

Grade/Course	SE	SE as Approved	Rationale Category	Rationale Explanation	Suggested Revision
§113.1, Kindergarten	1C	identify the bison (buffalo) in pictures as food hunted by the Comanche (Geo/C, H, S);	Tag	Tag out of order	identify the bison (buffalo) in pictures as food hunted by the Comanche (H, Geo/C, H , S);
§113.1, Kindergarten	4C	explain that the Pilgrims were people from England who came to America seeking religious freedom to practice and share their Christian faith, make choices about their government, and to work together to build a community (H, G/Civ, Geo/C, S);	Grammar	Rreposition no longer needed after revision. Removal aligns with a parallel list.	explain that the Pilgrims were people from England who came to America seeking religious freedom to practice and share their Christian faith, make choices about their government, and to work together to build a community (H, G/Civ, Geo/C, S);
§113.1, Kindergarten	15A	retell, using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights his contributions as an inventor, including the invention of bifocals and the lightening rod [the Franklin stove] , and as a business owner (H, G/Civ, S);	Grammar	Missing word	retell, using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights <u>his</u> contributions as an inventor, including the invention of bifocals and the lightening rod [the Franklin stove] , and as a business owner (H, G/Civ, S);
§113.2, Grade 1	1B	retell the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598, after safely crossing the desert (H, Geo/C, S).	Punctuation	Remove comma	retell the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598 , after safely crossing the desert (H, Geo/C, S).
§113.2, Grade 1	1E	identify, on a map that the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (H, Geo/C, S);	Punctuation	Remove comma	identify , on a map that the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (H, Geo/C, S);
§113.2, Grade 1	2B	identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking economic opportunities freedom to worship God and to advance the Christian faith (G/Civ, Geo/C, S);	Punctuation	Missing commas	identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking economic opportunities , freedom to worship God , and to advance the Christian faith (G/Civ, Geo/C, S);
§113.2, Grade 1	5C	explain the meaning of "America the Beautiful" by Katherine Lee Bates, and including features of America's landscape (H, Geo/C, S);	Grammar	Unnecessary "and"	explain the meaning of "America the Beautiful" by Katherine Lee Bates, and including features of America's landscape (H, Geo/C, S);
§113.2, Grade 1	10B	recite the first 4 stanzas from and identify from the melody the song "Deep in the Heart of Texas" (H, Geo/C, S).	Grammar	Spell out "4"	recite the first four 4 stanzas from and identify from the melody the song "Deep in the Heart of Texas" (H, Geo/C, S).
§113.3, Grade 2	new 2H	identify contributions from ancient African Kingdoms, including art, trade, and irrigation (H, Geo/C, E).	Grammar	ancient African kingdoms is not a singular kingdom, so it is not a proper noun.	identify contributions from ancient African <u>kingdoms</u> Kingdoms , including art, trade, and irrigation (H, Geo/C, E).
§113.3, Grade 2	5A	identify, "Give me liberty, or give me death!" as words spoken by Patrick Henry in support of independence (H, G/Civ, Geo/C, S);	Punctuation	Unnecessary comma	identify , "Give me liberty, or give me death!" as words spoken by Patrick Henry in support of independence (H, G/Civ, Geo/C, S);
§113.3, Grade 2	6E	explain that the Bill of Rights are amendments to the Constitution that protect liberties, including speech and religion (H, G/Civ, S); and	Grammar	Factually accurate "Bill of Rights" is a group or set of amendments.	explain that the Bill of Rights <u>is a set of</u> are amendments to the Constitution that protect liberties, including speech and religion (H, G/Civ, S); and
§113.3, Grade 2	7C	recite from memory Verse 1 of the "Star-Spangled Banner" (H, G/Civ, Geo/C); and	Grammar	Recommend "the first verse" to be consistent with other song verse mentions.	recite from memory <u>the first verse</u> Verse 1 of the "Star-Spangled Banner" (H, G/Civ, Geo/C); and

§113.3, Grade 2	8A	explain that religious communities known as Spanish missions in Texas were built near rivers for farming and ranching (H, Geo/C, G/Civ, S);	Tag	Out of order	explain that religious communities known as Spanish missions in Texas were built near rivers for farming and ranching (H, G/Civ , Geo/C, G/Civ , S);
§113.3, Grade 2	8C	explain how Spanish and American Indian culture blended bringing new foods, animals, and religions to Texas (H, G/Civ, Geo/C, S);	Punctuation	Missing comma separating clauses	explain how Spanish and American Indian culture blended, bringing new foods, animals, and religions to Texas (H, G/Civ, Geo/C, S);
§113.3, Grade 2	8E	explain that the Texas Declaration of Independence was a document that declared Texas' independence from Mexico allowing the formation of the Republic of Texas (H, G/Civ, S);	Punctuation	Missing comma before participial phrase	explain that the Texas Declaration of Independence was a document that declared Texas' independence from Mexico, allowing the formation of the Republic of Texas (H, G/Civ, S);
§113.3, Grade 2	8N	sequence major events of the Texas Revolution using a timeline, including the Battle of Gonzales, the signing of the Texas Declaration of Independence, the Battle of the Alamo, the Battle of Goliad, and the Battle of San Jacinto (H, G/Civ, Geo/C, S).	Misplaced modifier	Misplaced modifier	sequence, using a timeline , major events of the Texas Revolution using a timeline , including the Battle of Gonzales, the signing of the Texas Declaration of Independence, the Battle of the Alamo, the Battle of Goliad, and the Battle of San Jacinto (H, G/Civ, Geo/C, S).
§113.3, Grade 2	10	Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (H, G/Civ).	Verb	Verb not measurable	Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and identify voting as recognize that-voting is a right, responsibility, and privilege of American citizenship (H, G/Civ).
§113.3, Grade 2	11N	identify Robert E. Lee as a Confederate general who led the confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and	Grammar	Capitalization error, proper noun	identify Robert E. Lee as a Confederate general who led the Confederate confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and
§113.4, Grade 3	1G	compare ancient Egyptians pyramids and obelisks built to honor rulers with similar building designs in the Washington and San Jacinto monuments that honor important leaders or events (H, Geo/C); and	Punctuation	Missing apostrophe or remove the "s" in "Egyptians"	compare ancient Egyptians' pyramids and obelisks built to honor rulers with similar building designs in the Washington and San Jacinto monuments that honor important leaders or events (H, Geo/C); and
§113.4, Grade 3	6D	identify the influence of the Greek language on the English vocabulary (H, Geo/C);	Grammar	Unnecessary article	identify the influence of the Greek language on the English vocabulary (H, Geo/C);
§113.4, Grade 3	7G	explain the meaning and significance of the Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C);	Punctuation	Missing quotations around a phrase	explain the meaning and significance of the Latin phrase "E Pluribus Unum" that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C); and
§113.5, Grade 4	1B	identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages, including teaching people what the Bible meant when many could not read and influencing kings and leaders (H, Geo/C);	SE structure	Including modifies incorrectly and verb tense is not accurate	identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages that taught ; including teaching people what the Bible meant when many could not read and influenced influencing kings and leaders (H, Geo/C);

§113.5, Grade 4	3	The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from Medieval Europe. The student is expected to:	Grammar	Capitalization error, not a proper noun; inconsistently used throughout the document.	The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from medieval Medieval Europe. The student is expected to:
§113.5, Grade 4	new 4F	identify examples of primary sources, including glyph writing and quipus which was a knotted string for record keeping, in the Americas (H, Geo/C, S); and	Grammar	Quipus is plural - explanation should be plural	identify examples of primary sources, including glyph writing and quipus which were knotted strings was a knotted string for record keeping, in the Americas (H, Geo/C, S); and
§113.5, Grade 4	6D	explain that Leonardo da Vinci was described as a "Renaissance Man" because he was an artist, scientist, and inventor that inspired others (H, G/Civ, Geo/C);	Grammar	Incorrect verbiage	explain that Leonardo da Vinci was described as a "Renaissance Man" because he was an artist, scientist, and inventor who that inspired others (H, G/Civ, Geo/C);
§113.5, Grade 4	new 7A	identify France, Portugal, Spain, and England as major countries who supported exploration and explain the reasons for exploration, including accumulating wealth and glory and spreading religion during the Age of Exploration (H, G/Civ, Geo/C, E);	Grammar	Incorrect verbiage	identify France, Portugal, Spain, and England as major countries that who supported exploration and explain the reasons for exploration, including accumulating wealth and glory and spreading religion during the Age of Exploration (H, G/Civ, Geo/C, E);
§113.5, Grade 4	7H	explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer that identified that the lands Columbus explored were not Asia (H, Geo/C).	Grammar	Replace "that" with "who"	explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer who that identified that the lands Columbus explored were not Asia (H, Geo/C).
§113.6, Grade 5	1A	identify Martin Luther as a leader of the Protestant Reformation and King Henry VIII as the leader of the protestant movement in England (H, G/Civ, Geo/C);	Grammar	Capitalization	identify Martin Luther as a leader of the Protestant Reformation and King Henry VIII as the leader of the P rotestant movement in England (H, G/Civ, Geo/C);
§113.6, Grade 5	1D	explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to later migrate to America, shaping early Separatists, Puritan, and Quaker colonial settlements (H, G/Civ, Geo/C);	Grammar	Parallel list	explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to later migrate to America, shaping early Separatists, Puritan, and Quaker colonial settlements (H, G/Civ, Geo/C);
§113.6, Grade 5	4A	explain that a cause of the Age of Exploration was a result of the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia	SE structure	cause...was a result is redundant	explain that a cause of the Age of Exploration was a result of the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia
§113.6, Grade 5	4C	explain how changes among Christians following the Protestant Reformation influenced events in England creating conflicts between Catholics and Protestants , including the defeat of the Spanish Armada and the Glorious Revolution (H, G/Civ, Geo/C); and	Punctuation	insert comma before creating	explain how changes among Christians following the Protestant Reformation influenced events in England, creating conflicts between Catholics and Protestants , including the defeat of the Spanish Armada and the Glorious Revolution (H, G/Civ, Geo/C); and

§113.6, Grade 5	5D	explain that the Pilgrims founded Plymouth Colony in 1620 and the Puritans founded Massachusetts Bay in 1630 to gain religious freedom (H, G/Civ, Geo/C);	Punctuation	Missing a comma	explain that the Pilgrims founded Plymouth Colony in 1620 and the Puritans founded Massachusetts Bay in 1630, to gain religious freedom (H, G/Civ, Geo/C);
§113.6, Grade 5	5K	compare periods of cooperation and conflict between colonists and American Indian groups, including Powhatan Confederacy and the Powhatan Anglo Wars (H, G/Civ, Geo/C, E);	Grammar	Missing article	compare periods of cooperation and conflict between colonists and American Indian groups, including <u>the</u> Powhatan Confederacy and the Powhatan Anglo Wars (H, G/Civ, Geo/C, E);
§113.6, Grade 5	8D	explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence from Britain, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge , and identify the longer term cause and effect relationship that this impact on public opinion was possible as a result of Reformation developments of the printing press and widespread reading of the Bible (H, G/Civ, Geo/C);	Conforming	Conforming edit from April "Britain" to "Great Britain"	explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence from <u>Great</u> Britain, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge , and identify the longer term cause and effect relationship that this impact on public opinion was possible as a result of Reformation developments of the printing press and widespread reading of the Bible (H, G/Civ, Geo/C);
§113.6, Grade 5	9D	identify and recite the phrase from the Constitution "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America";	Tag	Missing SSS Tag	identify and recite the phrase from the Constitution "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America" (<u>H, G/Civ</u>);
§113.6, Grade 5	1A	explain that the Enlightenment Ideals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);	Grammar	Capitalization error	explain that the Enlightenment <u>I</u> deals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);
§113.21, Grade 6	9C	identify the 13th amendment, which formally abolished slavery in the United States (G/Civ);	Grammar	Capitalization error	identify the 13th <u>A</u> amendment, which formally abolished slavery in the United States (G/Civ);
§113.21, Grade 6	9D	identify that the 14th amendment gave citizenship to formerly enslaved people born or naturalized in the U.S. and established that no state may deprive any person of life, liberty, or property without due process of law (G/Civ);	Grammar	Capitalization error	identify that the 14th <u>A</u> amendment gave citizenship to formerly enslaved people born or naturalized in the U.S. and established that no state may deprive any person of life, liberty, or property without due process of law (G/Civ);
§113.21, Grade 6	9E	identify the 15th amendment, which gave Black men the right to vote in the United States (G/Civ);	Grammar	Capitalization error	identify the 15th <u>A</u> amendment, which gave Black men the right to vote in the United States (G/Civ);

§113.21, Grade 6	11D	identify why cultural traditions, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, are reflected in Mexican American communities in Texas (H, Geo/C).	Punctuation	Missing a hyphen	identify why cultural traditions, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, are reflected in Mexican-American communities in Texas (H, Geo/C).
§113.22, Grade 7	new 1F	explain how Henry Ford's use of the assembly line developed division of labor and economies of scale leading to the more profits for Ford and a better quality of life for Americans through access to cars at a reasonable price (H, E).	Grammar	Unnecessary article	explain how Henry Ford's use of the assembly line developed division of labor and economies of scale leading to the more profits for Ford and a better quality of life for Americans through access to cars at a reasonable price (H, E).
§113.22, Grade 7	new 2H	identify that Armistice Day was a holiday to mark the end of World War I and later became Veteran's Day (H).	Punctuation	No apostrophe in Veterans Day	identify that Armistice Day was a holiday to mark the end of World War I and later became Veteran's Day (H).
§113.22, Grade 7	new 3Aiii	rights come from government not God because communism rejects the existence of God (G/Civ, E);	Grammar	Missing preposition	rights come from government not from God because communism rejects the existence of God (G/Civ, E);
§113.22, Grade 7	new 6	Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:	Punctuation	Missing comma	Communism and Other Totalitarian Regimes. The student understands the causes, effects, and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:
§113.22, Grade 7	new 7S	define the Holocaust as the systematic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi and its collaborators (H).	Punctuation	Missing hyphen	define the Holocaust as the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi and its collaborators (H).
§113.22, Grade 7	9C	describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall symbolizing the contrast between communism and western traditions of liberty and representative government (H, G/Civ, E);	Punctuation	Missing commas	describe how the Iron Curtain divided Europe between communist and western regimes, represented by the Berlin Wall, symbolizing the contrast between communism and western traditions of liberty and representative government (H, G/Civ, E);
§113.22, Grade 7	10A	explain how the murder of Emmett Till became a turning point that encouraged many Americans to work for greater equality and justice;	Tag	Missing SSS Tag	explain how the murder of Emmett Till became a turning point that encouraged many Americans to work for greater equality and justice (H, G/Civ);
§113.22, Grade 7	10F	explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ);	Punctuation	Missing hyphen	explain how Mexican-Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ);
§113.23, Grade 8	1B	identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law including the equality of man as created in the image of God (H, G/Civ);	Punctuation	Missing comma before the including statement	identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law, including the equality of man as created in the image of God (H, G/Civ);
§113.23, Grade 8	new 3A	identify how the French invasion of Spain and the ideas of the American Revolution encouraged the early leaders of Mexican War for Independence (H);	Grammar	Article in incorrect location	identify how the French invasion of Spain and the ideas of the American Revolution encouraged the early leaders of the Mexican War for Independence (H);
§113.23, Grade 8	new 3D	identify empresarios, including Stephen F. Austin, Green DeWitt, Martin de León, and James Hewetson and describe the role of empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico (H, Geo/C, E).	Punctuation	Missing comma	identify empresarios, including Stephen F. Austin, Green DeWitt, Martin de León, and James Hewetson, and describe the role of empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico (H, Geo/C, E).

§113.23, Grade 8	4A	identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority leading to increased tension in Mexican Texas (H, G/Civ);	Punctuation	Missing comma	identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority, leading to increased tension in Mexican Texas (H, G/Civ);
§113.23, Grade 8	4M	contrast the shared political philosophy of Enlightenment principles of self-government during the American Revolution with Mexican American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ).	Punctuation	Missing hyphen	contrast the shared political philosophy of Enlightenment principles of self-government during the American Revolution with Mexican-American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ).
§113.23, Grade 8	10G	describe the role of Annie Webb Blanton in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C).	Punctuation	Missing comma	describe the role of Annie Webb Blanton in women's suffrage, which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C).
§113.23, Grade 8	new 11H	contrast the treatment and conditions of prisoners of detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II due in part to America's historic commitment to the rule of law (H, Geo/C, E);	Grammar/Punctuation	Missing word and missing hyphens	contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II due in part to America's historic commitment to the rule of law (H, Geo/C, E);
§113.23, Grade 8	12C	explain how Mexican Americans used court cases, including Delgado v. Bastrop ISD, to expand equal protection under the law (H, G/Civ, S);	Punctuation	Missing hyphen	explain how Mexican-Americans used court cases, including Delgado v. Bastrop ISD, to expand equal protection under the law (H, G/Civ, S);
§113.23, Grade 8	new 12D	explain how national civil rights milestones affected Texas, including Brown v Board of Education and the role of James L. Farmer in organizing freedom rides (G/Civ);	Punctuation	Missing period	explain how national civil rights milestones affected Texas, including Brown v. Board of Education and the role of James L. Farmer in organizing freedom rides (G/Civ);
§113.23, Grade 8	14B	explain how the career of Barbara Jordan demonstrates the expansion of equality in Texas and in national politics (H, G/Civ);	Grammar	Verb tense is not correct using demonstrates as it was in the past	explain how the career of Barbara Jordan demonstrated demonstrates the expansion of equality in Texas and in national politics (H, G/Civ);
§113.23, Grade 8	15B	explain how civic traditions are demonstrated in American principles including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);	Punctuation	Missing comma	explain how civic traditions are demonstrated in American principles, including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);
§113.23, Grade 8	15C	analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology;	Tag	Missing SSS Tag	analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology (H, G/Civ, Geo/C, E, S);
§113.23, Grade 8	15D	analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life, including art and the writings of Fred Gipson and Larry McMurtry; and	Tag	Missing SSS Tag	analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life, including art and the writings of Fred Gipson and Larry McMurtry (Geo/C, S); and
§113.29, Foundations of Economics	new 3B	explain how Friedrich Hayek emphasized individual choice, decentralized decision-making, and limited government intervention in the economy (H, E); and	Grammar	Incorrect verbiage	explain that how Friedrich Hayek emphasized individual choice, decentralized decision-making, and limited government intervention in the economy (H, E); and

[illegible]