Extension Activity)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 7.7-7.26 (Pg. 7-26)

Location: Teacher Edition, Unit 7 (PDF pg. 7-26)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 7.9, 7.24 (PDF pg. 9, 24)

Location: Teacher Edition, Unit 7, Activities 1 and 6 (PDF pg. 9, 24)

Original Text: (n/a)

Updated Text: (Added RTC Stability and Change to the left hand column; PDF pg. 9) (Added SEP Develop Explanations to the left hand column; PDF pg. 24)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 8.10 (PDF pg. 10)

Location: Teacher Edition, Unit 8, Activity 1 (PDF pg. 10)

Original Text: (n/a)

Updated Text: (Added a thumbnail for the image in the sidebar)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 8.33 (PDF pg. 33)

Location: Teacher Edition, Unit 8, Activity 10 (PDF pg. 33)

Original Text: (n/a)

Updated Text: (Added SEP Develop and Use Models to the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*
ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 9.2 (PDF pg. 2)

Location: Teacher Edition, Unit 9, Activity Summary (PDF pg. 2)

Original Text: (n/a)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Updated Text: (Added pages numbers to the Activity Summary)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Type: Editorial Change

Current Page Number(s): Pg. 9.24 (PDF pg. 24)

Location: Teacher Edition, Unit 9, Activity 5 (PDF pg. 24)

Original Text: (left hand column has two Discussion Expectations thumbnails and no Energy Transformations thumbnail)

Updated Text: (Removed one Discussion Expectations Thumbnail and Added an Energy Transformations thumbnail)

Feedback and Publisher Responses

Component: *Texas Science Studies Weekly: Fifth Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: We would like to see an example of a tree map along with the other types of organizers to accompany the brief explanation of each.

Publisher Response: Thank you! Great idea. A tree map and brief explanation was added to the printable.

Component: *Texas Science Studies Weekly: Fifth Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Page Number(s): 3

URL:

[View Content](#)

Feedback Text: This is a great activity. We suggest adding the word "descriptive" before investigation so students continue to understand the differences in the types of investigations.

Publisher Response: We are so glad you enjoyed the activity. We've added "descriptive" before "investigation" in the student edition for Activity 3. Thank you for this feedback!

Publisher: Summit K12 Holdings

Science, Grade K

Program: Dynamic Science Kindergarten: TEKS

Feedback and Publisher Responses

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 1

URL:

[View Content](#)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Feedback Text: Slide 1 word in first sentence is confusing and needs to be simplified. Slide 2 the wording turn the fire off needs to be changed to put the fire out (more common language usage).

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Great language but need to add such as examples for investigations outside the classroom.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Need to add such as examples for outdoor investigations to the bullet point.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Great visuals and connection to SE but concerned about the usage of transparent and opaque. Believe these terms are for older grades and not kinder, use words like clear, cloudy and solid.

Publisher Response: Thank you. We appreciate your feedback on improving our product.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 3

URL:

[View Content](#)

Feedback Text: The ebook looks amazing and connects beautifully with the breakout. Please change the title on page three to Animal Parts instead of Plant Parts.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your correction.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 5

URL:

[View Content](#)

Feedback Text: Great option for covering misconceptions; feedback the section needs to have note to demonstrate with examples while creating a class anchor chart and not just discuss.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 6

URL:

[View Content](#)

Feedback Text: Great home connection activity to show how tools are not only those found in classroom. Would enhance that activity if this language was include in the directions for activity.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 6

URL:

[View Content](#)

Feedback Text: Bullet three needs to include the bulleted discussion to fulfill the SE breakout.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science Kindergarten Student/Teacher Resources*

ISBN: 9781616180195

Page Number(s): 6

URL:

[View Content](#)

Feedback Text: Add to the activity, to have the students organize and discuss the size of their rocks.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Publisher: Summit K12 Holdings

Science, Grade 1

Program: Dynamic Science 1st Grade: TEKS

Feedback and Publisher Responses

Component: *Dynamic Science 1st Grade Student/Teacher Resources*

ISBN: 9781616180218

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Not accessible to all families who do not have phones and internet or access to a printer. I think this would be difficult for lower income families to do and the kids would not get to participate in this activity.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate this feedback.

Component: *Dynamic Science 1st Grade Student/Teacher Resources*

ISBN: 9781616180218

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Having access to a phone is an issue here. Some families don't/can't have a phone. Another factor is the access to a printer, etc. Let's keep away from requiring the use of phones/electronics as much as possible. ESPECIALLY at this age.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate this feedback.

Publisher: Summit K12 Holdings

Science, Grade 2

Program: Dynamic Science 2nd Grade: TEKS

Feedback and Publisher Responses

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: Field investigations may be better fitted to Organisms and Environment unit.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your correction.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: Wrong location: links to a Spanish eBooks

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: links to Spanish eBooks

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: links to Spanish eBooks

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: This links to Spanish eBooks

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: This links to Spanish eBooks

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: This narrative has to be done in the field. I understand that you have to go outside to see the sun, but you are using the same narrative for citations in the classroom.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your correction.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 11

URL:

[View Content](#)

Feedback Text: EBook is Spanish.

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 18

URL:

[View Content](#)

Feedback Text: eBooks (linked to Spanish)

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: URL links to Spanish ebook

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: E-Book is Spanish

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Wrong location, it is linked to Spanish eBooks

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Reflection not found.

Publisher Response: Thank you for your feedback. We will update our student lab to include the reflection/data analysis component.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: "Reflection" not found.

Publisher Response: Thank you for your feedback. We will update our student lab to include the reflection/data analysis component.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Activity is about Sun and Earth. Moon is not mentioned.

Publisher Response: Thank you for your feedback. We will update our resource to include the Moon.

Component: *Dynamic Science 2nd Grade Student/Teacher Resources*

ISBN: 9781616180232

Page Number(s): 5

URL:

[View Content](#)

Feedback Text: Linked to Spanish curriculum

Publisher Response: Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Publisher: Summit K12 Holdings

Science, Grade 4

Program: Dynamic Science 4th Grade: TEKS

Feedback and Publisher Responses

Component: *Dynamic Science 4th Grade Student/Teacher Resources*

ISBN: 9781616180270

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: Students do not need goggles, aprons, gloves for this particular lab (this is not appropriate safety equipment for the investigation).

Publisher Response: Thank you. We will make this change.

Publisher: Summit K12 Holdings

Science, Grade 5

Program: Dynamic Science 5th Grade : TEKS

Editorial Changes

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Type: Editorial Change

Location: Core Vocabulary

Original Text: Graphic - The students will create a graphic titled "Fossil Fuels" on chart paper using the Core Vocabulary words. Students need to write at least five characteristics of fossil fuels but can add more if they have more information. They can also add an illustration for each detail. Student will present their graphics to the class.

Updated Text: Modeling the Formation of Fossil Fuels - Students work with a partner to create a graphic model that shows the formation of a fossil fuel with a description of the process. After creating their model, students compare their model to a model of another group. Students discuss the similarities and differences between the models, and make refinements to improve their model.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Type: Editorial Change

Location: Teach and Discuss

Original Text: Advantages of Using Fossil Fuels • Fossil fuels can generate huge amounts of electricity in a single location • Power plants burn fossil fuels to produce the electricity that we use every day • Fossil fuels are easy to find. • Transportation of oil and gas is done through pipelines. • Power stations can be built almost anywhere Disadvantages of Using Fossil Fuels • The burning of fossil fuels causes pollution. • This pollution is harmful to the environment. • Fossil fuels are nonrenewable resources. • There is a limited supply. • Fossil fuels take millions of years to form. • They are hazardous to work because they are combustible.

Updated Text: Formation of Fossil Fuels • Fossil fuels created by plant and animals remains that have been exposed to heat and pressure over long periods of time. • The type of fossil fuel created is dependent on the type of plant or animal material, the amount of heat and pressure it was exposed to, and the amount of time the material was buried. • The formation of oil and gas occurs within sedimentary rock. • Often, oil and gas reserves are found in the same location. • The formation of coal is occurs in locations where a bog or swamp once existed.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Type: Editorial Change

Location: Apply and Extend

Original Text: Tell students that people have been innovative in trying to replace fossil fuels, such as electric cars, wind turbines, and solar panels. Ask students to brainstorm and think about some innovative solutions to this problem. Record their ideas on a sheet of chart paper.

Updated Text: Deleted based on SBOE feedback.

Feedback and Publisher Responses

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

Feedback Text: Students are not actually designing the experiment. They are following already designed instructions.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of students designing the investigations.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

Feedback Text: Students are not actually constructing the table.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of students constructing tables.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

Feedback Text: Videos are not students conducting experiments.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate more hands-on student investigations.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

Feedback Text: Key concept does not mention deltas. However, the lab does.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of adding deltas to the key concepts.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: It might be good to label the diagrams since in the question they are identified as A and B.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: It may not be clear to students or teachers that scale is being used. It might be helpful to be more explicit.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of making scale more explicit.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

Feedback Text: It may not be clear to students or teachers that scale is being used. It might be helpful to be more explicit.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of making scale more explicit.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 2

Feedback Text: no step 4, but lab aligns

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your correction.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 2

Feedback Text: Use the vocabulary - biotic and abiotic in the prompt.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 3

Feedback Text: Since advantages and disadvantages of models is not the standard, it might be better to have - What are the parts of the terrarium systems and how does it represent the natural world. (or something similar)

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 3

Feedback Text: It may not be clear to students or teachers that proportion is being used. It might be helpful to be more explicit. Teachers will not know to cover proportion or how.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

Feedback Text: Teachers may not pull out factors or conditions that impact stability in the organisms.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion to be more explicit with the content provided for teachers.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

Feedback Text: It might be helpful to say describe one human activity that harms the stability of an ecosystem.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

URL:

[View Content](#)

Feedback Text: May want to add - Compare temperatures to better meet the standard

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

Feedback Text: No data used to make decisions

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of students using data to make decisions.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

Feedback Text: no problem presented or identified by students

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of students identifying the problem in a phenomena or scenario.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

URL:

[View Content](#)

Feedback Text: It is not clear that students will work collaboratively to present.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion to make it clearer that students are to work collaboratively to present their learning.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

URL:

[View Content](#)

Feedback Text: The lesson guide lacks support for guiding teachers to understand that students will plan a descriptive investigation. The student page also includes a hypothesis which is not included in a descriptive investigation. There is no cause and effect relationship.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate supports to guide teachers in assisting students in planning and conducting descriptive investigations.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

URL:

[View Content](#)

Feedback Text: Students do use the microscope. However, the lesson is beyond the standard. Bacteria and viruses are not covered in 5th grade.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your correction.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 4

URL:

[View Content](#)

Feedback Text: This implies that a conversation is sufficient. There is no evidence that students actually design the investigation.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of students designing the investigations.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 5

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Feedback Text: May add some reference to stability - use the word so teachers know to have students address it.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 6

Feedback Text: It isn't clear how students will address the factors or conditions that impact a change in organisms. -

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your revision to make it more clear for students to address the factors or conditions that impact a change in organisms.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 6

Feedback Text: The solutions do not seem to be based on collecting data. This is implied for some, but not explicit.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion of students collecting and using data to make decisions and design solutions.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 7

Feedback Text: It would benefit teachers to be explicit with what safety precautions/procedure to use when using clay.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate explicit safety precautions/procedures when using clay.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 7

URL:

[View Content](#)

Feedback Text: In procedure #5, students may or may not ask questions during the discuss and identify portion. The material is lacking accountable talk or feedback structures to support asking questions.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate more accountable talk and feedback structures to support student questions.

Program: Dynamic Science 5th Grade : ELPS

Feedback and Publisher Responses

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

URL:

[View Content](#)

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Feedback Text: Visuals would be better for linguistic accommodations in addition to the clarified wording in the lab directions.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Publisher Response: Thank you for your feedback. We will update our resource to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: The sentence frame in the hypothesis would be a better example of routinely used.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component: *Dynamic Science 5th Grade Student/Teacher Resources*

ISBN: 9781616180294

Page Number(s): 8

URL:

[View Content](#)

Feedback Text: Prereading structures such as "backwards scan" for vocabulary, going over words included in reading prior to, or some other sheltered instruction strategy.

Publisher Response: Thank you for your feedback. We will update our resources to incorporate your suggestion.

Publisher: Summit K12 Holdings

Science, Grade 6

Program: Dynamic Science 6th Grade: TEKS

Editorial Changes

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Lesson Guide -- Teach and Discuss Key Concepts

Original Text: N/A - New section added due to revised TEKS

Updated Text: Energy poverty is the lack of access to sustainable, modern energy services, such as electricity and natural gas. According to the International Energy Agency, 760 million people worldwide lack access to electricity. People living in energy poverty often only have access to highly polluting energy sources, such as kerosene and firewood. Affected communities may be able to manage existing resources, such as sunlight or wind, to meet their energy demand and reduce energy poverty. Many international organizations work with communities experiencing energy poverty to help harness available resources by donating equipment such as solar panels, building electricity infrastructure, and educating citizens on resource management. Strategies to improve energy access and reduce energy poverty include: investment in renewable energy resources such as solar, wind, geothermal, and hydroelectric power the use of solar mini-grids to bring electricity to people in remote areas [Teacher Note: Energy poverty is a complex issue that goes beyond the realm

of scientific information and into social and economic factors. While these topics may arise during class discussion, encourage students to focus their research on strategies for managing resources to reduce energy poverty.]

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Lesson Guide -- Teach and Discuss Key Concepts

Original Text: Poverty is a term used to describe a lack of resources as compared to others. In impoverished populations, especially rural populations, people rely heavily on natural resources, but there are less available resources than required to support the community. Intervention is often needed to ensure resources are allocated to this population group to ensure a higher standard of living. To help improve access to natural resources and reduce poverty, resource management is important. Some ways to manage natural resources include:

- Sustainable forest management to reduce deforestation and maintain access to forest resources
- Sustainable farming practices to improve soil quality
- Conserving water and reducing water pollution
- Implementing renewable energy sources to improve access to electricity

Poverty is a complex issue that goes beyond the realm of scientific information and into social and economic factors. While these topics may arise during class discussion, encourage students to focus their research on strategies for managing resources to reduce poverty.

Updated Text: N/A - Removed section on poverty due to revised TEKS

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Video

Original Text: Updated video script to remove section on poverty

Updated Text: Updated video script to add section on energy poverty

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Study Guide -- Vocabulary Review

Original Text: Removed "poverty" and its definition from the Vocabulary Review section

Updated Text: Added "energy poverty" and its definition to the Vocabulary Review section

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Study Guide -- Apply

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Original Text: Removed "Poverty" from the Apply section

Updated Text: Added "Energy Poverty" to the Apply section

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Study Guide -- Wrap Up

Original Text: Removed "Poverty" from the Wrap Up section

Updated Text: Added "Energy Poverty" to the Wrap Up section

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Apply and Extend -- Resource Management Infographic

Original Text: Students will conduct research on global energy, poverty, malnutrition, air pollution, or water pollution.

Updated Text: Students will conduct research on global energy poverty, malnutrition, air pollution, or water pollution.

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Type: Editorial Change

Location: 6.11A Lesson Guide -- Core Vocabulary

Original Text: Remove "poverty"

Updated Text: Add "energy poverty"

Feedback and Publisher Responses

Component: *Dynamic Science 6th Grade Student/Teacher Resources*

ISBN: 9781616180317

Page Number(s): Lesson Guide

URL:

[View Content](#)

Feedback Text: Page 2 needs to be corrected - "tmetals" needs to be corrected to "metals"

Publisher Response: Thank you for your feedback. We will make that correction.

Publisher: Summit K12 Holdings

Science, Grade 7

Program: Dynamic Science 7th Grade: ELPS

Editorial Changes

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Type: Editorial Change

Location: 7.13A Lesson Guide -- Under Key Concepts -- Gear Activity 'Hormonal Day' Endocrine System Board Game"

Original Text: N/A

Updated Text: Added game cards to the teacher directions

Program: Dynamic Science 7th Grade: TEKS

Feedback and Publisher Responses

Component: *Dynamic Science 7th Grade Student/Teacher Resources*

ISBN: 9781433409509

Page Number(s): Lesson Guide

URL:

[View Content](#)

Feedback Text: Endocrine board game is missing the board and the cards. Without those two pieces, the game cannot be fully visualized or evaluated.

Publisher Response: Thank you for your feedback. The cards were unintentionally left off the teacher's instructions. We will ensure the cards are restored.

Publisher: Summit K12 Holdings

Science, Grade 8

Program: Dynamic Science 8th Grade: TEKS

Editorial Changes

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.11B Lesson Guide -- Establish Relevance

Original Text: Display the following graphs. [Graphs - "Global Carbon Emissions from Fossil Fuels, 1900-2014", "Global Average Surface Temperature"] Ask students to participate in a think-pair-share that addresses the following questions using the graphs:

Updated Text: Replaced activity; Students will analyze satellite images of city growth over time and make observations.

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.11B Lesson Guide -- Key Concepts

Original Text: However, it's the total average of temperatures from all regions that contributes to the global average temperature and climate.

Updated Text: However, the total average of temperatures from all regions contribute to the global average temperature and climate.

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.11B Lesson Guide -- Key Concepts

Original Text: One human activity that especially contributes to high levels of greenhouse gases is the burning of fossil fuels.

Updated Text: One human activity that contributes to high levels of greenhouse gases is the burning of fossil fuels.

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.11B Lesson Guide -- Apply and Extend

Original Text: Debate: Influences on Global Climate: As a wrap up to 8.11A and 8.11B, host a debate in which students respectfully argue and propose solutions to

Updated Text: Activity: Influences on Global Climate Students will engage in argumentation to answer the question: "Which has a greater effect on global climate: natural events or human activity?". Then students will propose a scientific solution to lessen the effects of either natural events or human activity on global climate.

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.11B Lesson Guide -- Apply and Extend -- Debate: Influences on Global Climate

Original Text: N/A

Updated Text: Added a teacher guide that includes a rubric and an alternative CER activity to support differentiation

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.11A Lesson Guide -- Go with the Flow

Original Text: Go with the Flow: Students will be able to play a game to review their understanding of how ocean currents work in real life. Students will be able to create currents based on salinity and temperature and use their knowledge of the global conveyor belt and thermohaline circulation.

Updated Text: N/A - Removed activity

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.11A Lesson Guide -- Apply and Extend

Original Text: N/A

Updated Text: New activity: Project: Modeling the Impact of Natural Events On Global Climate

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.9C Lesson Guide -- Apply and Extend -- Origin of the Universe Theories Extension

Original Text: Have students build upon their research about various theories for the Origin of the Universe. Host a debate for student groups to argue for the theory of their choosing. They should back it up with scientific evidence that supports the theory.

Updated Text: As a result of SBOE guidance, altered activity description: Students will build upon their research about various theories for the origin of the universe. Students will engage in the argumentation process to share their theories. They should back their argument with scientific evidence that supports the theory. The purpose of this activity is for students to understand that there are multiple theories that scientists discuss in relation to the origin of the universe.

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.9C Lesson Guide -- Key Concepts

Original Text: N/A

Updated Text: Added a teaching note - Refer to the Scientific and Engineering Practices presentation "Hypotheses, Theories, and Laws" to spiral and scaffold instruction on the differences between these terms.

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Type: Editorial Change

Location: 8.9C Lesson Guide -- Origin of the Universe Theories

Original Text: N/A

Updated Text: Added an assessment rubric to assist teachers in evaluating student products

Publisher: Summit K12 Holdings

Ch. 112.b Science, (Spanish) Grade K

Program: Dynamic Science (Spanish) Kindergarten : TEKS

Editorial Changes

Component: *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Type: Editorial Change

Location: Lesson Guide - Investigate and Learn

Original Text: Teach and Discuss

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Feedback and Publisher Responses

Component: *Dynamic Science (Spanish) Student/Teacher Resources*

ISBN: 9781433406058

Page Number(s): 4

URL:

[View Content](#)

Feedback Text: Instead of usando graficas simple it should read graficas simples

Publisher Response: We will use your suggestion. Thank you.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 1

Program: Dynamic Science (Spanish) 1st Grade: TEKS

Editorial Changes

Component: *Dynamic Science (Spanish) 1st Grade*

ISBN: 9781433406072

Type: Editorial Change

Location: Lesson Guide - Investigate and Learn

Original Text: Teach and Discuss

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 2

Program: Dynamic Science (Spanish) 2nd Grade: TEKS

Editorial Changes

Component: *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Type: Editorial Change

Location: Lesson Guide - Investigate and Learn

Original Text: Teach and Discuss

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 4

Program: Dynamic Science (Spanish) 4th Grade: TEKS

Feedback and Publisher Responses

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*

ISBN: 9781433406133

Page Number(s): 1

URL:

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Feedback Text: Asegúrate de agregar el objetivo. Por ejemplo, este laboratorio abordará el problema de disminuir los recursos no renovables aumentando los recursos renovables. Este laboratorio utilizará energía térmica para calentar alimentos, disminuyendo así las cocinas a gas o eléctricas.

Publisher Response: Thank you for your feedback. We will update our content.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*
ISBN: 9781433406133

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: En la sección Reflexión, agregue la palabra medio ambiente a la oración delcarativa.

Publisher Response: Thank you for your feedback. We will update our content.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*
ISBN: 9781433406133

Page Number(s): 10

URL:

[View Content](#)

Feedback Text: Add a way for accountability or rather to check if the student has done this at home.

Publisher Response: Thank you for your feedback. We will make the change suggested.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*
ISBN: 9781433406133

Page Number(s): 10

URL:

[View Content](#)

Feedback Text: Add a follow-up activity to this task. Where are the students reporting what they find?

Publisher Response: Thank you for your feedback. We will update our content.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*
ISBN: 9781433406133

Page Number(s): 3

URL:

[View Content](#)

Feedback Text: Para aumentar el rigor, después de que los estudiantes compartan sus hallazgos con sus compañeros, pídales que elijan un orador para presentar los resultados a la clase.

Publisher Response: Thank you for your feedback. Our content will be updated.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*
ISBN: 9781433406133

Page Number(s): 3

URL:

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Feedback Text: Add to whom they need to give their explanation.

Publisher Response: Thank you for your feedback. We will make the update.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*

ISBN: 9781433406133

Page Number(s): 3

URL:

[View Content](#)

Feedback Text: On TEA translation, weather is not translated as "clima" It is translated as "estado del tiempo"

Publisher Response: We will make the update on our content. Thank you for your feedback.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*

ISBN: 9781433406133

Page Number(s): 7

URL:

[View Content](#)

Feedback Text: Add "mapa de secuencia" after grafico.

Publisher Response: Thank you for your feedback. Our content will be updated.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*

ISBN: 9781433406133

Page Number(s): 8

URL:

[View Content](#)

Feedback Text: Asegúrate de agregar el objetivo. Por ejemplo, este laboratorio abordará el problema de disminuir los recursos no renovables aumentando los recursos renovables. Este laboratorio utilizará energía térmica para calentar alimentos, disminuyendo así las cocinas a gas o eléctricas.

Publisher Response: Thank you for your feedback. We will update our content.

Component: *Dynamic Science (Spanish) 4th Grade Student/Teacher Resources*

ISBN: 9781433406133

Page Number(s): 9

URL:

[View Content](#)

Feedback Text: Add to instructions that students must "create a model"- En grupos, diseñe una solución para su comunidad para ayudar a reducir la cantidad de artículos de eliminación que van al vertedero cada semana. Crea un modelo de una máquina/dispositivo que pueda ser útil. Asegúrese de que todas las partes estén etiquetadas, y la función

para cada parte también debe incluirse. Explique cómo la eliminación de los recursos naturales afectan nuestro medio ambiente.

Publisher Response: We like and will implement your suggestion. Thank you.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 5

Program: Dynamic Science (Spanish) 5th Grade: TEKS

Editorial Changes

Component: *Dynamic Science (Spanish) Fifth Grade*

ISBN: 9781433406805

Type: Editorial Change

Location: Apply and Extend

Original Text: Dígales a los estudiantes que las personas han sido innovadoras al intentar reemplazar los combustibles fósiles, con los automóviles eléctricos, las turbinas eólicas y los paneles solares. Pida a los estudiantes que hagan una lluvia de ideas y piensen en algunas soluciones innovadoras a este problema. Anote sus ideas en una hoja de papel cuadriculado.

Updated Text: Deleted based on SBOE feedback.

Feedback and Publisher Responses

Component: *Dynamic Science (Spanish) 5th Grade Student/Teacher Resources*

ISBN: 9781433406805

Page Number(s): 6

URL:

[View Content](#)

Feedback Text: "Los autores pueden explicar la razón para escribir en la palabra y el maestro puede decidir si se va o se queda." Instead of using "en la palabra" consider using "la categoría de la palabra".

Publisher Response: Thank you for your feedback. We will make the change as recommended.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 6

Program: Dynamic Science (Spanish) 6th Grade: TEKS

Editorial Changes

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Apply and Extend -- Resource Management Infographic

Original Text: Los estudiantes realizarán investigaciones sobre energía global, pobreza, desnutrición, contaminación del aire o contaminación del agua.

Updated Text: Los estudiantes realizarán investigaciones sobre la pobreza energética global, la desnutrición, la contaminación del aire o la contaminación del agua.

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Lesson Guide -- Core Vocabulary

Original Text: Remove "poverty"

Updated Text: Add "pobreza energética"

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Lesson Guide -- Teach and Discuss Key Concepts

Original Text: N/A - New section added due to revised TEKS

Updated Text: La pobreza energética es la falta de acceso a servicios energéticos modernos y sostenibles, como la electricidad y el gas natural. Según la Agencia Internacional de la Energía, 760 millones de personas en todo el mundo carecen de acceso a la electricidad. Las personas que viven en la pobreza energética a menudo sólo tienen acceso a fuentes de energía altamente contaminantes, como queroseno y leña. Las comunidades afectadas podrán administrar los recursos existentes, como la luz solar o el viento, para satisfacer su demanda de energía y reducir la pobreza energética. Muchas organizaciones internacionales trabajan con comunidades que sufren pobreza energética para ayudar a aprovechar los recursos disponibles mediante la donación de equipos como paneles solares, la construcción de infraestructura eléctrica y la educación de los ciudadanos sobre la administración de recursos. Las estrategias para mejorar el acceso a la energía y reducir la pobreza energética incluyen: Inversión en recursos energéticos renovables como la energía solar, eólica, geotérmica e hidroeléctrica que generan energía a minirredes solares para llevar electricidad a personas en áreas remotas [Nota para el maestro(a): La pobreza energética es un tema complejo que va más allá del ámbito de la información científica y abarca factores sociales y económicos. Si bien estos temas pueden surgir durante la discusión en clase, anime a los estudiantes a centrar su investigación en estrategias para administrar recursos para reducir la pobreza energética.]

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Lesson Guide -- Teach and Discuss Key Concepts

Original Text: La pobreza es un término utilizado para describir la falta de recursos en comparación con otros. En las poblaciones empobrecidas, especialmente en las rurales, las personas dependen en gran medida de los recursos naturales, pero hay menos recursos disponibles de los necesarios para sustentar a la comunidad. A menudo es necesaria una intervención para garantizar que se asignen recursos a este grupo de población para asegurar un mayor nivel de vida. Para ayudar a mejorar el acceso a los recursos naturales y reducir la pobreza, la administración de los recursos es importante. Algunas formas de administrar los recursos naturales incluyen: • Manejo forestal sostenible para reducir la deforestación y mantener el acceso a los recursos forestales. • Prácticas agrícolas sostenibles para mejorar la calidad del suelo/tierra • Conservar el agua y reducir su contaminación • Implementar fuentes de energía renovables para mejorar el acceso a la electricidad La pobreza es una cuestión compleja que va más allá del ámbito de la información científica y abarca factores sociales y económicos. Si bien estos temas pueden surgir durante la discusión en clase, anime a los estudiantes a centrar su investigación en estrategias para administrar recursos para reducir la pobreza".

Updated Text: N/A - Removed section on poverty due to revised TEKS

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Video

Original Text: Updated video script to remove section on poverty

Updated Text: Updated video script to add section on energy poverty

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Study Guide -- Vocabulary Review

Original Text: Removed "poverty" and its definition from the Vocabulary Review section

Updated Text: Added "pobreza energética" and its definition to the Vocabulary Review section

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Study Guide -- Apply

Original Text: Removed "Poverty" from the Apply section

Updated Text: Added "Pobreza energética" to the Apply section

Component: *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Type: Editorial Change

Location: 6.11A Study Guide -- Wrap Up

Original Text: Removed "Poverty" from the Wrap Up section

Updated Text: Added "Pobreza energética" to the Wrap Up section

Feedback and Publisher Responses

Component: *Dynamic Science (Spanish) 6th Grade Student/Teacher Resources*

ISBN: 9781433406881

Page Number(s): Lesson Guide

URL:

[View Content](#)

Feedback Text: This teacher setup has excellent explicit reminders for teachers to teach lab safety and equipment safety.

Publisher Response: Thank you for your kind remarks! We appreciate your feedback.

Publisher: Summit K12 Holdings

Biology

Program: Dynamic Biology: TEKS

Editorial Changes

Component: *Dynamic Biology*

ISBN: 9781433406959

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Biology*

ISBN: 9781433406959

Type: Editorial Change

Location: B.9A Lesson Guide - Literacy Connection What Have You Learned from this Lesson?

Original Text: What can you discuss? Your ideas, any questions you still have, new ideas or hypotheses, and how the topic applies to real life. Gather your ideas: Brainstorm a list of ideas, create a mind map, or outline a topic to begin your thinking process.

Updated Text: Directions: While many theories exist about the origin of life, there is still space for discussion and differing opinions. Write a reflection in your science notebook describing your personal beliefs about the origin of life. To begin your thinking process, reflect on the various theories surrounding the origin of life. Brainstorm a list of what you remember about the topic (big ideas), create a mind map, or prepare an outline. Record the list, mind map, or outline in your science notebook. Complete a reflective writing activity that outlines your personal thoughts and beliefs on the origin of life. Your entry should be between 200 and 500 words. Write as clearly and concisely as possible. Record any questions you still have, new ideas or hypotheses, and connections to your daily life. These questions, ideas, and relationships do not contribute to your word count.

Component: *Dynamic Biology*

ISBN: 9781433406959

Type: Editorial Change

Location: B.9A Lesson Guide -Lesson Slides, #5, and Study Notes, p1 image of History of Life.

Original Text: Early hominid evolves. Ice ages begin, removing large mammals. I[mage of hominid resembles apes]

Updated Text: The image will be removed from the Lesson Slides and the Study Notes.

Component: *Dynamic Biology*

ISBN: 9781433406959

Type: Editorial Change

Location: B.9A, Assessment 1, Question 6

Original Text: The image of a cladogram shows a human branch with chimpanzees

Updated Text: This image will be edited to remove the human and change the branch between chimpanzee and gorilla.

Component: *Dynamic Biology*

ISBN: 9781433406959

Type: Editorial Change

Location: B.9A, Assessment 1, Question 6

Original Text: Answer choice b: "Humans are more similar to gorillas than they are to chimpanzees."

Updated Text: Answer choice b: "Old World monkeys are more similar to gorillas than they are to chimpanzees."

Component: *Dynamic Biology*

ISBN: 9781433406959

Type: Editorial Change

Location: B.9A, Assessment 1, Question 5

Original Text: "Using the information below, what animal is LEAST closely related to humans?"

Updated Text: Text change to omit the word "humans" and replaced with "whale." "Using the information below, what animal is LEAST related to whales?"

Component: *Dynamic Biology*

ISBN: 9781433406959

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Feedback and Publisher Responses

Component: *Dynamic Biology Student/Teacher Resources*

ISBN: 9781433406959

Page Number(s): 6

URL:

[View Content](#)

Feedback Text: https://www.ted.com/talks/samuel_cohen_alzheimer_s_is_not_normal_aging_and_we_can_cure_it The url listed did not work. I googled it and found this though...

Publisher Response: Thank you! We rechecked the link in our LMS and have corrected the URL.

Publisher: Summit K12 Holdings

Chemistry

Program: Dynamic Chemistry: TEKS

Editorial Changes

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Type: Editorial Change

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Feedback and Publisher Responses

Component: *Dynamic Chemistry Student/Teacher Resources*

ISBN: 9781433406973

Page Number(s): 3

URL:

[View Content](#)

Feedback Text: Consider using fun as the abbreviation for formula unit rather than F.U.

Publisher Response: Thank you for your feedback. We will make this change.

Program: Dynamic Chemistry: ELPS

Feedback and Publisher Responses

Component: *Dynamic Chemistry Student/Teacher Resources*

ISBN: 9781433406973

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: It might be useful to include some questioning prompts for beginner, intermediate, and advanced learners.

Publisher Response: Sentence stems will be included to support beginning and intermediate students.

Component: *Dynamic Chemistry Student/Teacher Resources*

ISBN: 9781433406973

Page Number(s): 3

URL:

[View Content](#)

Feedback Text: The ELPS description in the box includes the need for a visual but the student prompt does not include the need for a visual component.

Publisher Response: Additional language has been added for a visual component.

Publisher: Summit K12 Holdings

Integrated Physics and Chemistry

Program: Dynamic Integrated Physics and Chemistry: TEKS

Editorial Changes

Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Feedback and Publisher Responses

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: Consider adding a live activity or PhET simulation for students to actually construct and not just design the circuit.

Publisher Response: Thank you. We will add an additional hands-on activity.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: A best practice is using equations like math not using "the triangle" shortcut.

Publisher Response: Thank you. We will remove the triangle short cut from our content.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: Missing x-axis label. It should be: time (s).

Publisher Response: This has been corrected to (time) s.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: The factual information is there; however, I would suggest that the teacher do some sample calculations. You could include distance and mass and how they change the forces.

Publisher Response: Thank you. We have added these suggestions to our teacher notes.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: include more examples/ questions on distance

Publisher Response: Thank you. We have added more examples and calculations to this activity.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: add examples/calculations to show the relationship mathematically

Publisher Response: Thank you. We will add more calculations and examples.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: add more examples and calculations about changes

Publisher Response: Thank you. We will add more examples and calculations for student practice.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: expand notes to include an example calculation with evidence

Publisher Response: Thank you. We have added three pages to the 1.6 Study Notes, including calculations for gravitational force and an example.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: not robust/rigorous enough - add evidence based calculation

Publisher Response: Thank you. We have added three pages to the 1.6 Study Notes that include calculations for gravitational force and an example.

Component: *Dynamic Integrated Physics and Chemistry Student/Teacher Resources*

ISBN: 9781433407093

Page Number(s): 2

URL:

[View Content](#)

Feedback Text: Explanation should include transfer of energy between liquids. Also under Core Vocabulary on the key - conduction definition should include liquids

Publisher Response: Thank you. We will add this additional connection.

Publisher: Summit K12 Holdings

Physics

Program: Dynamic Physics: TEKS

Editorial Changes

Component: *Dynamic Physics*

ISBN: 9781433407079

Type: Editorial Change

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Physics*

ISBN: 9781433407079

Type: Editorial Change

Publisher: The Curriculum Center for Family and Consumer Sciences

Personal Financial Literacy and Economics

Program: Personal Financial Literacy and Economics : ELPS

Editorial Changes

Component: *Personal Financial Literacy and Economics*

ISBN: 9781953248329

Type: Editorial Change

Location: **Rejected Citations/Content**

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

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T2_U2_Production Possibilities Curve

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T2_U2_Production Possibilities Curve

T2_U2_Time I

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T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

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T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

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T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

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T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

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T2_U2_Supply and Demand

Original Text: Rejected Citations/ContentT2_U2_Production Possibilities CurveT2_U2_Production Possibilities
CurveT2_U2_Production Possibilities CurveT2_U2_Production Possibilities CurveT2_U2_Production Possibilities
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IT2_U2_Production Possibilities CurveT2_U2_Production Possibilities CurveT2_U2_Production Possibilities
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ModelT2_U2_Circular Flow ModelT2_U2_Circular Flow ModelT2_U2_Circular Flow ModelT2_U2_Circular Flow
ModelT2_U2_Circular Flow ModelT2_U2_Circular Flow ModelT2_U2_Circular Flow ModelT2_U2_Supply and
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Updated Text: NEW Citations/Content HyperLinks for New ContentT9_U1_Wealth Protection https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82576_1?courseid=_559_1&view=contentT4_U1_Sources of Income

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82377_1?courseid=_559_1&view=contentT5_U1_Savings and Investing

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82428_1?courseid=_559_1&view=contentT1_U1_Financial Literacy II

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_80983_1?courseid=_559_1&view=contentT5_U1_Savings I

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82429_1?courseid=_559_1&view=contentT5_U1_Emergency Fund

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82431_1?courseid=_559_1&view=contentT7_U2_Needs and Wants

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82509_1?courseid=_559_1&view=contentT8_U1_Investment Definition

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82523_1?courseid=_559_1&view=content T1_U1_Financial Planning I

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_80987_1?courseid=_559_1&view=contentT2_U1_Decision Making

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_81001_1?courseid=_559_1&view=contentT2_U2_Scarcity, Choice, and Opportunity Cost

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90408_1?courseid=_559_1&view=contentT2_U3_Neds and Wants II

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82299_1?courseid=_559_1&view=contentT5_U1_Financial Institutions

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82432_1?courseid=_559_1&view=contentT6_U1_Debt Vocabulary

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82445_1?courseid=_559_1&view=contentT9_U2_Keeping Important Papers Safe

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82594_1?courseid=_559_1&view=contentT2_U3_Priorities IV

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82307_1?courseid=_559_1&view=contentT2_U2_Circular Flow Model

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90412_1?courseid=_559_1&view=contentT8_U1_Investment Definition

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82523_1?courseid=_559_1&view=contentT4_U1_Evaluating Entrepreneurship

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90462_1?courseid=_559_1&view=contentT4_U3_Types of Fraud

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82416_1?courseid=_559_1&view=contentT3_U1_Inflation II

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82338_1?courseid=_559_1&view=contentT3_U2_Statement of Net Worth I

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82340_1?courseid=_559_1&view=contentT3_U3_Tax Vocabulary

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82362_1?courseid=_559_1&view=contentT3_U3_Types of Economic Systems

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90416_1?courseid=_559_1&view=contentT4_U3_Ideality Theft IIT9_U2_Estate Planning II

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82598_1?courseid=_559_1&view=contentT9_U1_Health Insurance II

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82586_1?courseid=_559_1&view=contentT9_U1_Principles of Insurance

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82578_1?courseid=_559_1&view=contentT7_U2_Using Choices

[https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82511_1?courseid=_559_1&view=contentT6_U1_Fair Credit Reporting Act \(FCRA\)](https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82511_1?courseid=_559_1&view=contentT6_U1_Fair Credit Reporting Act (FCRA))

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82453_1?courseid=_559_1&view=contentT3_U2_Statement of Net Worth I

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82340_1?courseid=_559_1&view=contentT2_U3_Life cycle-Goals II

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82323_1?courseid=_559_1&view=contentT3_U3_Taxing Authority

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82361_1?courseid=_559_1&view=contentT3_U3_Tax Vocabulary

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82362_1?courseid=_559_1&view=contentT3_U3_Purpose of Taxes

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82365_1?courseid=_559_1&view=contentT3_U3_Taxes

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82367_1?courseid=_559_1&view=contentT4_U2_Shopping I

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82389_1?courseid=_559_1&view=contentT4_U2_Spending Advice

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82398_1?courseid=_559_1&view=contentT4_U3_Consumer Laws

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82412_1?courseid=_559_1&view=contentT4_U3_Letter of Redress

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82414_1?courseid=_559_1&view=contentT4_U3_Types of Fraud

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82416_1?courseid=_559_1&view=contentT4_U3_Consumer Laws

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82412_1?courseid=_559_1&view=contentT5_U1_Savings I

[https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82429_1?courseid=_559_1&view=contentT5_U1_Federal Deposit Insurance Corporation \(FDIC\)](https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82429_1?courseid=_559_1&view=contentT5_U1_Federal Deposit Insurance Corporation (FDIC))

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82435_1?courseid=_559_1&view=contentT6_U1_Credit Score III

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82456_1?courseid=_559_1&view=contentT6_U4_Bankruptcy I

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82494_1?courseid=_559_1&view=contentT6_U3_Payday Loan IIIIT6_U3_Car Loan Ammortization

https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82477_1?courseid=_559_1&view=content

Program: Personal Financial Literacy and Economics : TEKS

Feedback and Publisher Responses

Feedback Text: This textbook is solid and has a lot to offer both the teacher and student. Some of the citations used to satisfy the TEKS require a full reading and exploration of the material consequently the teacher will need to provide detailed instruction to the student so they can best source the primary thrust of the TEK(S).

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Personal Financial Literacy and Economics*

ISBN: 9781953248312

Page Number(s): T3_U3_Government Impact

URL:

[View Content](#)

Feedback Text: The student is being asked to search for the section. Maybe you can give a clarification for them to review specific sections.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Personal Financial Literacy and Economics*

ISBN: 9781953248312

Page Number(s): T3_U3_Purpose of Taxes

URL:

[View Content](#)

Feedback Text: In order to actually find the information, I had to find the following link:

https://apps.irs.gov/app/understandingTaxes/howstax_tutorials/mod01/tt_mod01_01.jsp Students will likely not search so hard to find the information.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Publisher: The Curriculum Center for Family and Consumer Sciences

Child Development Associate Foundations

Program: Child Development Associate Foundations: TEKS

Editorial Changes

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Type: Editorial Change

Current Page Number(s): T1_U3_Attitudes III

Location: T1_U3_Positive Attitude

Original Text: New Citation

Updated Text: T1_U3_Positive Attitude

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Type: Editorial Change

Current Page Number(s): T1_U4_Ethical Dilemmas I

Location: T1_U4_Ethical Dilemmas I

Original Text: Missing PPT

Updated Text: Added Missing PPT

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Type: Editorial Change

Current Page Number(s): T2_U4_Quality Childcare Facilities

Location: T2_U4_AgeAppropriateToys

Original Text: New Citation

Updated Text: T2_U4_AgeAppropriateToys

Feedback and Publisher Responses

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Page Number(s): T1_U4_Ethical Dilemmas I

URL:

[View Content](#)

Feedback Text: To complete the activity proficiently the "Guidelines for Ethical Decisions" power point needs to be included.

Publisher Response: Added Missing PPT

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Page Number(s): T3_U4_Learning Through Music

URL:

[View Content](#)

Feedback Text: More narrative is needed for better understanding of the TEKS.

Publisher Response: Replace content to align with TEK using this strategy: T3_U4_Songs for Toddlers https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline/edit/document/_85236_1?courseId=_557_1&view=content

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Page Number(s): T3_U4_Scribbler Activity

URL:

[View Content](#)

Feedback Text: More narrative is needed for better understanding of TEKS.

Publisher Response: Update content alignment to: T3_U3_Reading and the Brain https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline/edit/document/_83511_1?courseId=_557_1&view=content

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Page Number(s): T4_U3_Toys that Stimulate Infant Social Skills Development

URL:

[View Content](#)

Feedback Text: This could use more narrative activity for this TEK.

Publisher Response: Update strategy used to align TEK: T4_U3_The Compassion Project https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline/edit/document/_86858_1?courseId=_557_1&view=content

Publisher: The Curriculum Center for Family and Consumer Sciences

Communication and Technology in Education

Program: Communication and Technology in Education: TEKS

Feedback and Publisher Responses

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): 1.E Course Content

URL:

[View Content](#)

Feedback Text: Update "Remind 101" to "Remind". They have updated their name.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): 3.E

URL:

[View Content](#)

Feedback Text: Correct the word "Mistake" in the rubric

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): 3.E

URL:

[View Content](#)

Feedback Text: There are blank pages in the slide deck. I'm not sure if that's intentional.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): All

URL:

[View Content](#)

Feedback Text: Revised PPT, such as fonts: Examples of Education Professional Development Activities Presentation - View Only

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): attachment

URL:

[View Content](#)

Feedback Text: Rubric for Oral Presentation "Not Found"

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): Google Slide 5

URL:

[View Content](#)

Feedback Text: Slide 5 says "Read the Along". I'm guessing it was supposed to be Read Along?

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): Slide 2 & 3

URL:

[View Content](#)

Feedback Text: These slides are very crowded with information. Probably more effective to break them into multiple slides to decrease the clutter. Also, there is a slide 4 but it is just two blank template boxes

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T1_U1_ - 1821

URL:

[View Content](#)

Feedback Text: For the Professional Presentations lesson, be mindful of using a copyright movie to show in the classroom. You'd be okay if you're using a hard copy purchased by the school/district, or a movie streaming service paid for by the district/school. If it's a personal copy/streaming service, the teacher may be violating copyright. Please review <https://www.common sense.org/education/articles/teachers-essential-guide-to-showing-movies-and-videos-in-the-classroom> and perhaps revise this section.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T1_U3_Professional Associations

URL:

[View Content](#)

Feedback Text: Online Resources Page: Resources Link Error"Check if there is a typo in technology%20terms. If spelling is correct, try running Windows Network Diagnostics."

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T2_U2_3. E

URL:

[View Content](#)

Feedback Text: Last two rubrics are linked

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T2_U2_3.E

URL:

[View Content](#)

Feedback Text: Two of the rubrics links are bad.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T2_U2_Cultural Communication

URL:

[View Content](#)

Feedback Text: The rubric links are not connected in the first lesson.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U1_4.D

URL:

[View Content](#)

Feedback Text: Link for Procedure 3 has the following error: Error code: STATUS_ACCESS_VIOLATION

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U1_4.D

URL:

[View Content](#)

Feedback Text: This lesson should either be split into two separate lessons or remove the budget portion of this lesson. In my opinion, students do not need to learn about budgeting. The better lesson is understanding EdTech, SAMR, TPACK, etc. Rewrite the objectives to reflect the lesson. As written, the objectives do not reflect the lesson as is.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U1_5.C

URL:

[View Content](#)

Feedback Text: I would use something more contemporary and updated like the activities in <https://www.icivics.org/>

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U1_5.C

URL:

[View Content](#)

Feedback Text: Budzzsprout link has the following error: 400. That's an error. Google cannot redirect you to the site you requested. This might be because the link was created a long time ago. Try your search again on Google. That's all we know.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U1_Compare and Contrast

URL:

[View Content](#)

Feedback Text: Lynda.com doesn't exist anymore. LinkedIn bought them.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U1_Compare and Contrast

URL:

[View Content](#)

Feedback Text: Change name of Flipgrid to Flip in the slide deck

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U1_EdTech

URL:

[View Content](#)

Feedback Text: Educational Technology Edutopia article is outdated. Apps in article are only Apple. I'd try to find another article or to somehow update this lesson using higher level of learning rather than copying information from an article.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U2_4.A

URL:

[View Content](#)

Feedback Text: The headline to the Digital Literacy in the Classroom video has a spelling error: Digital literacy: Implications for teaching and "learing." Also in the video, the word 'centered' is misspelled at 2:42. Be careful when using someone else's content. Although the publisher didn't create the video, it could look bad for the publisher. The video also seems too busy, distracting because of the use of the VideoScribe program. Since the lesson uses ISTE U for the lesson, why not use the ISTE U video instead of the one in this lesson: <https://www.youtube.com/watch?v=SKU8s2HKZng>

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U2_4.B

URL:

[View Content](#)

Feedback Text: I would use the link below instead of the youtube link because the youtube link uses ads...some ads can be inappropriate. https://www.ted.com/talks/scott_hebert_the_power_of_gamification_in_education

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U2_4.B

URL:

[View Content](#)

Feedback Text: Website and information are from 2014. I would use something more recent such as

<https://www.weareteachers.com/online-educational-games/>
<https://scied.ucar.edu/interactivehttps://www.neok12.com/games.htm>

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U2_4.B

URL:

[View Content](#)

Feedback Text: Source on AUP slide has the following error: DNS_PROBE_FINISHED_NXDOMAIN

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T3_U2_ISTE 4.A

URL:

[View Content](#)

Feedback Text: The above link would be a good addition to the resource page.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T4_U1_6.A

URL:

[View Content](#)

Feedback Text: I would also include whatever platform the districts are using, for example Microsoft Forms and Google Forms included in the list.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T4_U1_Student Engagement

URL:

[View Content](#)

Feedback Text: Excellent Strategies as supportive documents/pptx. 6A information focused on the 4 C's, however as a professor, incorporating " Listening Skills" into the lesson would enhance instructional strategies.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T4_U1_Student Engagement

URL:

[View Content](#)

Feedback Text: I'm not sure what the Common Sense Media movie review sheet has anything to do with a lesson on peers. I would remove this and instead include a worksheet that promotes discussion between the students that answers the discussion questions. Perhaps break up the students into groups and have them create a graphic organizer about the collaboration between the peers in the movie and discuss how its relevant to 21st Century Learning.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T4_U1_Student Engagement

URL:

[View Content](#)

Feedback Text: Broken links: <https://www.ascd.org/el/articles/what-does-it-mean-to-be-smart%c2%a2>
<https://aboutlearning.com/what-is-4mathhttps://www.truecolorsintl.com/about-us/what-is-true-colors/>

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T4_U3_3G

URL:

[View Content](#)

Feedback Text: 404 error on Differentiation Link : <http://www.ascd.org/publications/educational-leadership/mar97/vol54/num06/What-Does-It-Mean-to-Be-Smart%C2%A2.aspx>

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T4_U3_3G

URL:

[View Content](#)

Feedback Text: 404 errors on these links; <https://aboutlearning.com/what-is-4math><https://www.truecolorsintl.com/about-us/what-is-true-colors/>

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): T4_U3_Differentiation and Collaboration

URL:

[View Content](#)

Feedback Text: This article is seven years old. I would recommend finding an article that is more up to date and not device specific, to also include free apps.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Communication and Technology in Education*

ISBN: 9781953248305

Page Number(s): YouTube links

URL:

[View Content](#)

Feedback Text: I am not a fan of using YouTube videos for instructional material because there is no way to ensure that the link will be live tomorrow. Secondly, I think a lot of this diversity information dances dangerously close to Texas law §28.0022 regarding the positioning of certain groups. The chance of a teacher losing control of a classroom conversation and running afoul of the legislators intent is not balanced with the potential benefit of those conversations.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team

Publisher: The Curriculum Center for Family and Consumer Sciences

Human Growth and Development

Program: Human Growth and Development: TEKS

Editorial Changes

Component: *Human Growth and Development*

ISBN: 9781953248046

Type: Editorial Change

Location: Topic 1, Unit 1: Theory

- What is a Theory PPT not labeled with ULTRA potentially not linked correctly, in both instructions and resources

Topic 1, Unit 1: Theorists

- Posterini link no longer active in instructions and resources

Topic 1, Unit 2: Research Methods I

- Method Identification pdf in resources wrong color

Topic 1, Unit 2: Pedagogy VS Andragogy I

- RIT Online Learning link links to the wrong resource in both instructions and resources

Topic 2, Unit 1: Pregnancy Menu Planning IV

- Meal Planning During Pregnancy PDF/PPT, not labled with Ultra potentially not linked correctly, in both instructions and resources

Topic 2, Unit 1: Healthy Weight Gain

- Healthy Weight Gain teaching aid not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Preparing for Pregnancy

- Posterini link no longer active in instructions and resources

Topic 2, Unit 2: Prenatal Care Visits I

- Prenatal Care ppt slides linked in instructions, but not linked in resources

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Topic 2, Unit 2: Prenatal Care Practices

- Factors Influencing Prenatal Care PPT it is not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy PDF not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy key not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Exercise During Pregnancy

- Exercise During Pregnancy PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Caffeine

- Caffeine calculator I, link broken in instructions and resources

Topic 2, Unit 2: Prenatal Testing II

- Prenatal Testing video, link works, but video is no longer available, in instructions and resources

Topic 2, Unit 3: Signs and Symptoms of Pregnancy II

- americanpregnancy.org linked incorrectly in resources only

Topic 2, Unit 3: Father's Emotions

- Seven Fears Expectant Father's Face links to the wrong resources in both instructions and resources

Topic 2, Unit 3: Prenatal Development I

- Prenatal Development Month by Month not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 3: Monthly Development

- Posterini link no longer active in instructions and resources

Topic 2, Unit 3: Prenatal Development Timeline

- Rubric for Timeline, not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

Topic 2, Unit 3: Brain Development III

- Brain Architecture incorrectly linked in resources only

Topic 2, Unit 4: Mendel’s Law of Inheritance

- Mendel’s Law of Inheritance PPT slides not labeled with ULTRA, potentially not linked correctly, in instructions and resources

Topic 3, Unit 1: Developmental Milestones

- Milestones quiz incorrectly linked in resources only

Topic 3, Unit 1: Types of Development

- Principles of Development PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Influences on Development

- Posterini link no longer active in instructions and resources

Topic 3, Unit 1: Motor Skills

- Youtube video link broken/not available, in both instructions and resources

Topic 3, Unit 1: Brain Development I

- Rubric not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Topic 3, Unit 1: Brain Development II

- Brain Development of the Infant PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Brain Development III

- Brain Architecture incorrectly linked in resources only

Topic 3, Unit 2: Bonding I

- 15 ways to bond with a newborn, link broken/not found, in both instructions and resources

Topic 3, Unit 2: Feeding Environment

- Feeding Environment PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Behaviors

- How Children Learn Behavior PPT slides not labeled ULTRA, potentially not linked correctly, both in instructions and resources

Topic 3, Unit 2: Infant Cries

- When a Baby Cries PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Toys I

- An Appropriate Toy PPT slides not labeled ULTRA, potentially not linked correctly, instructions only
- Toy Evaluation teaching aid, not labeled ULTRA, potentially not linked correctly, instructions only

Topic 3, Unit 2: Infant Toys II

- Piaget's Cognitive Theories PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Play, Activities, Toys, and Equipment for Infants PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Games Lab

- Fisher-Price link takes you to shopping options, not online games, in both instructions and resources
- Infant Game Laboratory Evaluation PDF not labeled ULTRA, potentially not linked correctly

Topic 3, Unit 2: Caring for Infants

- Whole Child video link works, but does not take you to the video, it takes you to a library of other resources, in both instructions and resources

Topic 3, Unit 2: Caregiver Strategies

- Teaching Strategies for Infants from Birth to Four Months PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Four to Eight PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Eight to Twelve PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 3: Adding New Foods

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

- Lucidpress link works, however, Lucidpress is now called “Marq”, when you click on the link, it says “Marq, formerly known as Lucidpress”

Topic 3, Unit 3: Feeding Problems

- Posterini resource no longer providing access to free poster templates, in both instructions and resources

Topic 3, Unit 4: Toddler Development III

- Rubric for Toddler Development link broken, specified resource not found or I do not have permission to access it, instructions only

Topic 3, Unit 4: Brain Development

- Brain Architecture resource incorrectly linked, resources only

Topic 3, Unit 5: Developmental Needs I

- What Do Toddlers Need teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Strategies to Meet Needs

- Observing Caregiver Strategies teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Eating & Feeding

- I Don't Want to Eat teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Clothing II

- Toddler Garment Design Guidelines teaching aid, not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toilet Training II

- 15 Best Potty Training Books link is updated to 17 Best Potty Training Books, may need to change the title in the instructions

Topic 3, Unit 5: Learning Opportunities

- What am I learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Methods of Learning

Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

- Methods of Learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development I

- Language Elaboration teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development II

- Toddler Language teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums I

- Tantrums link links to incorrect resource
- Dealing with Temper Tantrums teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums III

- Rubric for Comic Strip, link broken in both instructions and resources
- stripgenerator.com not loading in both instructions and resources (long buffer time, did not load)

Topic 3, Unit 5: Routines and Schedules

- Toddler Schedule and Routine Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toddlers and Screen Time

- Toddlers and Screen Time PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play I

- Play and Child Development teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play II

- Ways Play Promotes Development in Children teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play III: Types of Play

- Rubric link broken in both instructions and resources

Topic 3, Unit 5: Toys I: Toy Evaluation

- Toddler Toy Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toy Safety I

- Posterini resource no longer active in both instructions and resources

Topic 3, Unit 5: Toy Safety II

- Think Toy Safety teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy I

- 32 million words video link broken, shows a JPEG photo, in both instructions and resources
- Rubric link broken in both instructions and resources

Topic 3, Unit 5: Early Literacy II: Selecting and Reading Books

- Tips for Selecting and Reading Books PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy III: Creating a Book

- Creating a Touch and Feel Book teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy IV: Reading

- Rubric link broken in both instructions and resources

Topic 3, Unit 6: Portion Size

- Article “Feeding Your Toddler” links to the wrong article in both instructions and resources

Topic 3, Unit 6: Picky Eaters II

- The Science of Picky Eaters NOVA/PBS link broken/404 not found in both instructions and resources

Topic 3, Unit 7: Appropriate Guidance I

- Rubric for Flyer link broken in both instructions and resources

Topic 3, Unit 7: Gentle Discipline

- Posterini link no longer active in both instruction and resources

Topic 4, Unit 1: Piaget and Egocentrism

- Toondoo no longer active in both instructions and resources

Topic 4, Unit 1: Characteristics of Thinking

- Characteristics of Thinking article link took a long time to load and then said connection timed out and did not load, may need to check, in both instructions and resources

Topic 4, Unit 1: Levels of Play

- Levels of Play PPT slides only posted in instructions, but not in resources

Topic 4, Unit 2: Creativity and Play

- Creativity and Play video no longer active in both instructions and resources

Topic 4, Unit 2: Book Evaluation

- Children’s Book Critique PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 4, Unit 2: Speech

- Rubric for Fact Sheet in both instructions and resources

Topic 4, Unit 2: Physical Skills

- Rubric for Game Creation broken in instructions and not linked in resources

Topic 4, Unit 3: Planning Meals and Snacks

- My Plate Plan linked incorrectly in resources only
- Health and Nutrition information for preschoolers linked incorrectly in resources only

Topic 4, Unit 3: Colorful Foods

- Color Yourself Healthy links to wrong thing in both instructions and resources

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Topic 4, Unit 4: Appropriate Guidance IV

- None of the resources listed in instructions are linked in a resources section

Topic 5, Unit 1: Developmental Differences

- Observation of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in instructions only

Topic 5, Unit 1: Brain Development I

- A Day in the Life of a Brain link links to wrong thing in both instructions and resources

Topic 5, Unit 1: Types of Development

- Development of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in resources only

Topic 5, Unit 2: Needs

- What Do School-Aged Children Need teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 5, Unit 2: Intellectual Needs II

- Rubric for Flyer link broken in instructions and not linked at all in resources

Topic 5, Unit 2: Communication

- PBS Parents link not found in both instructions and resources

Topic 5, Unit 2: Strategies for Promoting Development

- Lucidpress is changed to Marq, may need to update resource name in both instructions and resources

Topic 5, Unit 3: MyPlate Nutrition

- Build a Healthy Meal link not found in both instructions and resources

Topic 5, Unit 3: Food and Activity Choices

- Healthy Habits Games link not found, in both instructions and resources

Topic 5, Unit 3: Meal Planning I

- Food-a-pedia link not found, in both instructions and resources

Topic 5, Unit 3: Nutritious Snacks I

- Taste’s Better From Scratch – 50 Healthy recipes article incorrectly linked in instructions only

Topic 5, Unit 3: Sack Lunches I

- Easy Lunch Box Ideas resource incorrectly labeled in the instructions, the podcast is now titled something different and I can’t tell if its still covering easy lunch ideas

Topic 5, Unit 3: Breakfast

- Healthy Breakfast Options resource incorrectly labeled in the instructions, the article is now titled something different

Topic 5, Unit 3: Breakfast and Brain Power

- Rubric for billboard link broken in both instructions and resources

Topic 5, Unit 4: Guidance Techniques II

- Toondoo no longer active in both instructions and resources

Topic 6, Unit I: Agencies Protecting Children and Adolescents II

- Rubric for Podcast and Rubric for Print Advertisement link broken in both instructions and resources

Topic 6, Unit II: Child Abuse Vocabulary

- Child Abuse Prevention and Treatment teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit II: Child Abuse Crimes

- LA Times does not link to the resource any longer, in both instructions and resources

Topic 6, Unit II: Reporting Child Abuse

- Rubric for Billboard link broken in both instructions and resources

Topic 6, Unit III: Healthcare Plans

- Rubric for Print Advertisement and Rubric for Student video links broken, in both instructions and resources

Topic 6, Unit III: Over-the-Counter Medications

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- Medicines in my Home Post Test teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- How to Reduce Your Baby’s Risk of SIDS video is listed as 6 min and 18 secs in instructions, the website says the video is only 1 minute and 22 secs, need to change description in instructions
- Posterin resource no longer active in instructions and resources

Topic 6, Unit III: Sleep Safety

- Safe Sleep for Babies video is listed as 12 min and 31 secs in instructions, the website says the video is only 4 minutes and 59 secs, need to change description in instructions

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- Crib Product Recalls link broken in both instructions and resources

Topic 6, Unit III: Crib Product Recalls

- Safer Products website link broken in both instructions and resources

Topic 6, Unit III: Safety Videos

- Posterini resource no longer active in instructions and resources
- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Poison Prevention

- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Water Hazards

- Home Water Hazards for Young Children article incorrectly titled, in instructions only

Topic 6, Unit III: Fire Safety I

- Fire Safety in the Home: Plan of Action teaching aid link broken in both instructions and resources

Topic 6, Unit III: Car Seat Safety

- Safe Kids Worldwide link broken in both instructions and resources
- How to Find the Right Car Seat video not linked in resources

Topic 6, Unit III: Playground Safety I

- America's Playgrounds Safety Report Card link says page not found in both instructions and resources

Topic 6, Unit III: Dangerous Products

- Thrift Store Safety Checklist PPT slides not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit 4: Influencing Factors

- HealthyPeople.gov resource is no longer active in instructions and resources

Topic 7, Unit 1: Preteen and Teen Vaccines

- Recommended Immunizations for Children link no longer active in both instructions and resources

Topic 7, Unit 1: Nutrition

- MyPlate incorrectly linked in instructions and resources

Topic 7, Unit 1: Nutrition and Physical Activity

- SparkPeople resource no longer valid in both instructions and resources

Topic 7, Unit 1: Healthy Snacks

- Smart Snacking for Adults and Teens link no longer active in both instructions and resources

Topic 7, Unit 1: Music and Brain Development

- Ten Magical Effects Music Has on the Mind article not labeled correctly in instructions, it links to an articles titled 14 Brain Benefits of Listening to Music

Topic 7, Unit 2: Peer Pressure I

- The Cool Spot website takes you to a different website in instructions, and corresponds to a different link in the resources (the NIHH link)
- Posterini resource no longer active in instructions and resources

Topic 7, Unit 2: Healthy & Unhealthy Relationships

- Rubric for Student video broken in instructions and wrong rubric is listed in resources (rubric for presentation)

Topic 7, Unit 2: Teen Dating Violence I

- Understanding Teen Dating Violence CDC webpage and teaching aid link is broken in both instructions and resources
- TDV-factsheet link looks like an outside resource that is linked in resources as a downloadable PDF

Topic 7, Unit 2: Technology and Dating

- Digitizing Abuse link broken in both instructions and resources

Topic 7, Unit 2: Teen Suicide I

- Teen Suicide video link links to an article titled different, not a video in both instructions and resources

Topic 7, Unit 4: Positive Parenting

- Both teaching aids not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 7, Unit 4: Parenting Teens

- Parenting Teens link not found in both instructions and resources
- Link titled “Surviving the Teen Years” links to a different article in both instructions and resources

Topic 7, Unit 4: Dealing with Teen Issues

- Rubric for Role-play not linked in resources, only in instructions

Topic 8, Unit 1: Physical Development

- Rubric for Essay broken in both instructions and resources

Topic 8, Unit 1: A Healthy Body

- Healthy Living Guide incorrectly linked in instructions and resources
- A well guided tour of your body incorrectly linked in resources
- Health Tips for Adults incorrectly linked in resources

Topic 8, Unit 1: Stress I

- Stress Smarts Quiz link does not link to a quiz in both instructions and resources

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Topic 8, Unit 1: Stress II

- Science of Stress video not found in both instructions and resources

Topic 8, Unit 1: Obesity

- The Obesity Epidemic video not found in both instructions and resources

Topic 8, Unit 1: Nutrition and Stress

- Managing Stress: A Guide for College Students link not correct in both instructions and resources
- Rubric for Menu Planning broken in both instructions and resources

Topic 8, Unit 1: Health and Safety During College

- Posterini resource no longer active in both instructions and resources
- Rubric for Poster link broken in both instructions and resources

Topic 8, Unit 2: Marriage Preparation

- Relate Institute link not found in both instructions and resources

Topic 8, Unit 3: Marriage Across Cultures

- Posterini resource no longer active in both instructions and resources

Topic 8, Unit 3: Quitting Smoking

- Rubric for Business Letter link broken in both instructions and resources
- Kick Butts Day resource directs to something different (I think the campaign was renamed) in instructions and resources

Topic 8, Unit 3: Binge Drinking

- Binge Drinking video link directs to something different in both instructions and resources
- Binge Drinking video transcript not labeled ULTRA, potentially incorrectly linked, in instructions and resources

Topic 9, Unit 1: Seven Healthy Habits

- My Life Check – Simple 7 is now renamed to Essential 8, need to change name in instructions and lesson title
- Posterini resource no longer active in both instructions and resources

Topic 9, Unit 1: Exercise I

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- Video links to a different article in both instructions and resources

Topic 9, Unit 1: Obesity and Healthy Weight

- Video links to a different video

Topic 9, Unit 1: DASH Diet

- Video no longer publicly available in both instructions and resources

Topic 9, Unit 1: Lifelong Learning

- Bernard Osher Foundation link broken in both instructions and resources

- Rubric for Fact Sheet broken in both instructions and resources

Topic 9, Unit 2: Levinson’s Theory

- Toondoo no longer active in both instructions and resources

Topic 9, Unit 2: Age Discrimination

- Posterini no longer active in both instructions and resources

Topic 9, Unit 2: Midlife Crisis

- Class Debate Listener form link broken in instructions only

Topic 9, Unit 2: Sandwich Generation I

- The Sandwich Generation resource not found in both instructions and resources

Topic 10, Unit 1: Physical Appearance

- Rubric for Timeline broken in both instructions and resources

Topic 10, Unit 1: Assistive Technology

- Rubric for Print Advertisement broken in both instructions and resources

Topic 10, Unit 1: Nutrition

- Let Food be Thy Medicine video incorrectly linked in instructions only

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Topic 10, Unit 1: Eating Healthy

- Making Healthy Food Choices video links to something different in both instructions and resources

Topic 10, Unit 1: Nutrient-dense Foods

- Choosing Nutrient Dense Foods video is no longer publicly active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease II

- Posterini no longer active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease III

- All links in this lesson no longer found/broken in both instructions and resources

Topic 10, Unit 1: Home Safety

- Home Safety links broken in both instructions and resources
- Caregiverstress.com links to something different in both instructions and resources

Topic 10, Unit 3: Looking for Work

- An Aging Workforce link broken in both instructions and resources

Topic 10, Unit 3: Elder Abuse

- Rubric for Podcast link broken in both instructions and resources

Topic 10, Unit 3: Adult Protective Services

- Mickey Rooney link broken in both instructions and resources
- Rubric for Fact Sheet link broken in both instructions and resources

Topic 11, Unit 1: Social Network Sites

- Facebook Can Help or Hurt Your Career link broken in both instructions and resources

Topic 11, Unit 1: Securing Employment

- Rubric for Presentation link broken in both instructions and resources

Topic 11, Unit 1: Interviews I

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- Texas Workforce Commission link broken in both instructions and resources

Topic 11, Unit 3: Family, Career, and Community Leaders of America I

- Guide to Branding and Promoting FCCLA link broken in both instructions and resources

Topic 11, Unit 3: Leadership Styles II

- Rubric for Roleplay or Skit link broken in both instructions and resources

Topic 11, Unit 4: Influences I

- Decisions and Influences link broken in both instructions and resources

Topic 11, Unit 5: Problem Solving II

- All links are downloadable PDFs that look like outside resources, they are not labeled ULTRA and may be incorrectly linked in both instructions and resources

Topic 11, Unit 5: Conflict Resolution

- Rubric for Roleplay or Skit broken in both instructions and resources

Topic 11, Unit 5: Negotiation

- Rubric for visual display broken in both instructions and resources

Topic 12, Unit 2: Education and Training Cluster II

- Rubric for Billboard broken in both instructions and resources

Topic 12, Unit 2: Entrepreneurs II

- Lucidpress renamed to Marq and should be renamed in both instructions and resources

Topic 13, Unit 1: Resumes

- Resume Components mis-titled Recipe Components in resources

Original Text: Topic 1, Unit 1: Theory- What is a Theory PPT not labeled with ULTRA potentially not linked correctly, in both instructions and resources Topic 1, Unit 1: Theorists- Posterini link no longer active in instructions and resources Topic 1, Unit 2: Research Methods I- Method Identification pdf in resources wrong color Topic 1, Unit 2: Pedagogy VS Andragogy I- RIT Online Learning link links to the wrong resource in both instructions and resources Topic 2, Unit 1: Pregnancy Menu Planning IV- Meal Planning During Pregnancy PDF/PPT, not labled with Ultra potentially not linked correctly, in both instructions and resources Topic 2, Unit 1: Healthy Weight Gain- Healthy Weight Gain teaching aid not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 2: Preparing

for Pregnancy- Posterini link no longer active in instructions and resources Topic 2, Unit 2: Prenatal Care Visits I- Prenatal Care ppt slides linked in instructions, but not linked in resources Topic 2, Unit 2: Prenatal Care Practices- Factors Influencing Prenatal Care PPT it is not labeled with Ultra, potentially not linked correctly, in both instructions and resources- Staying Healthy During Pregnancy PDF not labeled with Ultra, potentially not linked correctly, in both instructions and resources- Staying Healthy During Pregnancy key not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 2: Exercise During Pregnancy- Exercise During Pregnancy PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 2: Caffeine- Caffeine calculator I, link broken in instructions and resources Topic 2, Unit 2: Prenatal Testing II- Prenatal Testing video, link works, but video is no longer available, in instructions and resources Topic 2, Unit 3: Signs and Symptoms of Pregnancy II- americanpregnancy.org linked incorrectly in resources only Topic 2, Unit 3: Father’s Emotions- Seven Fears Expectant Father’s Face links to the wrong resources in both instructions and resources Topic 2, Unit 3: Prenatal Development I- Prenatal Development Month by Month not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 3: Monthly Development- Posterini link no longer active in instructions and resources Topic 2, Unit 3: Prenatal Development Timeline- Rubric for Timeline, not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources Topic 2, Unit 3: Brain Development III- Brain Architecture incorrectly linked in resources only Topic 2, Unit 4: Mendel’s Law of Inheritance- Mendel’s Law of Inheritance PPT slides not labeled with ULTRA, potentially not linked correctly, in instructions and resources Topic 3, Unit 1: Developmental Milestones- Milestones quiz incorrectly linked in resources only Topic 3, Unit 1: Types of Development- Principles of Development PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 1: Influences on Development- Posterini link no longer active in instructions and resources Topic 3, Unit 1: Motor Skills- Youtube video link broken/not available, in both instructions and resources Topic 3, Unit 1: Brain Development I- Rubric not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources Topic 3, Unit 1: Brain Development II- Brain Development of the Infant PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 3, Unit 1: Brain Development III- Brain Architecture incorrectly linked in resources only Topic 3, Unit 2: Bonding I- 15 ways to bond with a newborn, link broken/not found, in both instructions and resources Topic 3, Unit 2: Feeding Environment- Feeding Environment PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 2: Behaviors- How Children Learn Behavior PPT slides not labeled ULTRA, potentially not linked correctly, both in instructions and resources Topic 3, Unit 2: Infant Cries- When a Baby Cries PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 2: Infant Toys I- An Appropriate Toy PPT slides not labeled ULTRA, potentially not linked correctly, instructions only- Toy Evaluation teaching aid, not labeled ULTRA, potentially not linked correctly, instructions only Topic 3, Unit 2: Infant Toys II- Piaget’s Cognitive Theories PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources- Play, Activities, Toys, and Equipment for Infants PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 2: Infant Games Lab- Fisher-Price link takes you to shopping options, not online games, in both instructions and resources- Infant Game Laboratory Evaluation PDF not labeled ULTRA, potentially not linked correctly Topic 3, Unit 2: Caring for Infants- Whole Child video link works, but does not take you to the video, it takes you to a library of other resources, in both instructions and resources Topic 3, Unit 2: Caregiver Strategies- Teaching Strategies for Infants from Birth to Four Months PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources- Teaching Strategies for Infants from Four to Eight PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources- Teaching Strategies for Infants from Eight to Twelve PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 3: Adding New Foods- Lucidpress link works, however, Lucidpress is now called “Marq”, when you click on the link, it says “Marq, formerly known as Lucidpress” Topic 3, Unit 3: Feeding Problems- Posterini resource no longer providing access to free poster templates, in both instructions and resources Topic 3, Unit 4: Toddler Development III- Rubric for Toddler Development link broken, specified resource not found or I do not have permission to access it, instructions only Topic 3, Unit 4: Brain Development- Brain Architecture resource incorrectly linked, resources only Topic 3, Unit 5: Developmental Needs I- What Do Toddlers Need teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources Topic 3, Unit 5: Strategies to Meet Needs- Observing Caregiver Strategies teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources Topic 3, Unit 5: Eating & Feeding- I Don’t Want to Eat teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Clothing II- Toddler Garment Design

Guidelines teaching aid, not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Toilet Training II- 15 Best Potty Training Books link is updated to 17 Best Potty Training Books, may need to change the title in the instructions Topic 3, Unit 5: Learning Opportunities- What am I learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Methods of Learning- Methods of Learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Language Development I- Language Elaboration teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Language Development II- Toddler Language teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Temper Tantrums I- Tantrums link links to incorrect resource- Dealing with Temper Tantrums teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Temper Tantrums III- Rubric for Comic Strip, link broken in both instructions and resources- stripgenerator.com not loading in both instructions and resources (long buffer time, did not load) Topic 3, Unit 5: Routines and Schedules- Toddler Schedule and Routine Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Toddlers and Screen Time- Toddlers and Screen Time PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Importance of Play I- Play and Child Development teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Importance of Play II- Ways Play Promotes Development in Children teaching aid not labeled ULTRA, potentially not linked 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Dating- Digitizing Abuse link broken in both instructions and resources Topic 7, Unit 2: Teen Suicide I- Teen Suicide video link links to an article titled different, not a video in both instructions and resources Topic 7, Unit 4: Positive Parenting- Both teaching aids not labeled ULTRA, potentially linked incorrectly, in both instructions and resources Topic 7, Unit 4: Parenting Teens- Parenting Teens link not found in both instructions and resources- Link titled “Surviving the Teen Years” links to a different article in both instructions and resources Topic 7, Unit 4: Dealing with Teen Issues- Rubric for Role-play not linked in resources, only in instructions Topic 8, Unit 1: Physical Development- Rubric for Essay broken in both instructions and resources Topic 8, Unit 1: A Healthy Body- Healthy Living Guide incorrectly linked in instructions and resources- A well guided tour of your body incorrectly linked in resources- Health Tips for Adults incorrectly linked in resources Topic 8, Unit 1: Stress I- Stress Smarts Quiz link does not link to a quiz in both instructions and resources Topic 8, Unit 1: Stress II- Science of Stress video not found in both instructions and resources Topic 8, Unit

1: Obesity- The Obesity Epidemic video not found in both instructions and resources Topic 8, Unit 1: Nutrition and Stress- Managing Stress: A Guide for College Students link not correct in both instructions and resources- Rubric for Menu Planning broken in both instructions and resources Topic 8, Unit 1: Health and Safety During College- Posterini resource no longer active in both instructions and resources- Rubric for Poster link broken in both instructions and resources Topic 8, Unit 2: Marriage Preparation- Relate Institute link not found in both instructions and resources Topic 8, Unit 3: Marriage Across Cultures- Posterini resource no longer active in both instructions and resources Topic 8, Unit 3: Quitting Smoking- Rubric for Business Letter link broken in both instructions and resources- Kick Butts Day resource directs to something different (I think the campaign was renamed) in instructions and resources Topic 8, Unit 3: Binge Drinking- Binge Drinking video link directs to something different in both instructions and resources- Binge Drinking video transcript not labeled ULTRA, potentially incorrectly linked, in instructions and resources Topic 9, Unit 1: Seven Healthy Habits- My Life Check – Simple 7 is now renamed to Essential 8, need to change name in instructions and lesson title- Posterini resource no longer active in both instructions and resources Topic 9, Unit 1: Exercise I- Video links to a different article in both instructions and resources Topic 9, Unit 1: Obesity and Healthy Weight- Video links to a different video Topic 9, Unit 1: DASH Diet- Video no longer publicly available in both instructions and resources Topic 9, Unit 1: Lifelong Learning- Bernard Osher Foundation link broken in both instructions and resources- Rubric for Fact Sheet broken in both instructions and resources Topic 9, Unit 2: Levinson’s Theory- Toondoo no longer active in both instructions and resources Topic 9, Unit 2: Age Discrimination- Posterini no longer active in both instructions and resources Topic 9, Unit 2: Midlife Crisis- Class Debate Listener form link broken in instructions only Topic 9, Unit 2: Sandwich Generation I- The Sandwich Generation resource not found in both instructions and resources Topic 10, Unit 1: Physical Appearance- Rubric for Timeline broken in both instructions and resources Topic 10, Unit 1: Assistive Technology- Rubric for Print Advertisement broken in both instructions and resources Topic 10, Unit 1: Nutrition- Let Food be Thy Medicine video incorrectly linked in instructions only Topic 10, Unit 1: Eating Healthy- Making Healthy Food Choices video links to something different in both instructions and resources Topic 10, Unit 1: Nutrient-dense Foods- Choosing Nutrient Dense Foods video is no longer publicly active in both instructions and resources Topic 10, Unit 1: Alzheimers Disease II- Posterini no longer active in both instructions and resources Topic 10, Unit 1: Alzheimers Disease III- All links in this lesson no longer found/broken in both instructions and resources Topic 10, Unit 1: Home Safety- Home Safety links broken in both instructions and resources- Caregiverstress.com links to something different in both instructions and resources Topic 10, Unit 3: Looking for Work- An Aging Workforce link broken in both instructions and resources Topic 10, Unit 3: Elder Abuse- Rubric for Podcast link broken in both instructions and resources Topic 10, Unit 3: Adult Protective Services- Mickey Rooney link broken in both instructions and resources- Rubric for Fact Sheet link broken in both instructions and resources Topic 11, Unit 1: Social Network Sites- Facebook Can Help or Hurt Your Career link broken in both instructions and resources Topic 11, Unit 1: Securing Employment- Rubric for Presentation link broken in both instructions and resources Topic 11, Unit 1: Interviews I- Texas Workforce Commission link broken in both instructions and resources Topic 11, Unit 3: Family, Career, and Community Leaders of America I- Guide to Branding and Promoting FCCCLA link broken in both instructions and resources Topic 11, Unit 3: Leadership Styles II- Rubric for Roleplay or Skit link broken in both instructions and resources Topic 11, Unit 4: Influences I- Decisions and Influences link broken in both instructions and resources Topic 11, Unit 5: Problem Solving II- All links are downloadable PDFs that look like outside resources, they are not labeled ULTRA and may be incorrectly linked in both instructions and resources Topic 11, Unit 5: Conflict Resolution- Rubric for Roleplay or Skit broken in both instructions and resources Topic 11, Unit 5: Negotiation- Rubric for visual display broken in both instructions and resources Topic 12, Unit 2: Education and Training Cluster II- Rubric for Billboard broken in both instructions and resources Topic 12, Unit 2: Entrepreneurs II- Lucidpress renamed to Marq and should be renamed in both instructions and resources Topic 13, Unit 1: Resumes- Resume Components mis-titled Recipe Components in resources

Updated Text: Topic 1, Unit 1: Theory- What is a Theory PPT not labeled with ULTRA potentially not linked correctly, in both instructions and resources Topic 1, Unit 1: Theorists- Posterini link no longer active in instructions and resources Topic 1, Unit 2: Research Methods I- Method Identification pdf in resources wrong color Topic 1, Unit 2: Pedagogy VS Andragogy I- RIT Online Learning link links to the wrong resource in both instructions and resources Topic 2, Unit 1: Pregnancy Menu Planning IV- Meal Planning During Pregnancy PDF/PPT, not labled with Ultra potentially not linked correctly, in both instructions and resources Topic 2, Unit 1: Healthy Weight Gain- Healthy Weight Gain teaching aid not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 2: Preparing for Pregnancy- Posterini link no longer active in instructions and resources Topic 2, Unit 2: Prenatal Care Visits I- Prenatal

Care ppt slides linked in instructions, but not linked in resources Topic 2, Unit 2: Prenatal Care Practices- Factors Influencing Prenatal Care PPT it is not labeled with Ultra, potentially not linked correctly, in both instructions and resources- Staying Healthy During Pregnancy PDF not labeled with Ultra, potentially not linked correctly, in both instructions and resources- Staying Healthy During Pregnancy key not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 2: Exercise During Pregnancy- Exercise During Pregnancy PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 2: Caffeine- Caffeine calculator I, link broken in instructions and resources Topic 2, Unit 2: Prenatal Testing II- Prenatal Testing video, link works, but video is no longer available, in instructions and resources Topic 2, Unit 3: Signs and Symptoms of Pregnancy II- americanpregnancy.org linked incorrectly in resources only Topic 2, Unit 3: Father’s Emotions- Seven Fears Expectant Father’s Face links to the wrong resources in both instructions and resources Topic 2, Unit 3: Prenatal Development I- Prenatal Development Month by Month not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 2, Unit 3: Monthly Development- Posterini link no longer active in instructions and resources Topic 2, Unit 3: Prenatal Development Timeline- Rubric for Timeline, not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources Topic 2, Unit 3: Brain Development III- Brain Architecture incorrectly linked in resources only Topic 2, Unit 4: Mendel’s Law of Inheritance- Mendel’s Law of Inheritance PPT slides not labeled with ULTRA, potentially not linked correctly, in instructions and resources Topic 3, Unit 1: Developmental Milestones- Milestones quiz incorrectly linked in resources only Topic 3, Unit 1: Types of Development- Principles of Development PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 1: Influences on Development- Posterini link no longer active in instructions and resources Topic 3, Unit 1: Motor Skills- Youtube video link broken/not available, in both instructions and resources Topic 3, Unit 1: Brain Development I- Rubric not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources Topic 3, Unit 1: Brain Development II- Brain Development of the Infant PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources Topic 3, Unit 1: Brain Development III- Brain Architecture incorrectly linked in resources only Topic 3, Unit 2: Bonding I- 15 ways to bond with a newborn, link broken/not found, in both instructions and resources Topic 3, Unit 2: Feeding Environment- Feeding Environment PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 2: Behaviors- How Children Learn Behavior PPT slides not labeled ULTRA, potentially not linked correctly, both in instructions and resources Topic 3, Unit 2: Infant Cries- When a Baby Cries PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 2: Infant Toys I- An Appropriate Toy PPT slides not labeled ULTRA, potentially not linked correctly, instructions only- Toy Evaluation teaching aid, not labeled ULTRA, potentially not linked correctly, instructions only Topic 3, Unit 2: Infant Toys II- Piaget’s Cognitive Theories PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources- Play, Activities, Toys, and Equipment for Infants PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 2: Infant Games Lab- Fisher-Price link takes you to shopping options, not online games, in both instructions and resources- Infant Game Laboratory Evaluation PDF not labeled ULTRA, potentially not linked correctly Topic 3, Unit 2: Caring for Infants- Whole Child video link works, but does not take you to the video, it takes you to a library of other resources, in both instructions and resources Topic 3, Unit 2: Caregiver Strategies- Teaching Strategies for Infants from Birth to Four Months PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources- Teaching Strategies for Infants from Four to Eight PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources- Teaching Strategies for Infants from Eight to Twelve PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 3: Adding New Foods- Lucidpress link works, however, Lucidpress is now called “Marq”, when you click on the link, it says “Marq, formerly known as Lucidpress” Topic 3, Unit 3: Feeding Problems- Posterini resource no longer providing access to free poster templates, in both instructions and resources Topic 3, Unit 4: Toddler Development III- Rubric for Toddler Development link broken, specified resource not found or I do not have permission to access it, instructions only Topic 3, Unit 4: Brain Development- Brain Architecture resource incorrectly linked, resources only Topic 3, Unit 5: Developmental Needs I- What Do Toddlers Need teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources Topic 3, Unit 5: Strategies to Meet Needs- Observing Caregiver Strategies teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources Topic 3, Unit 5: Eating & Feeding- I Don’t Want to Eat teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Clothing II- Toddler Garment Design Guidelines teaching aid, not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3,

Unit 5: Toilet Training II- 15 Best Potty Training Books link is updated to 17 Best Potty Training Books, may need to change the title in the instructions Topic 3, Unit 5: Learning Opportunities- What am I learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Methods of Learning- Methods of Learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Language Development I- Language Elaboration teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Language Development II- Toddler Language teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Temper Tantrums I- Tantrums link links to incorrect resource- Dealing with Temper Tantrums teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Temper Tantrums III- Rubric for Comic Strip, link broken in both instructions and resources- stripgenerator.com not loading in both instructions and resources (long buffer time, did not load) Topic 3, Unit 5: Routines and Schedules- Toddler Schedule and Routine Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Toddlers and Screen Time- Toddlers and Screen Time PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Importance of Play I- Play and Child Development teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Importance of Play II- Ways Play Promotes Development in Children teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Importance of Play III: Types of Play- Rubric link broken in both instructions and resources Topic 3, Unit 5: Toys I: Toy Evaluation- Toddler Toy Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Toy Safety I- Posterini resource no longer active in both instructions and resources Topic 3, Unit 5: Toy Safety II- Think Toy Safety teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Early Literacy I- 32 million words video link broken, shows a JPEG photo, in both instructions and resources- Rubric link broken in both instructions and resources Topic 3, Unit 5: Early Literacy II: Selecting and Reading Books- Tips for Selecting and Reading Books PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Early Literacy III: Creating a Book- Creating a Touch and Feel Book teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 3, Unit 5: Early Literacy IV: Reading- Rubric link broken in both instructions and resources Topic 3, Unit 6: Portion Size- Article “Feeding Your Toddler” links to the wrong article in both instructions and resources Topic 3, Unit 6: Picky Eaters II- The Science of Picky Eaters NOVA/PBS link broken/404 not found in both instructions and resources Topic 3, Unit 7: Appropriate Guidance I- Rubric for Flyer link broken in both instructions and resources Topic 3, Unit 7: Gentle Discipline- Posterini link no longer active in both instruction and resources Topic 4, Unit 1: Piaget and Egocentrism- Toondoo no longer active in both instructions and resources Topic 4, Unit 1: Characteristics of Thinking- Characteristics of Thinking article link took a long time to load and then said connection timed out and did not load, may need to check, in both instructions and resources Topic 4, Unit 1: Levels of Play- Levels of Play PPT slides only posted in instructions, but not in resources Topic 4, Unit 2: Creativity and Play- Creativity and Play video no longer active in both instructions and resources Topic 4, Unit 2: Book Evaluation- Children’s Book Critique PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 4, Unit 2: Speech- Rubric for Fact Sheet in both instructions and resources Topic 4, Unit 2: Physical Skills- Rubric for Game Creation broken in instructions and not linked in resources Topic 4, Unit 3: Planning Meals and Snacks- My Plate Plan linked incorrectly in resources only- Health and Nutrition information for preschoolers linked incorrectly in resources only Topic 4, Unit 3: Colorful Foods- Color Yourself Healthy links to wrong thing in both instructions and resources Topic 4, Unit 4: Appropriate Guidance IV- None of the resources listed in instructions are linked in a resources section Topic 5, Unit 1: Developmental Differences- Observation of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in instructions only Topic 5, Unit 1: Brain Development I- A Day in the Life of a Brain link links to wrong thing in both instructions and resources Topic 5, Unit 1: Types of Development- Development of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in resources only Topic 5, Unit 2: Needs- What Do School-Aged Children Need teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources Topic 5, Unit 2: Intellectual Needs II- Rubric for Flyer link broken in instructions and not linked at all in resources Topic 5, Unit 2: Communication- PBS Parents link not found in both instructions and resources Topic 5, Unit 2: Strategies for Promoting Development- Lucidpress is changed to Marq, may need to update resource name in both instructions and resources Topic 5, Unit 3: MyPlate Nutrition- Build a Healthy Meal link not found in both instructions and resources Topic 5, Unit 3: Food and Activity Choices- Healthy Habits Games link not found, in both instructions and resources Topic 5, Unit 3: Meal Planning I- Food-a-pedia link not found, in

both instructions and resources Topic 5, Unit 3: Nutritious Snacks I- Taste’s Better From Scratch – 50 Healthy recipes article incorrectly linked in instructions only Topic 5, Unit 3: Sack Lunches I- Easy Lunch Box Ideas resource incorrectly labeled in the instructions, the podcast is now titled something different and I can’t tell if its still covering easy lunch ideas Topic 5, Unit 3: Breakfast- Healthy Breakfast Options resource incorrectly labeled in the instructions, the article is now titled something different Topic 5, Unit 3: Breakfast and Brain Power- Rubric for billboard link broken in both instructions and resources Topic 5, Unit 4: Guidance Techniques II- Toondoo no longer active in both instructions and resources Topic 6, Unit I: Agencies Protecting Children and Adolescents II- Rubric for Podcast and Rubric for Print Advertisement link broken in both instructions and resources Topic 6, Unit II: Child Abuse Vocabulary- Child Abuse Prevention and Treatment teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources Topic 6, Unit II: Child Abuse Crimes- LA Times does not link to the resource any longer, in both instructions and resources Topic 6, Unit II: Reporting Child Abuse- Rubric for Billboard link broken in both instructions and resources Topic 6, Unit III: Healthcare Plans- Rubric for Print Advertisement and Rubric for Student video links broken, in both instructions and resources Topic 6, Unit III: Over-the-Counter Medications- Medicines in my Home Post Test teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)- How to Reduce Your Baby’s Risk of SIDS video is listed as 6 min and 18 secs in instructions, the website says the video is only 1 minute and 22 secs, need to change description in instructions- Posterin resource no longer active in instructions and resources Topic 6, Unit III: Sleep Safety- Safe Sleep for Babies video is listed as 12 min and 31 secs in instructions, the website says the video is only 4 minutes and 59 secs, need to change description in instructions Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)- Crib Product Recalls link broken in both instructions and resources Topic 6, Unit III: Crib Product Recalls- Safer Products website link broken in both instructions and resources Topic 6, Unit III: Safety Videos- Posterini resource no longer active in instructions and resources- Podcast Generator link broken in instructions and resources Topic 6, Unit III: Poison Prevention- Podcast Generator link broken in instructions and resources Topic 6, Unit III: Water Hazards- Home Water Hazards for Young Children article incorrectly titled, in instructions only Topic 6, Unit III: Fire Safety I- Fire Safety in the Home: Plan of Action teaching aid link broken in both instructions and resources Topic 6, Unit III: Car Seat Safety- Safe Kids Worldwide link broken in both instructions and resources- How to Find the Right Car Seat video not linked in resources Topic 6, Unit III: Playground Safety I- America’s Playgrounds Safety Report Card link says page not found in both instructions and resources Topic 6, Unit III: Dangerous Products- Thrift Store Safety Checklist PPT slides not labeled ULTRA, potentially linked incorrectly, in both instructions and resources Topic 6, Unit 4: Influencing Factors- HealthyPeople.gov resource is no longer active in instructions and resources Topic 7, Unit 1: Preteen and Teen Vaccines- Recommended Immunizations for Children link no longer active in both instructions and resources Topic 7, Unit 1: Nutrition- MyPlate incorrectly linked in instructions and resources Topic 7, Unit 1: Nutrition and Physical Activity- SparkPeople resource no longer valid in both instructions and resources Topic 7, Unit 1: Healthy Snacks- Smart Snacking for Adults and Teens link no longer active in both instructions and resources Topic 7, Unit 1: Music and Brain Development- Ten Magical Effects Music Has on the Mind article not labeled correctly in instructions, it links to an articles titled 14 Brain Benefits of Listening to Music Topic 7, Unit 2: Peer Pressure I- The Cool Spot website takes you to a different website in instructions, and corresponds to a different link in the resources (the NIHH link)- Posterini resource no longer active in instructions and resources Topic 7, Unit 2: Healthy & Unhealthy Relationships- Rubric for Student video broken in instructions and wrong rubric is listed in resources (rubric for presentation Topic 7, Unit 2: Teen Dating Violence I- Understanding Teen Dating Violence CDC webpage and teaching aid link is broken in both instructions and resources- TDV-factsheet link looks like an outside resource that is linked in resources as a downloadable PDF Topic 7, Unit 2: Technology and Dating- Digitizing Abuse link broken in both instructions and resources Topic 7, Unit 2: Teen Suicide I- Teen Suicide video link links to an article titled different, not a video in both instructions and resources Topic 7, Unit 4: Positive Parenting- Both teaching aids not labeled ULTRA, potentially linked incorrectly, in both instructions and resources Topic 7, Unit 4: Parenting Teens- Parenting Teens link not found in both instructions and resources- Link titled “Surviving the Teen Years” links to a different article in both instructions and resources Topic 7, Unit 4: Dealing with Teen Issues- Rubric for Role-play not linked in resources, only in instructions Topic 8, Unit 1: Physical Development- Rubric for Essay broken in both instructions and resources Topic 8, Unit 1: A Healthy Body- Healthy Living Guide incorrectly linked in instructions and resources- A well guided tour of your body incorrectly linked in resources- Health Tips for Adults incorrectly linked in resources Topic 8, Unit 1: Stress I- Stress Smarts Quiz link does not link to a quiz in both instructions and resources Topic 8, Unit 1: Stress II- Science of Stress video not found in both instructions and resources Topic 8, Unit 1: Obesity- The Obesity Epidemic video not found in both instructions and resources Topic 8, Unit 1: Nutrition and Stress-

Managing Stress: A Guide for College Students link not correct in both instructions and resources- Rubric for Menu Planning broken in both instructions and resources Topic 8, Unit 1: Health and Safety During College- Posterini resource no longer active in both instructions and resources- Rubric for Poster link broken in both instructions and resources Topic 8, Unit 2: Marriage Preparation- Relate Institute link not found in both instructions and resources Topic 8, Unit 3: Marriage Across Cultures- Posterini resource no longer active in both instructions and resources Topic 8, Unit 3: Quitting Smoking- Rubric for Business Letter link broken in both instructions and resources- Kick Butts Day resource directs to something different (I think the campaign was renamed) in instructions and resources Topic 8, Unit 3: Binge Drinking- Binge Drinking video link directs to something different in both instructions and resources- Binge Drinking video transcript not labeled ULTRA, potentially incorrectly linked, in instructions and resources Topic 9, Unit 1: Seven Healthy Habits- My Life Check – Simple 7 is now renamed to Essential 8, need to change name in instructions and lesson title- Posterini resource no longer active in both instructions and resources Topic 9, Unit 1: Exercise I- Video links to a different article in both instructions and resources Topic 9, Unit 1: Obesity and Healthy Weight- Video links to a different video Topic 9, Unit 1: DASH Diet- Video no longer publicly available in both instructions and resources Topic 9, Unit 1: Lifelong Learning- Bernard Osher Foundation link broken in both instructions and resources- Rubric for Fact Sheet broken in both instructions and resources Topic 9, Unit 2: Levinson’s Theory- Toondoo no longer active in both instructions and resources Topic 9, Unit 2: Age Discrimination- Posterini no longer active in both instructions and resources Topic 9, Unit 2: Midlife Crisis- Class Debate Listener form link broken in instructions only Topic 9, Unit 2: Sandwich Generation I- The Sandwich Generation resource not found in both instructions and resources Topic 10, Unit 1: Physical Appearance- Rubric for Timeline broken in both instructions and resources Topic 10, Unit 1: Assistive Technology- Rubric for Print Advertisement broken in both instructions and resources Topic 10, Unit 1: Nutrition- Let Food be Thy Medicine video incorrectly linked in instructions only Topic 10, Unit 1: Eating Healthy- Making Healthy Food Choices video links to something different in both instructions and resources Topic 10, Unit 1: Nutrient-dense Foods- Choosing Nutrient Dense Foods video is no longer publicly active in both instructions and resources Topic 10, Unit 1: Alzheimers Disease II- Posterini no longer active in both instructions and resources Topic 10, Unit 1: Alzheimers Disease III- All links in this lesson no longer found/broken in both instructions and resources Topic 10, Unit 1: Home Safety- Home Safety links broken in both instructions and resources- Caregiverstress.com links to something different in both instructions and resources Topic 10, Unit 3: Looking for Work- An Aging Workforce link broken in both instructions and resources Topic 10, Unit 3: Elder Abuse- Rubric for Podcast link broken in both instructions and resources Topic 10, Unit 3: Adult Protective Services- Mickey Rooney link broken in both instructions and resources- Rubric for Fact Sheet link broken in both instructions and resources Topic 11, Unit 1: Social Network Sites- Facebook Can Help or Hurt Your Career link broken in both instructions and resources Topic 11, Unit 1: Securing Employment- Rubric for Presentation link broken in both instructions and resources Topic 11, Unit 1: Interviews I- Texas Workforce Commission link broken in both instructions and resources Topic 11, Unit 3: Family, Career, and Community Leaders of America I- Guide to Branding and Promoting FCCCLA link broken in both instructions and resources Topic 11, Unit 3: Leadership Styles II- Rubric for Roleplay or Skit link broken in both instructions and resources Topic 11, Unit 4: Influences I- Decisions and Influences link broken in both instructions and resources Topic 11, Unit 5: Problem Solving II- All links are downloadable PDFs that look like outside resources, they are not labeled ULTRA and may be incorrectly linked in both instructions and resources Topic 11, Unit 5: Conflict Resolution- Rubric for Roleplay or Skit broken in both instructions and resources Topic 11, Unit 5: Negotiation- Rubric for visual display broken in both instructions and resources Topic 12, Unit 2: Education and Training Cluster II- Rubric for Billboard broken in both instructions and resources Topic 12, Unit 2: Entrepreneurs II- Lucidpress renamed to Marq and should be renamed in both instructions and resources Topic 13, Unit 1: Resumes- Resume Components mis-titled Recipe Components in resources

Publisher: The Curriculum Center for Family and Consumer Sciences

Instructional Practices

Program: Instructional Practices: TEKS

Editorial Changes

Component: *Instructional Practices*

ISBN: 9781953248053

Type: Editorial Change

Original Text: Topic 1 Unit 1: Course Introduction Education and Training Plan of Study - listed as PDF, link to <https://cte.careertech.org/sites/default/files/PlanStudy-CareerCluster-ED.pdf> Advance CTE website: Education and Training Knowledge and Skills Statements from the three pathways: Administration and Administrative Support, Professional Support Services, and Teaching/Training – not linked correctly, link to <https://careertech.org/education-training> Unit 2: Historical Timeline History of Education: The United States in a Nutshell – broken link Unit 2: Schools in History Rubric for Presentation Unit 2: Events in U.S. Education Teaching aid, Events in the History of Education in the United States – I don’t think it’s ours? Unit 3: Teacher Knowledge and Skills PowerPoint slides, What Does it Take to Be a Successful Teacher? – Source: Reaching to Teach – is it okay to use? Unit 3: Personal Assessment PowerPoint slides, What Does it Take to Be a Successful Teacher? – source: Reaching to Teach – is it okay to use? Power of One, link to <https://fcclainc.org/engage/national-programs/power-one> Educational Leadership Fundamentals (ELF) – listed as PDF, link to https://www.tafeonline.org/assets/docs/22_23_Competitive_Events/22-23%20ELF%20Test.pdf FCCLA Planning Process Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Using the Planning Process Worksheet – PDF (reproducible) – couldn’t find a link to it Unit 3: Effective Teachers Rubric for Presentation (add to Resources & Technology section) Unit 3: Fulfilling Teacher Roles FCCLA Planning Process Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 3: Teaching Standards Five Core Propositions <https://www.nbpts.org/certification/five-core-propositions/> INTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 – PDF, link to https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf (downloadable) Unit 3: Characteristics of Effective Teachers Rubric for Visual Display Unit 3: Time Management Time Management Questionnaire PDF – couldn’t find a link Unit 3: Characteristics for Teaching Success Rubric for Visual Display Unit 3: Leadership Activity TAFE Leadership Award Competition – PDF, link to https://www.tafeonline.org/assets/docs/22_23_Competitive_Events/22-23%20Educators%20Rising%20Leadership%20Award.pdf FCCLA Planning Process – PowerPoint – not sure it’s ours, doesn’t have copyright statement – couldn’t find a link FCCLA Planning Process Work Worksheet – PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 3: Teamwork Skills I Rubric for Essay Unit 3: Teamwork Skills II Rubric for Presentation Unit 3: Relating to Administrators Rubric for Skit or Role Play Unit 4: Ethical Conduct I PowerPoint slides, Teacher Characteristics: Ethical Conduct – quotes from the American Association of the School Administrators Code of Ethics – is this ok to use? Rubric for Skit or Role Play Unit 4: Ethical Situations Rubric for Comic Strip Unit 4: Ethical Guidelines Rubric for Essay Unit 4: Expectations of Teachers I Rules for Teachers 1872 – PDF, link to <https://news.illinoisstate.edu/2014/02/rules-one-room-schoolhouse-teachers/> The Good Old Days – PDF, link to <https://news.illinoisstate.edu/2014/02/rules-one-room-schoolhouse-teachers/> Unit 5: Types of Schools Rubric for Visual Display Unit 5: School Effectiveness Rubric for Visual Display Unit 5: Policies and Guidelines Rubric for Essay Rubric for Oral Presentation Unit 5: Evaluating Schools Questions and Tips for Parents: Schools, and the Community – broken link Rubric for Essay Unit 6: Education Careers I Rubric for Visual Display Unit 6: Education Careers II Texas CTE Education and Training College and Career Planning Guide – broken link Unit 6: Non-Traditional Education and Training Careers Texas CTE Education and Training College and Career Planning Guide – broken link Unit 6: Education and Training Pathways Rubric for Visual Display Unit 7: Education Careers What is a Teaching Philosophy, and What is its Purpose? – broken link Teaching aid, Teacher Interviews - doesn’t have our copyright statement Unit 7: Personal Philosophy of Education I Rubric for Infographic (Digital or Poster Board) Topic 2 Unit 1: Johari’s Window PowerPoint slides, What Does it Take to Be a Successful Teacher? – source: Reaching to Teach – is it okay to use? Unit 1: Oral Communication Rubric for Oral Presentation Unit 1: Listening Skills FCCLA Planning Process Work Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 1: Technology as a Tool for Communication Technology Applications Standards for all Teachers (in Resources & Technology section) – broken link Unit 1: Family-Teacher Communication Parent-Teacher Communication – broken link Unit 2: Literacy PowerPoint slides, What is “Literacy”? source: The Plurality of Literacy and its Implications for Policies and Programmes – is it okay or does it need to be linked to <https://unesdoc.unesco.org/ark:/48223/pf0000136246> PowerPoint slides, Why is Literacy Important? – is it okay to use? Unit 2: Importance of Literacy PowerPoint slides, Literacy Statistics from: Begin to Read - is it okay to use? <https://www.begin Toread.com/research/literacystatistics.html> Unit 2: News and Education II PowerPoint slides, Using the News with Elementary Students – is it okay to use?

PowerPoint slides, Using the News with Middle School Students – is it okay to use? PowerPoint slides, Using the News with Secondary Students – is it okay to use? Unit 2: Reading Activities to Promote Literacy PowerPoint slides, Breaking the Ice with a Favorite Book - source: Ready, Set, Read! Coordinator Guide – is it okay to use? Unit 2: Literacy Project PowerPoint slides, Did You Know? – is it okay to use? Corporation for National & Community Services – PDF, couldn't find link Topic 3 Unit 1: Developmental Theorists Rubric for Essay Unit 1: Applying Theories Rubric for Essay Unit 1: Moral Development Rubric for Essay Unit 1: Physical Development II Rubric for Visual Display Unit 1: Application of Growth and Development Strategies Rubric for Journal Writing Unit 2: Piaget's Cognitive Stages Rubric for Poster (Digital or Poster Board) Unit 2: Teaching Guidelines PowerPoint slides, Teaching Learners at Three of Piaget's Stages of Cognitive Growth – source: Reaching to Teach – is it okay? Unit 2: Vygotsky Application Teaching aid, Vygotsky – Some Key Principles - doesn't have our copyright statement Unit 2: Multiple Intelligences PowerPoint slides, Multiple Intelligences – Dr. Howard Gardner of Harvard University – is it okay to use? 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Unit 3: Special Education Terminology Texas Project First Glossary of Terms – broken link, use <https://texasprojectfirst.org/en/page/3/?s=glossary> Unit 3: Field Experience Rubric for Essay Unit 3: People First Language People First Language – broken link <https://tcdd.texas.gov/wp-content/uploads/2021/06/People-First-Language.pdf> Unit 3: Instructional Strategies I Exceptional Students and Disability Information – broken link <https://www.naset.org/professional-resources/exceptional-students-and-disability-information> Unit 3: English as a Second Language (ESL/English Language Learners (ELL) I Bilingual Education: Effective Programming for Language-Minority Students – broken link Topic 4 Unit 1: Physical Space Teaching aid, Using Physical Space to Create Safe and Effective Learning Environments – doesn't have our copyright statement Unit 1: Classroom Climate PowerPoint slides, I've come to the frightening conclusion – I get a message: Adobe Acrobat could not open the powerpoint because it is either not a supported file type or because the file has been damaged (for example, it was sent as an email attachment and wasn't correctly decoded). 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Unit 2: Classroom Rules National Education Association (NEA) – broken link Unit 2: Guidance Techniques Guiding Young Children: 21 Strategies – broken link Unit 2: Conflict Resolution Conflict Quote – from Becoming a Teacher - is it okay to use? Unit 2: Conflict Management and Mediation II Rubric for Student Video Biteable – broken link Topic 5 Unit 1: Subject Matter Competence I PowerPoint slides, The Five Core Propositions – source: National Board for Professional Teaching Standards – is it okay to use? Unit 1: Pedagogy PowerPoint slide, Quote-Rod Page 2002 – from Secretary of Education, Rod Paige, 2002 – is it okay to use? Unit 1: Required Curriculum PowerPoint slide, Required Curriculum – source: TEA – is it okay to use? Unit 1: TEKS I PowerPoint slide, Subject Areas Covered in TEKS – source: TEA – is it okay to use or link to <https://tea.texas.gov/academics/curriculum-standards/teks-review/texas-essential-knowledge-and-skills> Unit 1: Standardized Testing I PowerPoint slides, TEKS Assessment Continuous Improvement – source: TEA – is it okay to use? Unit 1: Standardized Testing II Rubric for Business Letter Rubric for Essay Rubric for Poem Unit 1: Bloom's Taxonomy Rubric for Research Report Unit 1: TEKS and Assessment Rubric for Essay Unit 1: Subject Matter Competence II FCCLA Planning Process Work Worksheet – PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 2: Instructional Planning II PowerPoint slides, Factors that Impact Instructional Planning – source: Creative Instructional Methods, Chamberlain and Cummings – is it okay to use? 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Teaching aid, Analyzing the Steps in Unit Planning – source: Putting It All Together – is it okay to use? Unit 2: Lesson Planning Application II Rubric for Journal Writing Unit 3: Long-Term vs. Short-Term Objectives Rubric for Presentation Unit 3: Multiple Intelligences PowerPoint slides, Multiple Intelligences – Dr. Howard Gardner of Harvard University – is it okay to use? Unit 3: Differentiating Instruction I Rubric for Essay Unit 3: Adapting Instructional Materials Adapting Materials and Strategies for Special Needs Students – broken link Inclusion in the Secondary Classroom – broken link Rubric for Presentation Rubric for Visual Display Unit 3: Field Trip Planning II Rubric for Essay Unit 3: Feedback I PowerPoint slides, Feedback May be Defined as: - source: National ALLD Center – is it okay to use? Unit 3: Feedback III Rubric for Presentation Unit 3: Feedback IV Rubric for Skit or Role Play Unit 3: Feedback V Rubric for Journal Writing Topic 6 Unit 1: National Educational Technology Plan PowerPoint slides, National Education Technology Plan 2017 (NETP) – source: National Education Technology Plan 2017 (NETP) – is it okay to use? Unit 1: Technology Standards II PowerPoint slides, Technology Applications Standards for All Teachers – source: Technology Standards for All Teachers and Technology Standards for Students, Teachers, and Librarians – are they okay to use? Unit 2: Technology Terms Pocket Glossary of Computer Terms – not ours Unit 2: Acceptable Use Policies PowerPoint slides, Acceptable Use Policy – source: Business Dictionary – is it okay to use? Unit 2: Netiquette II FCCLA Planning Process Work Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 2: Technology and Learning I PowerPoint slides, Integrating Technology – is it okay to use? PowerPoint slides, Letter to the Editor – is it okay to use? Unit 2: Technology in the Classroom I PowerPoint slides, Technology in the Classroom – source: Putting It All Together – is it okay to use? Unit 2: Presentation Graphics Software Rubric for Essay Unit 2: Assistive Technology I Assistive Technology in Park Hill – broken link Topic 7 Unit 1: Assessment Terms Assessment Terminology: A Glossary of Useful Terms – PDF, not ours Unit 1: Purposes of Assessment PowerPoint slides, Purposes of Assessment – source: Creative Instructional Methods – is it okay to use? Unit 1: Standardized Testing PowerPoint slides, TEKS Assessment Continuous Improvement – source: TEA – is it okay to use? PowerPoint slides, Purposes of Assessment – source: Creative Instructional Methods – is it okay to use? Unit 2: Methods of Assessment Constructing Tests - <https://teaching.washington.edu/topics/preparing-to-teach/constructing-tests/> Unit 2: Test Construction PowerPoint slides, Test Construction Guidelines – adapted from Creative Instructional Methods – is it okay to use? Unit 2: Forced-Choice Assessment PowerPoint slides, Test Construction Guidelines – adapted from Creative Instructional Methods – is it okay to use? Unit 2: Grading Teaching aid, Teacher Interview: Grading – doesn't have our copyright statement Unit 3: Purposes of Assessment PowerPoint slides, Purposes of Assessment – source: Creative Instructional Methods – is it okay to use? Topic 8 Unit 1: Societal Changes I Rubric for Flow Chart Design Unit 1: Societal Influences PowerPoint slides, Students in a Socially Toxic Environment – quoted from Putting It All Together – is it okay to use? Educating Children in a Socially Toxic Environment – PDF, link to <https://www.ascd.org/el/articles/educating-children-in-a-socially-toxic-environment> Unit 1: Societal Issues Rubric for Presentation Unit 2: Steps in Advocacy PowerPoint slides, Teachers as Advocates – source: National Network for Child Care – is it okay to use? Unit 2: Child Abuse and Neglect I Long-Term Consequences of Child Abuse and Neglect – PDF, link to https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf Unit 2: Advocacy Data National Center for Education Statistics Report on Indicators of School Crimes and Safety – broken link, link to <https://nces.ed.gov/pubs2022/2022092.pdf> Unit 2: Advocacy Programs FCCLA: STOP the Violence PowerPoint slide, - not sure if this is ours?? Unit 2: Education Advocacy ASCD Advocacy Guide – PDF, link to <https://library.ascd.org/m/4083e527b82c50e3/original/ascdadvocacyguide.pdf> Unit 2: Advocacy Project II FCCLA Planning Process Work Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) ASCD Advocacy Guide – PDF, link to <https://library.ascd.org/m/4083e527b82c50e3/original/ascdadvocacyguide.pdf> FCCLA Branding and Promotion Guide, link to <https://fcclainc.org/sites/default/files/FCCLA%20Branding%20Guide%20-%202023%20%E2%80%932010th%20Edition.pdf> Unit 3: Communicating with Families PowerPoint slides, Interacting and Communicating with Families – source: TEA – is it okay to use? Professional Responsibilities Standards (EC-Grade 12) page 13 – PDF, link to <https://tea.texas.gov/texas-educators/certification/educator-testing/ppr-ec-12-standards.pdf> Unit 3: Parental Support FCCLA Planning Process Work Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Building Parent-Teacher Partnerships – listed as PDF, link to <https://files.eric.ed.gov/fulltext/ED516935.pdf> Survival guide for New Teachers: Working with Parents – broken link Unit 3: Parent-Teacher Conference II Parent-Teacher Conference Tip Sheets for

Principals, Teachers, and Parents – PDF, link to <https://archive.globalfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf> Unit 3: Complementary Learning PowerPoint slides, Complementary Learning – source: Complementary Learning Harvard Family Research Project – is it okay to use? “Marcus’s Story” – PDF, can’t locate link Unit 1: Professional Associations II Teaching aid, Exploring Professional Organizations – doesn’t have our copyright statement Unit 1: Career and Technical Student Organizations (CTSOs) PowerPoint slides, Career and Technical Education Student Organizations (CTSOs) for Education and Training – is it ours?? Teaching aid, FCCLA Programs Applicable to Education and Training – is it ours?? Unit 1: State Standards PowerPoint slides, SBEC Standard IV: Continuing Professional Development – broken link Unit 1: Professional Development Activities

PowerPoint slides, Examples of Professional Development Activities – sources: Teacher Profession Development: A Primer for Parents and Community Members and Teach for Texas – are they okay to use? Unit 2: Teacher Appraisal System Teaching aid, Teacher Goal Setting and Professional Development Template – there is a newer version, <https://teachfortexas.org/Views/Resources> click on Goal-Setting and PD Plan Template Unit 2: Reflective Practice

PowerPoint slide, Reflective Practice and Professional Development – source: ERIC Digest ED449120 – is it okay to use? Unit 2: Action Research PowerPoint slides, Teachers as Researchers – sources: Education World, gse.gmu.edu, Teaching Today Glencoe – are they okay to use? Unit 3: Lifelong Learning PowerPoint slides, Examples of Professional Development Activities – sources: Teacher Profession Development: A Primer for Parents and Community Members and Teach for Texas – are they okay to use? Unit 3: Professional Growth Plan Teaching aid, Sample Teacher Professional Growth Plans – is it ours?? Topic 10 Unit 1: Educator Preparation Programs Texas Approved Programs – broken link Unit 1: FCSE Teacher Preparation Approved Programs – check the instructions?? Family and Consumer Sciences

Distance Education Alliance – broken link, link to <https://www.aafcs.org/allianceforfcs/home> Unit 1: FCS Teacher Shortages Family and Consumer Sciences Programs in Secondary Schools: Results of a National Survey – PDF, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/cdf2f9a5-4c3a-475a-a7fb-815fa4b6ba63/UploadedImages/Research/FCS_Secondary_Program_Stats_Jan2006JFCS.pdf Family and Consumer

Sciences Secondary School Programs: National Survey Shows Continued Demand for FCS Teachers – PDF, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/cdf2f9a5-4c3a-475a-a7fb-815fa4b6ba63/UploadedImages/Research/JFCS_105-4_Werhan.pdf Status of Secondary Family and Consumer

Sciences Programs, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/YesToFCS/teacher_shortage.jpg Unit 1: Say Yes to FCS Say Yes to FCS – broken link FCS Educator Career Fact Sheet – link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/Careers/FCS_Ed_Career_Fact_Sheet.pdf FCS Careers Brochure – PDF, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/Careers/Careers_in_FCS.pdf

Family and Consumer Sciences Education: Facts You Should Know – PDF – couldn’t find link Unit 1: Finding Teaching Positions National Board for Professional Teaching Standards – broken link, link to <https://www.nbpts.org/> Unit 1: Job Interview I Job Search Handbook for Educators – broken link, link to <https://aee.org/job-search-handbook-educators>

Updated Text: Topic 1 Unit 1: Course Introduction Education and Training Plan of Study - listed as PDF, link to <https://cte.careertech.org/sites/default/files/PlanStudy-CareerCluster-ED.pdf> Advance CTE website: Education and Training Knowledge and Skills Statements from the three pathways: Administration and Administrative Support,

Professional Support Services, and Teaching/Training – not linked correctly, link to <https://careertech.org/education-training> Unit 2: Historical Timeline History of Education: The United States in a Nutshell – broken link Unit 2: Schools in History Rubric for Presentation Unit 2: Events in U.S. Education Teaching aid, Events in the History of Education in the United States – I don’t think it’s ours? Unit 3: Teacher Knowledge and Skills PowerPoint slides, What Does it Take to Be a Successful Teacher? – Source: Reaching to Teach – is it okay to use? Unit 3: Personal Assessment

PowerPoint slides, What Does it Take to Be a Successful Teacher? – source: Reaching to Teach – is it okay to use? Power of One, link to <https://fcclainc.org/engage/national-programs/power-one> Educational Leadership

Fundamentals (ELF) – listed as PDF, link to https://www.tafeonline.org/assets/docs/22_23_Competitive_Events/22-23%20ELF%20Test.pdf FCCLA Planning Process Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Using the Planning Process Worksheet – PDF (reproducible) – couldn’t find a link to it Unit 3: Effective Teachers Rubric for Presentation (add to Resources & Technology section) Unit 3: Fulfilling Teacher Roles FCCLA Planning Process Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 3: Teaching Standards

Five Core Propositions <https://www.nbpts.org/certification/five-core-propostions/> inTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 – PDF, link to https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf (downloadable) Unit 3: Characteristics of Effective Teachers

Rubric for Visual Display Unit 3: Time Management Time Management Questionnaire PDF – couldn’t find a link Unit 3: Characteristics for Teaching Success Rubric for Visual Display Unit 3: Leadership Activity TAFE Leadership Award Competition – PDF, link to https://www.tafeonline.org/assets/docs/22_23_Competitive_Events/22-23%20Educators%20Rising%20Leadership%20Award.pdf FCCLA Planning Process – PowerPoint – not sure if it’s ours, doesn’t have copyright statement – couldn’t find a link FCCLA Planning Process Work Worksheet – PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 3: Teamwork Skills I Rubric for Essay Unit 3: Teamwork Skills II Rubric for Presentation Unit 3: Relating to Administrators Rubric for Skit or Role Play Unit 4: Ethical Conduct I PowerPoint slides, Teacher Characteristics: Ethical Conduct – quotes from the American Association of the School Administrators Code of Ethics – is this ok to use? Rubric for Skit or Role Play Unit 4: Ethical Situations Rubric for Comic Strip Unit 4: Ethical Guidelines Rubric for Essay Unit 4: Expectations of Teachers I Rules for Teachers 1872 – PDF, link to <https://news.illinoisstate.edu/2014/02/rules-one-room-schoolhouse-teachers/> The Good Old Days – PDF, link to <https://news.illinoisstate.edu/2014/02/rules-one-room-schoolhouse-teachers/> Unit 5: Types of Schools Rubric for Visual Display Unit 5: School Effectiveness Rubric for Visual Display Unit 5: Policies and Guidelines Rubric for Essay Rubric for Oral Presentation Unit 5: Evaluating Schools Questions and Tips for Parents: Schools, and the Community – broken link Rubric for Essay Unit 6: Education Careers I Rubric for Visual Display Unit 6: Education Careers II Texas CTE Education and Training College and Career Planning Guide – broken link Unit 6: Non-Traditional Education and Training Careers Texas CTE Education and Training College and Career Planning Guide – broken link Unit 6: Education and Training Pathways Rubric for Visual Display Unit 7: Education Careers What is a Teaching Philosophy, and What is its Purpose? – broken link Teaching aid, Teacher Interviews - doesn’t have our copyright statement Unit 7: Personal Philosophy of Education I Rubric for Infographic (Digital or Poster Board) Topic 2 Unit 1: Johari’s Window PowerPoint slides, What Does it Take to Be a Successful Teacher? – source: Reaching to Teach – is it okay to use? Unit 1: Oral Communication Rubric for Oral Presentation Unit 1: Listening Skills FCCLA Planning Process Work Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Unit 1: Technology as a Tool for Communication Technology Applications Standards for all Teachers (in Resources & Technology section) – broken link Unit 1: Family-Teacher Communication Parent-Teacher Communication – broken link Unit 2: Literacy PowerPoint slides, What is “Literacy”? source: The Plurality of Literacy and its Implications for Policies and Programmes – is it okay or does it need to be linked to <https://unesdoc.unesco.org/ark:/48223/pf0000136246> PowerPoint slides, Why is Literacy Important? – is it okay to use? 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<https://texasprojectfirst.org/en/page/3/?s=glossary> Unit 3: Field Experience Rubric for Essay Unit 3: People First Language People First Language – broken link <https://tcdd.texas.gov/wp-content/uploads/2021/06/People-First-Language.pdf> Unit 3: Instructional Strategies I Exceptional Students and Disability Information – broken link <https://www.naset.org/professional-resources/exceptional-students-and-disability-information> Unit 3: English as a Second Language (ESL/English Language Learners (ELL) I Bilingual Education: Effective Programming for Language-Minority Students – broken link Topic 4 Unit 1: Physical Space Teaching aid, Using Physical Space to Create Safe and Effective Learning Environments – doesn't have our copyright statement Unit 1: Classroom Climate PowerPoint slides, I've come to the frightening conclusion – I get a message: Adobe Acrobat could not open the powerpoint because it is either not a supported file type or because the file has been damaged (for example, it was sent as an email attachment and wasn't correctly decoded). 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Educating Children in a Socially Toxic Environment – PDF, link to <https://www.ascd.org/el/articles/educating-children-in-a-socially-toxic-environment> Unit 1: Societal Issues Rubric for Presentation Unit 2: Steps in Advocacy PowerPoint slides, Teachers as Advocates – source: National Network for Child Care – is it okay to use? Unit 2: Child Abuse and Neglect I Long-Term Consequences of Child Abuse and Neglect – PDF, link to https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf Unit 2: Advocacy Data National Center for Education Statistics Report on Indicators of School Crimes and Safety – broken link, link to <https://nces.ed.gov/pubs2022/2022092.pdf> Unit 2: Advocacy Programs FCCLA: STOP the Violence PowerPoint slide, - not sure if this is ours?? Unit 2: Education Advocacy ASCD Advocacy Guide – PDF, link to <https://library.ascd.org/m/4083e527b82c50e3/original/ascdadvocacyguide.pdf> Unit 2: Advocacy Project II FCCLA Planning Process Work Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) ASCD Advocacy Guide – PDF, link to <https://library.ascd.org/m/4083e527b82c50e3/original/ascdadvocacyguide.pdf> FCCLA Branding and Promotion Guide, link to <https://fcclainc.org/sites/default/files/FCCLA%20Branding%20Guide%20-%202023%20%E2%80%93%2010th%20Edition.pdf> Unit 3: Communicating with Families PowerPoint slides, Interacting and Communicating with Families – source: TEA – is it okay to use? Professional Responsibilities Standards (EC-Grade 12) page 13 – PDF, link to <https://tea.texas.gov/texas-educators/certification/educator-testing/ppr-ec-12-standards.pdf> Unit 3: Parental Support FCCLA Planning Process Work Worksheet – listed as PDF, link to <https://fcclainc.org/sites/default/files/Planning%20Process.pdf> (reproducible) Building Parent-Teacher Partnerships – listed as PDF, link to <https://files.eric.ed.gov/fulltext/ED516935.pdf> Survival guide for New Teachers: Working with Parents – broken link Unit 3: Parent-Teacher Conference II Parent-Teacher Conference Tip Sheets for Principals, Teachers, and Parents – PDF, link to <https://archive.globalfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf> Unit 3: Complementary Learning PowerPoint slides, Complementary Learning – source: Complementary Learning Harvard Family Research Project – is it okay to use? “Marcus’s Story” – PDF, can't locate link Topic 9 Unit 1: Professional Associations II Teaching aid, Exploring Professional Organizations – doesn't have our copyright statement Unit 1: Career and Technical Student Organizations (CTSOs) PowerPoint slides, Career and Technical Education Student Organizations (CTSOs) for Education and Training – is it ours?? Teaching aid, FCCLA Programs Applicable to Education and Training – is it ours?? Unit 1: State Standards PowerPoint slides, SBEC Standard IV: Continuing Professional Development – broken link Unit 1: Professional Development Activities PowerPoint slides, Examples of Professional Development Activities – sources: Teacher Profession Development: A Primer for Parents and Community Members and Teach for Texas – are they okay to use? Unit 2: Teacher Appraisal System Teaching aid, Teacher Goal Setting and Professional Development Template – there is a newer version, <https://teachfortexas.org/Views/Resources> click on Goal-Setting and PD Plan Template Unit 2: Reflective Practice PowerPoint slide, Reflective Practice and Professional Development – source: ERIC Digest ED449120 – is it okay to use? Unit 2: Action Research PowerPoint slides, Teachers as Researchers – sources: Education World, gse.gmu.edu, Teaching Today Glencoe – are they okay to use? Unit 3: Lifelong Learning PowerPoint slides, Examples of Professional Development Activities – sources: Teacher Profession Development: A Primer for Parents and Community Members and Teach for Texas – are they okay to use? Unit 3: Professional Growth Plan Teaching aid, Sample Teacher Professional

Growth Plans – is it ours?? Topic 10 Unit 1: Educator Preparation Programs Texas Approved Programs – broken link Unit 1: FCSE Teacher Preparation Approved Programs – check the instructions?? Family and Consumer Sciences Distance Education Alliance – broken link, link to <https://www.aafcs.org/allianceforfcs/home> Unit 1: FCS Teacher Shortages Family and Consumer Sciences Programs in Secondary Schools: Results of a National Survey – PDF, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/cdf2f9a5-4c3a-475a-a7fb-815fa4b6ba63/UploadedImages/Research/FCS_Secondary_Program_Stats_Jan2006JFCS.pdf Family and Consumer Sciences Secondary School Programs: National Survey Shows Continued Demand for FCS Teachers – PDF, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/cdf2f9a5-4c3a-475a-a7fb-815fa4b6ba63/UploadedImages/Research/JFCS_105-4_Werhan.pdf Status of Secondary Family and Consumer Sciences Programs, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/YesToFCS/teacher_shortage.jpg Unit 1: Say Yes to FCS Say Yes to FCS – broken link FCS Educator Career Fact Sheet – link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/Careers/FCS_Ed_Career_Fact_Sheet.pdf FCS Careers Brochure – PDF, link to https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/Careers/Careers_in_FCS.pdf Family and Consumer Sciences Education: Facts You Should Know – PDF – couldn't find link Unit 1: Finding Teaching Positions National Board for Professional Teaching Standards – broken link, link to <https://www.nbpts.org/> Unit 1: Job Interview I Job Search Handbook for Educators – broken link, link to <https://aeee.org/job-search-handbook-educators>

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Current Page Number(s): T1_U6_Education Careers II

Location: T1_U6_Education Careers II

Original Text: URL Link Error

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Component: Instructional Practices

ISBN: 9781953248053

Type: Editorial Change

Current Page Number(s): T1_U6_Education Careers II

Location: T1_U6_Education Careers II

Original Text: URL Link Error

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Component: Instructional Practices

ISBN: 9781953248053

Type: Editorial Change

Current Page Number(s): T3_3U_Special Education Terminology

Location: T3_U3_Special Education Terminology

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Component: *Instructional Practices*

ISBN: 9781953248053

Type: Editorial Change

Current Page Number(s): T3_3U_Special Education Terminology

Location: T3_U3_Special Education Terminology

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Component: *Instructional Practices*

ISBN: 9781953248053

Type: Editorial Change

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

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ISBN: 9781953248053

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Location: T3_U3_Special Education Terminology

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ISBN: 9781953248053

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Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

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ISBN: 9781953248053

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Proclamation 2024 Comprehensive Report of Editorial Changes (M–T) (01/29/2024)

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Location: T3_U3_Special Education Terminology

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Component: *Instructional Practices*

ISBN: 9781953248053

Type: Editorial Change

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Original Text: Updated Citation Source

Updated Text: https://ttu-ce.blackboard.com/ultra/courses/_577_1/outline/edit/document/_85558_1?courseId=_577_1&view=content

Component: *Instructional Practices*

ISBN: 9781953248053

Type: Editorial Change

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Original Text: Updated Citation Source

Updated Text: https://ttu-ce.blackboard.com/ultra/courses/_577_1/outline/edit/document/_85558_1?courseId=_577_1&view=content

Feedback and Publisher Responses

Component: *Instructional Practices*

ISBN: 9781953248053

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Feedback Text: The material to teach the ES is outdated by using PDAS. While districts can create and submit their own appraisal system according to TEC 150, I highly recommend that this be updated, or moved as a reference material to either 127.325 3, 4, 6, 7, 11, 17, 19.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

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Feedback Text: Having students view the negatives and positives and adding an analysis piece to this about legal responsibility and legal ethical responsibility that includes potential outcomes, could help guide this activity and align it better with the SE.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: The verb used in the SE is to "Acquire" conflict management skills. The activity would be much stronger if students participated in role playing of the scenarios they develop.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

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Feedback Text: Having a differentiation outline and a similarity outline of communication, mediation, and conflict management would be helpful and possibly clearly define the different SEs for 7 and foster skills that can be utilized across each expectation.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Discussion is an activity but the application part is very weak. Potentially making a real world scenario for students to connect to could help with the application process and add to the discussion.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Giving students specific interview questions about attire and appearance and situations where different attire may be accepted based on specific job titles/expectations.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: A more obvious and direct correlation to strategies for improvement and their utilization would be useful when using the field investigation and special school activities as the activity. It would also contribute to the sequence of the student learning and the correlation between teaching practices, classroom management, and strategies for improvement.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Arranging a visit from or to the region facility, as well as having discussions or an activity that shows how and why training facilities are utilized, could help with SE clarification and intended purpose of the activity.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Since the verb is "demonstrate", students could dress in appropriate attire or cut out examples from magazines, create a powerpoint of digital examples to make this a stronger activity.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: It would be beneficial to have guidelines for what is considered evaluation reports and what the purpose of the reports are, and how they apply to teaching practices and developing strategies for improvement.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Broadening the scope of who stakeholders are and not just limiting it to parents would be a good thing to include in here. Your community partners, school board, and even touching on peers being a part of the stakeholder group can create and help scaffold some other TEKS and SEs that may be needed with the changing culture and climate of education.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: There needs to be specifics for each special pop that is addressed. Accommodations are not the same as modifications, which neither is the same as differentiation. What a SPED student receives will not be the same as a 504 student, which will not be the same as an EB (ESL) student. There is nothing that is solidified for comparing accommodations and modifications.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Adding the community part to this would really be a great way to teach skills for collaboration and how vital community resources and input is for partnering and involving stakeholders.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having a deeper reflection piece or something that has a full picture reflection for this where students have seen, collected, and analyzed the instruction they have seen could help align this with the SE more appropriately.

Publisher Response: Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.

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Feedback Text: It would be useful if different certification options and programs are available to actually compare and discuss those options and the requirements.

Publisher Response: Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.

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Feedback Text: Having a deeper look at different applications that could be utilized in a "just in case" scenario, could be helpful and open up for discussion and finding new applications for specific needs.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: For the implementation piece and for it to be a clearer alignment with the SE, having students model, or even a mock teaching scenario would be helpful and give a better grasp and idea of the implementation in practice.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Combining some of the activity that was tied to 12.B.iii could help students have a deeper understanding and make a better connection with what would be considered better instructional practices and experiences. It could also help solidify what is considered best instructional practices through the field experiences.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: The SE is "choose appropriate boundaries for a healthy work-life balance", however, nowhere in the narrative or activity does it mention the term "boundaries". This would be a much stronger narrative and activity if that term was directly stated.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having differentiation and specifics for training scenarios or roles, and educator/teacher scenarios or roles, could help add depth and complexity to this and cover more of the SEs that are a part of this unit.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having something that helps or addresses potential negative behavior or even how good practices and intentions can actually cause negative behavior and eventually (not for this SE) how to address that.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: The SE states to implement strategies to manage health benefits. If the activities/lessons that were presented in 2.A & B sections were combined and put here, it would make this a stronger and better narrative and activity, as well as align better with the SE in 2.C.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having which of the provided platforms would be best practice for each appropriate grade/age level as well as alternatives would help scaffold this a little better.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Using TEA ethics code of conduct resources could be a good classroom tool to show what the expectations are for teachers and give visuals that show teacher expectations and trainer expectations.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: It would be nice to have a specific list of the decision making skills or what goes into decision making. What is presented is a stretch by using advocate.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: The SE states to implement strategies to manage wellness. Stress management can be apart of that, but if you are utilizing the same lesson for managing health there needs to be more added to this and scaffolded. If the activities/lessons that were presented in 2.A & B sections were combined and put here, it would make this a stronger and better narrative and activity, as well as align better with the SE in 2.C. Also including what makes managing health different than managing wellness.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: The SE would be clearly addressed if the district record policies are provided and shown how they align with the state record keeping policies were addressed. This addresses behavior management, but there should be processes for documentation and what legally needs to be done as far as sharing, storing, and discarding.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Different scenarios would be helpful in utilizing different decision making skills.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Information is based on research from 2009. There are new evidence-based strategies that would be more beneficial to teachers.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Specifics for the observation activity and correlation of teachers and their leadership that students noticed, good and bad, would help the activity align better with the SE.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having something that involves training, even if it is dealing with non-traditional teaching opportunities, would be beneficial. Things like expectations, situations, what is considered good human development skills that you will need or can use while participating and/or presenting during trainings. (Note taking, anxieties that can arise, etc.)

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having a way to identify or classify the different grade and age groups appropriateness would be helpful in the evaluation process.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having a clear definition of what is considered ethical and what is considered legal could be helpful. Due to the society and bias, ethics can be a grey area. There may need to be things addressed that touch on personal vs legally required ethics.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having a list or definitions of what is considered academic records would be helpful for this. Some examples are STAAR, TELPAS, BOY, DCA, Lexiles, etc.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Feedback Text: Having something that students can model techniques with different student situations and scenarios could potentially help clarify and set up deeper discussion for situations that may not be as common as what is or has been discussed and observed.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Page Number(s): 3

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Feedback Text: Include updated research-based practice and reference more recent theorists

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Page Number(s): 3

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Feedback Text: Research needs to be updated - theory has evolved

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): 4

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Feedback Text: Research is outdated - outdated textbook - expand theories based on latest research

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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ISBN: 9781953248053

Page Number(s): 4

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Feedback Text: The slides are outdated as they are based on *Becoming a Teacher in Texas* dated 2001 over twenty years old. These practices for classroom management are outdated and terms such as 'direct order' are no longer used in the field based on evidence-based practices.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

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Feedback Text: Expand what it means to be a successful teacher using the latest research

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T1

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Feedback Text: ObjectivesThe student will explain why appropriate grooming, appearance, and etiquette are important personal characteristics in the teaching profession.Very little in the way of resources for etiquette

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T1_3U_Relating to Administrators

URL:

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Feedback Text: On the activity, focus on administrators and mentor teachers

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T1_U4_Ethical and Legal Considerations I

URL:

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Feedback Text: The objective - 'the student will locate district policies and explain ethical and legal considerations for specific situations' is not in alignment with analyzing situations. See Blooms. This level of development is a lower level of taxonomy than analysis.

Publisher Response: Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T1_U4_Ethical Guidelines

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Feedback Text: Interpret and analyze are not interchangeable. An analysis is an opportunity to contextualize and explain the evidence and why the evidence is important, what it means, or how it connects to other ideas. Analysis often leads to synthesis, an extension, and a more complicated form of analysis.

Publisher Response: Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.

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Page Number(s): T3

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Feedback Text: Consider expanding the teacher behaviors that include the latest research-based practices such as differentiation, strong presence, proximity, UDL, etc

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

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Page Number(s): T3_3U_Special Educatioin Terminology

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Feedback Text: This would be a much better lesson if it specifically addressed the structure of an IEP

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_3U_Special Education Services

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Feedback Text: Additional special populations should be addressed such as, 504, ESL...Also, students should be made aware that modifications and accommodations are not the same thing.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_3U_Special Education Terminology

URL:

[View Content](#)

Feedback Text: 504 of the rehabilitation act is not part of special education and the citation and activity do not indicate the student explaining the structure of a 504 plan.

Publisher Response: Updated content to align with the citation.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U2_Effective Teaching Methods

URL:

[View Content](#)

Feedback Text: Redundant to narrative and previous activity. Expand effective teacher practices to include the latest research.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U2_Multiple Intelligences and Learning Styles Application

URL:

[View Content](#)

Feedback Text: An activity might include Gardner's multiple intelligences

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U2_Multiple Intelligences and Learning Styles Application

URL:

[View Content](#)

Feedback Text: This is not offering students choice "For the freedom of choice, students must deliver quality work. They are held accountable for their best effort, especially if teachers allow students to work in conditions that are ideal for the student. This pattern of working in optimum conditions while producing quality work helps develop accountability, self-management skills, and creates winners. If the students abuse the privilege or freedom of choice (in exchange for quality learning), the student can lose it"

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U2_Multiple Intelligences and Learning Styles Application

URL:

[View Content](#)

Feedback Text: Duplicative of previous activity; expand teacher behaviors to include the latest research-based practices.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U2_Multiple Intelligences and Learning Styles Application

URL:

[View Content](#)

Feedback Text: The narrative/activity citation contains no information/resource about Howard Gardner's Multiple Intelligences even though this is stated it will be discussed

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Appreciating Diversity

URL:

[View Content](#)

Feedback Text: Discover how to encourage inclusivity and diversity as an educator Well-trained educators are equipped with the tools to encourage the exchange of ideas and interpersonal understanding. Learn about Students' Cultural Backgrounds Classroom students aren't the only ones who can benefit from learning about what makes them diverse. According to the NDT Resource Center, an academic source committed to nondestructive evaluation, educators should also get to know their students and what makes them unique, thereby discovering the viewpoint from which they see the world and their personal learning style. For an educator, understanding cultural diversity in the classroom is a crucial part of being able to anticipate where certain lessons might lead, or any issues that might arise between students of different backgrounds. Educators can establish a tone of inclusion, emphasizing that all perspectives are valuable. Create a Culturally Responsive Learning Environment An educator who properly creates a culturally responsive environment will have fostered a classroom where students become respectful and understanding of cultures different from their own. Those students are typically more willing to listen respectfully to different viewpoints, rather than mock, scorn, or fear the unfamiliar. The best way for educators to achieve this, according to The Edvocate, is to teach students that people

who do not look the same as them—or who come from different socioeconomic backgrounds, follow different religious traditions, speak different languages, or have a different sexual orientation or gender identity—are still just the same as them on the inside.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Instructional Strategies I

URL:

[View Content](#)

Feedback Text: The narrative/activity does not really state how the teacher will find strengths, needs, etc of students. For instance, the activity says -Distribute the teaching aid, Categories of Disabilities. (Resources)Review the categories addressed under the IDEA, which are listed on the PowerPoint slides, Child with a Disability: Definition and Categories. (Resources)Have each student complete the teaching aid.Categories of Disability under IDEA website from the Center for Parent Information and Resources is an excellent resource for students to use, and it would be a good resource for students to keep in their teaching resource files. (Click the linked title.)Suggested websites for teacher tips:Transition “Starters” for Everyone (Click the linked title.)Special Connections - Specialconnections.ku.edu (Click the linked title.)About Specific Disabilities - Cde.state.co.us (Click the linked title.)

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Instructional Strategies I

URL:

[View Content](#)

Feedback Text: Activity and Narrative do not evaluate the backgrounds, strengths, and skills of students when planning instruction. This type of data would come from not only understanding the students' disabilities but also from IEP PLAAFPS and progress reports.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Learner Differences

URL:

[View Content](#)

Feedback Text: Consider research on culturally responsive teaching. Expand view on personal, cultural and community assets.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Learner Differences

URL:

[View Content](#)

Feedback Text: Expand your ideas of exposing students to diversity. Ability diversity: This includes differences in students' physical, mental, and learning abilities. Age diversity: This includes differences in students' ages. Gender diversity: This includes differences in students' gender identity and expression. Ethnic diversity: This includes differences in race, ethnicity, national origin, and languages spoken at home. Religious diversity: This includes differences in belonging to and identifying with the values and/or practices of a particular religion or sect. Socioeconomic diversity: This includes differences in income, education levels, occupations, and housing security and stability with regard to students or their families. Experiential diversity: This includes differences in students' life experiences, such as immigration, military service, adoption, or foster care. Sexual orientation diversity: This includes differences in students' sexual orientations. Geographic diversity: This includes differences in students' local or regional identity and experiences based on where they live, learn, and play.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Learner Differences

URL:

[View Content](#)

Feedback Text: Expand ideas on diversity/Ability diversity: This includes differences in students' physical, mental, and learning abilities. Age diversity: This includes differences in students' ages. Gender diversity: This includes differences in students' gender identity and expression. Ethnic diversity: This includes differences in race, ethnicity, national origin, and languages spoken at home. Religious diversity: This includes differences in belonging to and identifying with the values and/or practices of a particular religion or sect. Socioeconomic diversity: This includes differences in income, education levels, occupations, and housing security and stability with regard to students or their families. Experiential diversity: This includes differences in students' life experiences, such as immigration, military service, adoption, or foster care. Sexual orientation diversity: This includes differences in students' sexual orientations. Geographic diversity: This includes differences in students' local or regional identity and experiences based on where they live, learn, and play.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Learner Differences

URL:

[View Content](#)

Feedback Text: For the activity, students could choose to observe a local school/cultural event.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T3_U3_Learner Differences

URL:

[View Content](#)

Feedback Text: Learner Diversity presentation should be developed further -include examples/authors/resources
Students could be given a choice of attending sport/cultural/local event

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4

URL:

[View Content](#)

Feedback Text: Consider including more recent research-based practices such as Universal design for learning

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4

URL:

[View Content](#)

Feedback Text: Materials and strategies are outdated and no longer based on evidence-based practices such as providing a 'direct order' is no longer found to be backed by research.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4

URL:

[View Content](#)

Feedback Text: Activity is based on outdated material such as providing 'direct orders' to children.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4

URL:

[View Content](#)

Feedback Text: Information is limited - expand to include latest research

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U1_Learning Environment

URL:

[View Content](#)

Feedback Text: Expand student view of UDLThink about how learners will engage with the lesson.Does the lesson provide options that can help all learners:• regulate their own learning?• sustain effort and motivation?• engage and interest all learners?Think about how information is presentedto learners.Does the information provide options that help all learners:• reach higher levels of comprehension and understanding?• understand the symbols and expressions?• perceive what needs to be learned?Think about how learners are expected toact strategically & express themselves.Does the activity provide options that help all learners:• act strategically?• express themselves fluently?• physically respond?From: Universal Design for Learning: Theory and PracticeAvailable at udltheorypractice.cast.org

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U1_Learning Environments

URL:

[View Content](#)

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Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U1_Learning Environments

URL:

[View Content](#)

Feedback Text: For the activity, after the last class discussion, the whole class could come up with a checklist to foster positive learning environments

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U1_Teacher Characteristics I

URL:

[View Content](#)

Feedback Text: A follow-up activity could be analyzing videos of effective learning environments

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U1_Teacher Characteristics II

URL:

[View Content](#)

Feedback Text: The student will demonstrate teacher characteristics that promote an effective learning environment and work to improve two specific characteristics. Note: These are not the same thing as teacher practices.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U2_Classroom Management Techniques

URL:

[View Content](#)

Feedback Text: Outdated material. Video is over ten years old. We have evolved from militaristic, rigid moves to encouraging students to move and talk.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U2_Conflict Management and Mediation I

URL:

[View Content](#)

Feedback Text: These mediation techniques are not designed for childrenSuggested resources:Conflict Resolution Using "The Interest-Based Relational" Approach (Mindtools)

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U2_Effective Teaching Methods

URL:

[View Content](#)

Feedback Text: On the presentation Effective Teaching Methods, key authors should be cited (Piaget, Vygotsky, etc)

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U2_Guidance Techniques

URL:

[View Content](#)

Feedback Text: Material (handbook) is outdated. Consider updating information and include Crisis Prevention Institute since the Handbook presents information on restraint.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T4_U2_Guidance Techniques

URL:

[View Content](#)

Feedback Text: Consider updating the information in the Handbook. Also, since restraint is mentioned in the handbook, consider including information about Crisis Prevention Institute. There are new theories and principles of classroom management and updated information such as PBIS would ensure students have access to the latest research.

Publisher Response: Course content and teachings aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T5_U2_Lesson Planning

URL:

[View Content](#)

Feedback Text: Basic Parts of Lesson planning presentation needs further elaboration

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T5_U3_Effective Instructional Objectives I

URL:

[View Content](#)

Feedback Text: Consider teaching SMART goals so that goals are timebound in addition to being measurable, realistic and specific.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T5_U3_Feedback III

URL:

[View Content](#)

Feedback Text: The standard and objective are not in alignment. See 127.320.d.4D explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies. Also, consider changing solicit to elicit student feedback.

Publisher Response: Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T5_U3_Feedback V

URL:

[View Content](#)

Feedback Text: The rubric for journal writing could have a choice of hand-written or digital entries

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T5_U3_Long Term vs Short Term Objectives

URL:

[View Content](#)

Feedback Text: Consider teaching SMART goals so that goals are timebound, specific, measurable, realistic, attainable and time bound

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T6_U2_Software and Digital Tools

URL:

[View Content](#)

Feedback Text: For the activity, an additional piece of information to add could be to include how special students populations could benefit from using software/tool

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T7_2U_Grading

URL:

[View Content](#)

Feedback Text: Academic record is a broad term that includes more than grades. Consider IEPs, 504 plans, progress reports for IEP goals, disciplinary records, etc.

Publisher Response: When approved;course content will be updated to include feedback.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T7_U1_Purpose of Assessment

URL:

[View Content](#)

Feedback Text: Purposes of Assessment presentation could reference updated resources/websites

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T7_U2_Grading

URL:

[View Content](#)

Feedback Text: This could use more activities of variation, provide related occupations, and even expand on and show the relation.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T8_U2_Child Abuse and Neglect I

URL:

[View Content](#)

Feedback Text: Data provided is dated 2013. New information is now available. Consider updating your information.

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Component: *Instructional Practices*

ISBN: 9781953248053

Page Number(s): T8_U2_Steps in Advocacy

URL:

[View Content](#)

Feedback Text: The presentation Teachers as Advocates could be stronger by including more resources for students, including websites and ready-to-use tools

Publisher Response: Course content and teaching aids will be updated when approved to do so by the SRP team.

Publisher: TPS Publishing

Forensic Science

Program: STEAM into Forensic Science - CTE Edition: TEKS

Editorial Changes

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 159

Location: Under Crime scene investigators (CSIs)

Original Text: A crime scene investigator is typically an individual supported by the local law enforcement who, for the most part, carries out tasks at the crime scene. These tasks may include the search of a crime scene, and the collection and preservation of physical evidence. They do not, however, take part in any analysis of evidence or the actual capturing of a criminal, their work is solely focused on the scene of the crime.

Updated Text: A crime scene investigator is typically an individual supported by the local law enforcement who, for the most part, carries out tasks at the crime scene. These tasks may include the search of a crime scene, and the collection and preservation of physical evidence. Depending on the size of the department, a CSI can complete crime scene analysis such as fingerprints and photos. It is not usual for a CSI to be involved in DNA or trace analysis. CSIs can also be certified for bloodstain pattern analyst work (analyzing blood stain patterns and blood evidence). As an activity, create a job description document to show what a CSI does. Swap with another student and critique one another's work. Work together to create a summary of requirements for a CSI, including collegiate course requirements, licensure, certifications, and physical and mental capabilities.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 159

Location: Under Crime scene investigators (CSIs)

Original Text: A CSI will also take on smaller tasks if there is a lack of officers on scene, for example by recording and documenting the scene through photography, taking a suspect's prints, and dusting for impression evidence.

Updated Text: A CSI will prioritize taking photos of the scene whether they are from a small or large department. CSIs may also participate in fingerprint analysis depending on the size of their department. A detective can also take photos at a crime scene. It is important to recognize that, if a victim does not die at a scene, then Patrol Officers may take pictures of a crime scene. If the victim does die on the scene, they will definitely take pictures at a crime scene. This is also true for a scene involving a serious substantially violent assault, for example, that of a child. In this situation, a CSI will be assigned to the scene and pictures of the scene are their number one priority.

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

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Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 164

Location: Point 16

Original Text: n/a

Updated Text: Using the knowledge gained from the previous two activities, students should now be given time and resource to explore and describe specific requirements for careers in Forensic Science. Students should be split into five small groups. Each group should be provided with one of the following requirements: collegiate course requirements, licensure, certifications, physical capabilities or mental capabilities. Students are now given the task to research their given requirement, in direct relation to careers in Forensic **Science**, and create a short report (in any chosen format) to present to the rest of the class.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 165

Location: Point 1

Original Text: Give two examples of specialist subdisciplines of forensic biology.

Updated Text: Give two examples of specialist subdisciplines of forensic biology, and describe specific requirements for this career.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 165

Location: Point 2

Original Text: Give an example of a specialist subdiscipline of forensic chemistry.

Updated Text: Give an example of a specialist subdiscipline of forensic chemistry. Explore the certifications needed for this career.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 165

Location: Point 7

Original Text: What profession determines the cause of death of a victim?

Updated Text: What profession determines the cause of death of a victim? Describe the physical and mental capabilities required for this career.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 165

Location: Point 8

Original Text: A forensic scientist is the general term for what?

Updated Text: A forensic scientist is the general term for what? What licensure would be required for a career in this area?

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Type: Editorial Change

Current Page Number(s): Page 165

Location: Point 1

Original Text: Give two examples of specialist subdisciplines of forensic biology.

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Current Page Number(s): Page 165

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Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Type: Editorial Change

Current Page Number(s): Page 67

Location: Top

Original Text: • Crime scene reconstruction • Angle of impact for bullet and blood spatter analysis • The inner workings of a bullet • The effects of toxic substances on the human body • Locard’s Exchange Principle 5. Students should then complete the follow-up questions.

Updated Text: Crime scene reconstruction (for example, a factory where an employee has been injured badly due to equipment failure) Blood stain analysis in a traffic accident where a car motor has also failed. Collision impact in road traffic accidents The inner workings of a gun and what occurs if it fails to work and backfires – how does a forensic engineer model this? The effects of toxic substances on the human body 5. Students should then complete the follow-up questions.

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Type: Editorial Change

Current Page Number(s): Page 67

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Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Type: Editorial Change

Current Page Number(s): Page 67

Location: Follow up questions - Point 6

Original Text: n/a

Updated Text: Explain the importance of the work of a forensic engineer; explore and describe how his or her work includes development of models to represent solutions to engineering problems. Support your answer with a story, scale model and report of a crime scene. Research and explain how the evidence would be used in court.

Feedback and Publisher Responses

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Page Number(s): p169-172

URL:

[View Content](#)

Feedback Text: Typically the titles of crime scene investigators vs forensic technicians are interchangeable titles depending on the department. The content makes it seem like they are 2 different jobs, when they are usually the same job (photography, sketching, collecting) just different agencies call them different titles.

Publisher Response: Although this is covered throughout the course, we propose adding the following edit for emphasis. Add to page 170 text -3. When the lesson begins you will divide the students into 4 groups; 2 or 3 students will be crime scene photographers, 4 or 5 students will be witnesses, and the remaining students should be divided between attending officers and forensic technicians. Ensure students understand that the titles of crime scene investigators vs forensic technicians can be interchangeable depending on the department.

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Page Number(s): p21

URL:

[View Content](#)

Feedback Text: We didn't think this was a good example regarding forensic science in explaining Investigative notes. I think expanding on the "chicken experiment" and compiling notes regarding the state of the body as exposed to the elements is a better example

Publisher Response: Agreed. Add new content to bottom of page 22 as follows: Throughout an investigation, forensic scientists will make notes regarding forensic observations. Detailed and accurate note taking at a crime scene is beneficial to forensic scientists as they can aid accurate recall later in the investigation, as well as serve to support other members of the investigative team who were not present at the time. Investigative notes may include anything which the forensic scientist believes to be of importance, such as the position of a body, different kinds of evidence and where it was found, the pattern of a blood splatter, and even the weather. For example, in another lesson on Forensic Entomology and Time of Death (page 723 of the Teacher Forensic Science Laboratory and Examination Guide), you simulate a decomposing organism over time using a piece of chicken. In this experiment, it is critical that detailed and accurate notes are taken throughout in order to best determine 'time of death'. Similarly, in an investigation of Blood Stain Patterns (page 387 of the Forensic Science Teacher Textbook), it is vital that your notes are as accurate as possible when identifying different kinds of blood stains. In this experiment, less detailed notes could result in a false identification which could heavily impact subsequent investigative processes such as identifying a possible source of the blood stain. Thus, taking good quality notes as a forensic scientist is a key skill which can be learnt through activities such as those described in these experiments.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Page Number(s): p124-127

URL:

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Feedback Text: Consider adding a discipline that is more modern than the 1997 listing. Also the activity contains a question for the students that asks to list more modern disciplines but this is the only question that asks about modern FS disciplines in the exercise

Publisher Response: Although this is covered throughout the course, we propose adding the following edit for emphasis. Add teacher note at bottom of page; Discuss modern disciplines, such as digital forensics and have students review the use of 3D/360 scanners; FARO or Leica vs Lidar. Complete this work as a class project.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Page Number(s): p124-127

URL:

[View Content](#)

Feedback Text: Would like to see more modern disciplines. Such as, digital forensics as its own category and the use of 3D/360-scanners FARO or Leica vs Lidar.

Publisher Response: Although this is covered throughout the course, we propose adding the following edit for emphasis. Add teacher note at bottom of page; Discuss modern disciplines, such as digital forensics and have students review the use of 3D/360 scanners; FARO or Leica vs Lidar. Complete this work as a class project.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Page Number(s): p136

URL:

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Feedback Text: Consider adding the Federal Rules of Evidence 702 and 705. When testifying as an expert witness, I have to know what is in rule 702 and 705 and which disciplines require me to be certified or come from an accredited lab.

Publisher Response: Before the example case at the bottom of page SE 136 add: 'Research Rules 702 and 705, and write a short explanation of what they are and their role in the admissibility of expert witness testimonies. Students will note that the content determines which disciplines require professionals to be certified or come from an accredited lab.'

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Page Number(s): p149-151

URL:

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Feedback Text: On Pg 151, have the student look up 705 with 702.

Publisher Response: Thank you for the feedback.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Page Number(s): p27

URL:

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Feedback Text: A Forensic Engineer isn't the only person who can reconstruct an incident. Would like to see Crime Scene Investigator who is certified in Crime Scene Reconstruction be added as well.

Publisher Response: Although this is covered throughout the course, we propose adding the following edit for emphasis. Add teacher note at bottom of page; Emphasize to students that there are other professionals who can reconstruct an incident. For example, a Crime Scene Investigator who is certified in Crime Scene Reconstruction.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Page Number(s): p325-328

URL:

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Feedback Text: All 4 TEKS refer to either characteristics or differentiation between bullet casings and cartridge casings yet there is no difference in the LE industry because the bullet and cartridge casing are one in the same. The same drawing for a handgun is listed in all 4 breakouts/TEK categories although the TEKS make it sound as if these two types of cartridges are different therefore they need to be explained in different categories yet it is the same lesson over and over referring to the cartridge only as a cartridge casing. Please review for accuracy.

Publisher Response: It seems to us the reviewers are criticising the TEKS wording as they believe no difference in the LE industry. We have written this portion of the textbook and an extensive section of the Lab book to address this subject and believe it to be well covered. However, to remove any confusion we propose adding the following wording to page 326 of the textbook at the beginning of the second section (next to the drawing of the handgun): Cartridge cases hold the bullet and the primer that causes the explosion to force the bullet out through the barrel. Once that happens, the bullet goes forward, and the cartridge case is ejected from the firearm.

Component: *Teacher Forensic Science Laboratory and Examination Guide*

ISBN: 9781788053396

Page Number(s): p210

URL:

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Feedback Text: The CSI role/job is separated into several positions in this chapter when photography, measurement technician and Evidence collector are all included in the CSI role. Even in big departments there are not that many roles on a crime scene otherwise the scene would be inundated with people which has a higher chance of scene contamination.

Publisher Response: Page 210; Add Teacher note; Advise students that for the purposes of study, each CSI role/job is explored under several positions. However, in most departments, photography, measurement technician and evidence collector are all included in the CSI role. Even in large departments the number of personnel at a crime scene is kept to a minimum to ensure crime scenes are not contaminated.

Component: *Student Forensic Science Laboratory and Examination Guide*

ISBN: 9781788053402

Page Number(s): p109-118

URL:

[View Content](#)

Feedback Text: It mentions the TPS online library having fact sheets about scientists, engineers, and mathematicians from diverse backgrounds. Where is the online library, so we can review the fact sheets?

Publisher Response: This can be found in the Online Library -Proclamation 2024 - Online Library – Scientists

Publisher: Typing.com

Technology Applications, Kindergarten

Program: Typing.com: Kindergarten TX: TEKS

Feedback and Publisher Responses

Component: *Kindergarten*

ISBN: 979898777170908

Page Number(s): 1

URL:

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Feedback Text: Add an immersive reader icon/audio to the quiz for students who need oral support.

Publisher Response: This feature is already available to students: They can click the dictation icon in the top right corner and the quiz questions will be read to them.

Component: *Kindergarten*

ISBN: 979898777170908

Page Number(s): 1

Feedback Text: Can you also add a line asking them to brainstorm problems they might solve. This would count as using part of the design process to IDENTIFY authentic problems.

Publisher Response: We updated this with new content approved during the SRP

Component: *Kindergarten*

ISBN: 979898777170908

Page Number(s): screen1

URL:

[View Content](#)

Feedback Text: Explanation of each icon represents once the student drags and drops to the correct icon on the desktop.

Publisher Response: While we won't be updating the individual icons, we did create an activity to measure performance that was approved during the SRP.

Publisher: Typing.com

Technology Applications, Grade 1

Program: Typing.com: 1st Grade TX: TEKS

Feedback and Publisher Responses

Feedback Text: The lessons alternate between saying Surfing Safety and Surfing Safely. Pick one and standardize,

Publisher Response: We will update this to "Surfing Safety" for all associated lessons

Component: *1st Grade*

ISBN: 979898777171608

Page Number(s): screen1

URL:

[View Content](#)

Feedback Text: Please consider adding the word decompose or break down into steps to give further clarification in this activity. First graders need to know this vocabulary and providing steps is lower level.

Publisher Response: Thank you for the feedback, we'll update this to include "break down problems into steps"

Component: *1st Grade*

ISBN: 979898777171608

Page Number(s): screen1

URL:

[View Content](#)

Feedback Text: The dictation function needs to read all pages.

Publisher Response: Great find! We will get this fixed.

Component: *1st Grade*

ISBN: 979898777171608

Page Number(s): screen1

URL:

[View Content](#)

Feedback Text: The dictation needs to read all pages

Publisher Response: Great find! We will get this fixed.

Publisher: Typing.com

Technology Applications, Grade 2

Program: Typing.com: 2nd Grade TX: TEKS

Feedback and Publisher Responses

Component: *2nd Grade*

ISBN: 979898777172308

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: We need you to add the secondary keys that are mentioned in the TEK. The number video and lesson really don't meet this TEK. Put it in the intermediate lesson.

Publisher Response: Great feedback! We will add more screens to the intermediate lesson to teach these specific symbols ("@", "#", "\$," and "?")

Publisher: Typing.com

Technology Applications, Grade 3

Program: Typing.com: 3rd Grade TX: TEKS

Feedback and Publisher Responses

Component: *3rd Grade*

ISBN: 979898777173008

Page Number(s): 5

URL:

[View Content](#)

Feedback Text: This activity is good if the definition in the narrative was actually defined. #7 gives an explanation and example not a definition.

Publisher Response: Thank you for the feedback. We will further define the term "Digital Footprint"

Component: *3rd Grade*

ISBN: 979898777173008

Page Number(s): screen1

URL:

[View Content](#)

Feedback Text: Check grammar. Need space after period "cyberbullying.If"

Publisher Response: Great find! We will make this change.

Publisher: Typing.com

Technology Applications, Grade 4

Program: Typing.com: 4th Grade TX: TEKS

Feedback and Publisher Responses

Component: *4th Grade*

ISBN: 979898777174708

Page Number(s): Screen1

URL:

[View Content](#)

Feedback Text: Material is vague related to digital footprint. "it's out in the digital world forever. " does not satisfy a true opportunity for the student to learn the component.

Publisher Response: Great feedback. We will add additional information about digital footprints to this lesson.

Component: 4th Grade

ISBN: 979898777174708

Page Number(s): screen2

URL:

[View Content](#)

Feedback Text: Instead of saying "steps multiple times", I believe it would be clearer to say repeat so they can visualize a loop.

Publisher Response: Great feedback. We already created SRP approved updated content for 3rd grade for this standard, and it will be in 4th grade as well.

Component: 4th Grade

ISBN: 979898777174708

Page Number(s): screen4

URL:

[View Content](#)

Feedback Text: This does address conditionals to express ideas but does not address a problem. It would be nice to answer the if then statement. A suggestion of the if when and examples would be great for the conditional narrative.

Publisher Response: Great feedback. We already created SRP approved updated content for 3rd grade for this standard, and it will be in 4th grade as well.

Publisher: Typing.com

Technology Applications, Grade 5

Program: Typing.com: 5th Grade TX: TEKS

Feedback and Publisher Responses

Component: 5th Grade

ISBN: 979898777175408

Page Number(s): 1

URL:

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Feedback Text: Can you put the vocabulary word Cybersecurity into the narrative?

Publisher Response: Great suggestion! We will add this to the transcript.

Publisher: Typing.com

Technology Applications, Grade 6

Program: Typing.com: 6th Grade TX: TEKS

Feedback and Publisher Responses

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: We would recommend that there be examples of formal email and an informal email so the students know the difference. We believe that the student should see visual examples of the types of emails they are expected to write as this will be something that they will be doing the rest of their life in the real world.

Publisher Response: Thank you for your feedback. Yes, we will include images of formal and informal emails in the lesson.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: This is a very resourceful activity. It will be very beneficial especially leading into Boolean logic. Although it addresses the data types represented in Boolean expressions, could a Boolean expression be defined so that there is consistency in vocabulary. This is very age appropriate for 6th grade students.

Publisher Response: Great feedback. We will add in information about Boolean expressions.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): 1

URL:

[View Content](#)

Feedback Text: This is an excellent overview of the different types of Data Types. I liked the use of white space around the definition and the graphic illustration to the right of the definition. I would recommend that the publisher look at this page as a guide to having the same look/feel to other narrative pages that cover new concepts, vocabulary words, etc. I would also highly encourage the use of using bold fonts, underlines and/or highlighting new vocabulary terms or expressions.

Publisher Response: Great catch; we'll do our best to include images and bolded font in our intro screens wherever possible.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): 1-3

URL:

[View Content](#)

Feedback Text: This is a good activity but needs more rigor. It would be nice to enter the data and do more editing like adding a title and maybe another level of data types like adding numbers to represent the number of each candy type. A student in 6th grade would become very bored with this activity very fast due to the simplicity. However, the step by step instructions are easy to follow and would be beneficial to ensure that students are learning the addressed expectations.

Publisher Response: Great suggestion! We created new content related to this lesson and it was approved by the SRP for 3rd grade. We will update here as well.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): 1-3

URL:

[View Content](#)

Feedback Text: I would like to teach or instruct students that when they have to gather information to share with an audience, they need to get in the habit of explaining this. This would be a better exercise if there was a heading for column A and B. Example: Column A could said "Top 4 Popular Candies" Column B could said "Least Popular Candies". Another example would be to input all the data into one column (i.e. A) with a heading of "Popular Candies". This would have all eight candies. Students need to learn how to use headings to describe the information because having the names of eight candies on a page does not help an audience to understand what this represents.

Publisher Response: Great suggestion! We created new content related to this lesson and it was approved by the SRP for 3rd grade. We will update here as well.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): 1-3

URL:

[View Content](#)

Feedback Text: Although a good activity, there needs to be more detail in the editing process part of this breakout being addressed. This activity has multiple steps that lead to a minimal amount of output. Students in 6th grade will grow lose interest quickly. The basics are here but this activity needs more rigor.

Publisher Response: Thank you for your feedback. We created new content related to this lesson and it was approved by the SRP for 3rd grade. We will update here as well.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): 1-3

URL:

[View Content](#)

Feedback Text: I do not think this activity does a good job of "Use digital tools to display data from a product or process to inform an intended audience". It makes no sense to see a list of eight candies on a spreadsheet. There is no information to "inform an intended audience". What is the purpose of having a student create a simple spreadsheet of eight candies and what is the intended audience expected to know? I would recommend that the student create a Title for Columns A

and B so the "intended audience" understands what the two columns represent. For Example: Column A's Title could be "Top 4 Candies among 6th Graders". Column B's Title could be "Least Favorite Candies among 6th Graders".

Publisher Response: Thank you for your feedback. We created new content related to this lesson and it was approved for 3rd grade. We will update here as well.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): screen1

URL:

[View Content](#)

Feedback Text: The page gives good examples of abstraction in the real world but the first and last examples probably are not relatable to a 6th grade student. Most 6th graders do not drive a car but could be changed to riding in a car. Since we live in such a technological society, most students today do not use a map. This includes a 6th grade student. Other examples might be more relatable to the students of today.

Publisher Response: Thank you for your feedback. We will update this to "riding in a car."

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): screen1

URL:

[View Content](#)

Feedback Text: The page gives good examples of abstraction in the real world but the first and last items probably are not relatable to a 6th grader. a. Most 6th graders are not driving cars. Perhaps change this to riding in a car or watching an adult drive a car. b. Current technology uses GPS and online maps. Students probably are not used to using foldable maps of the world or a town.

Publisher Response: These are great suggestions; we will change item "A" to say "riding in a car." For item "B", the bullet point does not mention physical maps, so this is applicable to digital maps as well.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): screen4

URL:

[View Content](#)

Feedback Text: This is a good stepping stone to defining what a conditional is in coding. However, it needs more "meat" at the middle school level. This is more geared for upper elementary students.

Publisher Response: Great recommendation; we added additional information to this that was approved by the SRP.

Component: 6th Grade

ISBN: 979898777176108

Page Number(s): screen4

URL:

[View Content](#)

Feedback Text: I would recommend that this page give some examples of conditionals.

Publisher Response: Thank you for the feedback; This content was updated and approved during the SRP for 3rd grade and will be added to the 6th grade lesson as well.