

## ATTACHMENT II

Date: October 30, 2015

To: Cassandra Pignato, Texas Education Agency  
 From: TEXAS STATE UNIVERSITY – MATHWORKS  
 ATTN: Michelle Pruetz 512-245-3439, mp62@txstate.edu

**SUBSTITUTION REQUEST  
 SIDE-BY-SIDE COMPARISON**

**Publisher/Vendor** (name which appears on materials): Texas State University - Mathworks


Legal name of publishing company requesting substitution (if different from above): \_\_\_\_\_

**Course** (Subject Area/Grade Level): Mathematics, Grade 6

|  | Currently Adopted Title  | Requested Substitution<br>(Note: all substitutions must carry a new ISBN number for print material/s) |
|--|--|---|
| <b>Program Title/ISBN:</b>   | Texas State University - Mathworks                             | Texas State University - Mathworks  |
| <b>Component Title/ISBN:</b>   | Math Explorations Part 1<br>Textbook ISBN<br>978-1-938858-06-2 | Math Explorations Part 1<br>Textbook ISBN<br>978-1-938858-20-8  |
| <b>Copyright date:</b>   | 2014   | 2016  |
| <b>Description:</b> Please provide side by side comparison to indicate changes between currently adopted title and proposed substituted title (use separate sheet if necessary). | See attached documentation                                     | See attached documentation.   |

**CERTIFICATION:**

The undersigned certifies that the substitution listed herein meets the applicable essential knowledge and skills, is free from factual errors, and meets manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract dated 3/25/2014 (this does not apply to online materials). This substitution shall be provided at no additional cost to the state.

  
 Signature of Company Officer

11/6/2015  
 Date

# Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material

| <b>Subject</b>             |                          | <b>Chapter 111. Mathematics</b>                                     |                          |  |  |
|----------------------------|--------------------------|---|--------------------------|--|--|
| <b>Subchapter</b>          |                          | <b>Subchapter B. Middle School</b>                                  |                          |  |  |
| <b>Course</b>              |                          | <b>§111.26. Math, Grade 6, Beginning with School Year 2014-2015</b> |                          |  |  |
| <b>Publisher</b>           |                          | <b>Texas State University - San Marcos</b>                          |                          |  |  |
| <b>Program Title</b>       |                          | <b>Mathworks Math Explorations - Part I</b>                         |                          |  |  |
| <b>Program ISBN</b>        |                          | <b>Original 9781938858062/Proposed 9781938858222</b>                |                          |  |  |
| <b>Student Expectation</b> | <b>Original Page (s)</b> | <b>Original Specific Location</b>                                   | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b>          | <b>Changes</b>   |
| (1)(A)(i) - Instruction    | 239                      | Exploration at top of page  | 228                      | Exploration1                               | Replaced "You have learned that fractions such as 3/4 can be written as the equivalent fraction 75/100" with "You have learned that fractions can be written as equivalent fractions. For example, the fraction 3/4 can be written as the equivalent fraction 75/100." |
| (1)(A)(ii) - Assessment    | 493                      | Chapter 11: Section 1 Exercises 11, 13                              | 466-467                  | Chapter 11: Section 1 Exercises 11, 13     | Transactions more clearly presented  |
| (1)(B)(i) - Instruction    | 435                      | Exploration 1   | 414                      | Exploration 1 and two paragraphs before it | "Like the one that follows" replaced with "like the one from Ms. Dibrell's class"; removed "the numbers below were taken from another class"; two paragraphs and chart moved before the Exploration  |
| (1)(D)(ii) - Assessment    | 481                      | Chapter 10: Section 4 Exercise 1a                                   | 456                      | Chapter 10: Section 4 Exercise 1a          | Added "that they will get to do together as a family" for clarity  |
| (1)(D)(iii) - Instruction  | 440                      | Exploration 2   | 418                      | Exploration 2                              | Added "sets" to part 4   |
| (1)(D)(iv) - Assessment    | 12                       | Chapter 1: Section 2 Exercise 4                                     | 13                       | Chapter 1: Section 2 Exercise 4            | Changed "I noticed" to "you may have noticed"  |
| (1)(D)(vii) - Instruction  | 440                      | Exploration 2   | 417-418                  | Exploration 2                              | Added "sets"   |
| (1)(D)(xi) - Assessment    | 275                      | Chapter 6: Section 3 Exercises 5-9                                  | 263                      | Chapter 6: Section 3 Exercises 5-9         | In 9 changed one "greater than" to "greater than or equal to"; in 9 changed one "less than" to "less than or equal to"   |
| (1)(D)(xv) - Assessment    | 283                      | Chapter 6: Section 4 Exercise 3                                     | 270                      | Chapter 6: Section 4 Exercise 3            | "Where $y=2x-3$ " moved before table   |
| (1)(E)(iii) - Assessment   | 443                      | Chapter 10: Section 1 Problem 1                                     | 421                      | Chapter 10: Section 1 Problem 1            | Removed extra labels on axis   |
| (1)(E)(iv) - Instruction   | 435                      | Exploration 1   | 414                      | 10.1 Exploration 1                         | Example class named and referred to  |
| (1)(E)(v) - Instruction    | 280                      | Exploration 2   | 267-268                  | 6.4 Exploration 2                          | Fixed typo to " $y=3x$ "   |
| (1)(F)(i) - Assessment     | 6                        | Chapter 1: Section 1 Exercise 3                                     | 6                        | Chapter 1: Section 1 Exercise 3            | "Gal" changed to "gallons"   |
| (1)(F)(ii) - Assessment    | 6                        | Chapter 1: Section 1 Exercise 3                                     | 6                        | Chapter 1: Section 1 Exercise 3            | "Gal" changed to "gallons"   |
| (2)(A)(i) - Instruction    | 186                      | Exploration   | 178-179                  | Exploration 1                              | Included "pans" in part b  |
| (2)(A)(i) - Assessment     | 188                      | Chapter 4: Section 3 Problem 5a                                     | 181                      | Chapter 4: Section 3 Problem 5a            | Added "and show how the sets are related"  |

| Student Expectation       | Original Page (s) | Original Specific Location                   | Proposed Page (s) | Proposed Specific Location           | Changes   |
|---------------------------|-------------------|--|-------------------|--------------------------------------|---|
| (2)(A)(i) - Assessment    | 188               | Chapter 4: Section 3 Exercise 5              | 180-181           | Chapter 4: Section 3 Exercise 5      | Added "and show how the sets are related" to part a; changed b to "Find at least one number that is in each set that is not contained in its subset"; removed "Notice that each of these sets W, N, Z, Q is a proper subset of the next set in the list, meaning that the set that follows a set in this list always has at least one new member" for clarity |
| (2)(A)(ii) - Instruction  | 186               | Exploration                                  | 178-179           | Exploration 1                        | Included "pans" in part b   |
| (2)(A)(ii) - Assessment   | 188               | Chapter 4: Section 3 Problem 5b              | 181               | Chapter 4: Section 3 Problem 5b      | Changed b to "Find at least one number that is in each set that is not contained in its subset"   |
| (2)(A)(ii) - Assessment   | 188               | Chapter 4: Section 3 Exercise 5              | 180-181           | Chapter 4: Section 3 Exercise 5      | Added "and show how the sets are related" to part a; changed b to "Find at least one number that is in each set that is not contained in its subset"; removed "Notice that each of these sets W, N, Z, Q is a proper subset of the next set in the list, meaning that the set that follows a set in this list always has at least one new member" for clarity |
| (2)(A)(iii) - Instruction | 186               | Exploration                                  | 178-179           | Exploration 1                        | Included "pans" in part b   |
| (2)(A)(iii) - Assessment  | 188               | Chapter 4: Section 3 Problem 5a              | 187               | Chapter 4: Section 3 Problem 5a      | Added "and show how the sets are related"   |
| (2)(A)(iii) - Assessment  | 188               | Chapter 4: Section 3 Exercise 5              | 180-181           | Chapter 4: Section 3 Exercise 5      | Added "and show how the sets are related" to part a; changed b to "Find at least one number that is in each set that is not contained in its subset"; removed "Notice that each of these sets W, N, Z, Q is a proper subset of the next set in the list, meaning that the set that follows a set in this list always has at least one new member" for clarity |
| (2)(B)(ii) - Assessment   | 22-23             | Chapter 1: Section 4 Exercises 1-12          | 21-22             | Chapter 1: Section 4 Exercises 1-12  | Added "12 and -21" and "-12 and -21" to 7.c; changed "certain school records must be kept for 3 years prior and future" to "Certain school records must be kept for 4 years" and changed "2015" to "2016" in exercise 10  |
| (2)(C)(i) - Assessment    | 5,6               | Chapter 1: Section 1 Exercises 1-3           | 5,6               | Chapter 1: Section 1 Exercises 1-3   | Exercise 3 replaced "gal" with "gallons"  |
| (2)(C)(ii) - Assessment   | 12                | Chapter 1: Section 2 Exercises 1 - 3         | 12                | Chapter 1: Section 2 Exercises 1 - 3 | Example in 1 added "becomes"; typos in 1.c and 1.f corrected  |
| (2)(C)(vi) - Instruction  | 178               | Example                                      | 171               | 4.2 Example                          | Added "such as 1/2"   |
| (2)(D)(ii) - Instruction  | 178               | Example                                      | 171               | 4.2 Example                          | Added "such as 1/2"   |
| (7)(A)(i) - Instruction   | 125               | Example 3                                    | 121               | 3.2 Example 3                        | Expanded solution to c  |
| (7)(A)(ii) - Instruction  | 133               | Example 3                                    | 129               | 3.3 Example 3                        | Included missing answer in part b   |
| (8)(B)(iii) - Assessment  | 399               | Chapter 9: Section 4 Problem 3               | 380-381           | Chapter 9: Section 4 Problem 3       | Added "Then use the formula for the area of a trapezoid to compute the area and compare your results from the two methods" for additional practice  |
| (8)(B)(v) - Instruction   | 395               | Exploration 4                                | 376-377           | 9.4 Exploration 4                    | Added "though any side can be considered a bas of a triangle with its corresponding altitude."  |
| (8)(B)(vi) - Instruction  | 395               | Exploration 4                                | 376-377           | 9.4 Exploration 4                    | Added "though any side can be considered a bas of a triangle with its corresponding altitude."  |
| (9)(A)(ii) - Assessment   | 275               | Chapter 6: Section 3 Exercises 9, 10         | 263               | Chapter 6: Section 3 Exercises 9, 10 | Changed 9.b and 9.f from "less than" and "greater than" to "less than or equal to" and "greater than or equal to" for additional practice   |
| (9)(B)(ii) - Assessment   | 275               | Chapter 6: Section 3 Exercises 5, 6, 7, 8, 9 | 273               | Chapter 6: Section 3 Exercises 5-9   | Changed one "greater than" to "greater than or equal to"; in 9 changed one "less than" to "less than or equal to"   |
| (10)(A)(ii) - Assessment  | 273               | Chapter 6: Section 3 Exercises 5-10          | 263               | Chapter 6: Section 3 Exercises 5-10  | Changed one "greater than" to "greater than or equal to"; in 9 changed one "less than" to "less than or equal to"   |

| <b>Student Expectation</b> | <b>Original Page (s)</b> | <b>Original Specific Location</b>      | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b>      | <b>Changes</b>  |
|----------------------------|--------------------------|--|--------------------------|--|---|
| (10)(A)(iv) - Assessment   | 275                      | Chapter 6: Section 3 Exercises 9, 10   | 273                      | Chapter 6: Section 3 Exercises 9, 10   | Changed one "greater than" to "greater than or equal to"; in 9 changed one "less than" to "less than or equal to" |
| (10)(B)(i) - Assessment    | 267-268                  | Chapter 6: Section 2 Exercises 10-13   | 256                      | Chapter 6: Section 2 Exercises 10-13   | Changed Mount McKinley to Denali  |
| (11)(A)(i) - Assessment    | 283                      | Chapter 6: Section 4 Exercise 3        | 270                      | Chapter 6: Section 4 Exercise 3        | Moved "where $y=2x-3$ " before table  |
| (12)(B)(iii) - Assessment  | 443                      | Chapter 10: Section 1 Problem 1        | 421                      | Chapter 10: Section 1 Problem 1        | Removed extra labels on axis  |
| (12)(C)(i) - Assessment    | 445                      | Chapter 10: Section 1 Problems 4, 5, 6 | 422-423                  | Chapter 10: Section 1 Problems 4, 5, 6 | Added "height data from Exploration 1" to Problem 5   |
| (12)(D)(iii) - Instruction | 454                      | Paragraph before Problem 3             | 430                      | Paragraph before Problem 3             |   |
| (13)(B)(i) - Instruction   | 435                      | Exploration 1                          | 414                      | Exploration 1                          | Added paragraph before chart to clarify the table content, moved chart to proceed the Exploration 1 for clarity   |

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**Publisher/Vendor** (name which appears on materials): Texas State University - Mathworks

Legal name of publishing company requesting substitution (if different from above): \_\_\_\_\_

**Course** (Subject Area/Grade Level): Mathematics, Grade 6-8

|  | Currently Adopted Title  | Requested Substitution<br>(Note: all substitutions must carry a new ISBN number for print material/s) |
|--|--|---|
| Program Title/ISBN:  | Texas State University - Mathworks                             | Texas State University - Mathworks  |
| Component Title/ISBN:  | Math Explorations Part 2<br>Textbook ISBN<br>978-1-938858-07-9 | Math Explorations Part 2<br>Textbook ISBN<br>978-1-938858-21-5  |
| Copyright date:  | 2014   | 2016  |
| <b>Description:</b> Please provide side by side comparison to indicate changes between currently adopted title and proposed substituted title (use separate sheet if necessary). | See attached documentation                                     | See attached documentation.   |

**CERTIFICATION:**

The undersigned certifies that the substitution listed herein meets the applicable essential knowledge and skills, is free from factual errors, and meets manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract dated 3/25/2014 (this does not apply to online materials). This substitution shall be provided at no additional cost to the state.

  
Signature of Company Officer

11/6/2015  
Date

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material

|                            |   |                                   |                          |                                   |   |
|----------------------------|---|-----------------------------------|--------------------------|-----------------------------------|---|
| <b>Subject</b>             | <b>Chapter 111. Mathematics</b>                                     |                                   |                          |                                   |   |
| <b>Subchapter</b>          | <b>Subchapter B. Middle School</b>                                  |                                   |                          |                                   |   |
| <b>Course</b>              | <b>§111.26. Math, Grade 6, Beginning with School Year 2014-2015</b> |                                   |                          |                                   |   |
| <b>Publisher</b>           | <b>Texas State University - San Marcos</b>                          |                                   |                          |                                   |   |
| <b>Program Title</b>       | <b>Mathworks Math Explorations Part II</b>                          |                                   |                          |                                   |   |
| <b>Program ISBN</b>        | <b>Original 9781938858079/Proposed 9781938858239</b>                |                                   |                          |                                   |   |
|                            |   |                                   |                          |                                   |   |
| <b>Student Expectation</b> | <b>Original Page (s)</b>  | <b>Original Specific Location</b> | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b> | <b>Changes</b>  |
| (1)(A)(iii) - Instruction  | 166   | 5.3 Exploration 1                 | 151                      | 5.3 Exploration 1                 | Made "variables" bold and corrected "is" margin error, re-written for clarity |
| (1)(B)(i) - Assessment     | 331   | 8.5 Investigation 14              | 303                      | 8.5 Investigation 14              | Added titles to Investigation 1 and Investigation 2.                          |
| (1)(B)(ii) - Assessment    | 225   | 6.3 Ingenuity 12                  | 206                      | 6.3 Ingenuity 12                  | Renumber to Ingenuity: 13. reformatted list for clarity                       |
| (1)(C)(iv) - Instruction   | 361   | 9.3 Exploration 1                 | 328                      | 9.3 Exploration 1                 | Added solution to problem for clarity   |
| (1)(C)(iv) - Assessment    | 367   | 9.3 Exercise 3                    | 335                      | 9.3 Exercise 3                    | Added equal sign for clarity  |
| (1)(C)(v) - Assessment     | 275   | 8.2 Exercise 16                   | 275                      | 8.2 Exercise 16                   | Format changed to save space, bold variables                                  |
| (1)(D)(iii) - Instruction  | 89  | 3.5 Example 3                     | 84                       | 3.5 Example 4                     | Renumber from Example 3 to Example 4, added graphics for clarity              |
| (1)(D)(iii) - Assessment   | 171   | 5.3 Exercise 7                    | 156                      | 5.3 Exercise 7                    | Made "variables" bold   |
| (1)(D)(vii) - Instruction  | 393   | 10.2 Exploration 1                | 358                      | 10.2 Exploration 1                | Made "variables" bold   |
| (1)(D)(vii) - Assessment   | 186   | 5.5 Exercise 4                    | 171                      | 5.5 Exercise 4                    | Made "variables" bold   |
| (1)(D)(viii) - Instruction | 111   | 4.2 Exploration 2                 | 102                      | 4.2 Exploration 2                 | Made "variables" bold   |
| (1)(D)(viii) - Assessment  | 215   | 6.2 Exercise 5                    | 196                      | 6.2 Exercise 5                    | Made "variables" bold   |
| (1)(D)(ix) - Instruction   | 375   | 9.4 Example 2                     | 341                      | 9.4 Example 2                     | Made "variables" bold   |
| (1)(D)(ix) - Assessment    | 359   | 9.2 Exercise 17 (Investigation)   | 326                      | 9.2 Exercise 16 (Investigation)   | Made "variables" bold, renumbered section after moving a problem              |
| (1)(D)(x) - Instruction    | 285   | 8.1 Problem 1                     | 261                      | 8.1 Problem 1                     | Made "variables" bold   |
| (1)(D)(xi) - Instruction   | 88  | 3.5 Example 2 leads to Example 3  | 82                       | 3.5 Example 2 leads to Example 3  | Made "variables" bold, reword for clarification                               |
| (1)(D)(xi) - Assessment    | 182   | 5.4 Exercise 18 (Investigation)   | 166                      | 5.4 Exercise 17 (Investigation)   | Renumbered exercises, made "variables" bold                                   |

| Student Expectation        | Original Page (s) | Original Specific Location   | Proposed Page (s) | Proposed Specific Location   | Changes  |
|----------------------------|-------------------|--|-------------------|--|--|
| (1)(D)(xii) - Instruction  | 476               | 11.2<br>Definition of<br>parallel, text in<br>middle of page                 | 435               | 11.2<br>Definition of<br>parallel, text in<br>middle of page                 | Split one paragraph into two                             |
| (1)(D)(xii) - Assessment   | 309               | 8.3 Exercise<br>3  | 283               | 8.3 Exercise<br>3  | Made "variables" bold, formatted for clarity             |
| (1)(D)(xii) - Assessment   | 476               | 11.2<br>Definition of<br>transversal,<br>bottom of<br>page                   | 435               | 11.2<br>Definition of<br>transversal,<br>bottom of<br>page                   | Made "variables" bold                                    |
| (1)(D)(xiii) - Instruction | 422               | 10.4 Example<br>3  | 384               | 10.4 Example<br>3  | Made "variables" bold, reformatted paragraph for clarity |
| (1)(D)(xiv) - Instruction  | 128               | 4.5 Example<br>1 solution  | 118               | 4.5 Example<br>1 solution  | Made "variables" bold                                    |
| (1)(E)(iii) - Instruction  | 584               | 12.3 Prolem 5  | 541               | 12.3 Problem<br>5  | Made "variables" bold                                    |
| (1)(E)(iii) - Assessment   | 334               | Chapter 8<br>Review<br>Problem 13  | 306               | Chapter 8<br>Review<br>Problem 13  | Made "variables" bold                                    |
| (1)(E)(iii) - Assessment   | 591               | 12.3 Exercise<br>3   | 542               | 12.3 Exercise<br>3   | Made "variables" bold                                    |
| (1)(E)(iv) - Instruction   | 285               | 8.1 Problem 1  | 261               | 8.1 Problem 1  | Made "variables" bold                                    |
| (1)(E)(v) - Instruction    | 213               | 6.2<br>Exploration 3   | 195               | 6.2<br>Exploration 3   | Made "variables" bold                                    |
| (1)(E)(vi) - Assessment    | 181               | 5.4 Exercise<br>13a  | 165               | 5.4 Exercise<br>13a  | Made "variables" bold                                    |
| (1)(F)(i) - Instruction    | 228               | 6.4<br>Exploration D   | 208               | 6.4<br>Exploration D   | Made "variables" bold                                    |
| (1)(F)(ii) - Assessment    | 132               | 4.5 Exercise<br>9  | 122               | 4.5 Exercise<br>9  | Made "variables" bold                                    |
| (1)(F)(ii) - Assessment    | 133               | 4.5 11.<br>Investigation<br>(end)  | 122               | 4.5 11.<br>Investigation<br>(end)  | Made "variables" bold                                    |
| (1)(G)(i) - Instruction    | 154               | 5.2<br>Exploration 1<br>conclusion<br>about how to<br>express<br>translation | 141               | 5.2<br>Exploration 1<br>conclusion<br>about how to<br>express<br>translation | Made "variables" bold                                    |
| (1)(G)(ii) - Instruction   | 63                | 3.2 Example<br>5   | 59                | 3.2 Example<br>5   | Made "variables" bold                                    |

| Student Expectation      | Original Page (s) | Original Specific Location           | Proposed Page (s) | Proposed Specific Location           | Changes   |
|--------------------------|-------------------|--------------------------------------|-------------------|--------------------------------------|---|
| (1)(G)(ii) - Assessment  | 65                | 3.2 Exercise 2                       | 61                | 3.2 Exercise 2                       | Made "variables" bold, formatted to two columns |
| (1)(G)(iii) - Assessment | 38                | 2.3 15. end of Investigation         | 34                | 2.3 15. end of Investigation         | Made "variables" bold                           |
| (1)(G)(vi) - Instruction | 374               | 9.4 Example 1                        | 341               | 9.4 Example 1                        | Made "variables" bold                           |
| (1)(G)(vi) - Assessment  | 17                | 1.3 Exercise 9                       | 15                | 1.3 Exercise 10                      | Renumbered problems                             |
| (2)(B)(i) - Instruction  | 40                | Property 2.2 and following Example 2 | 37                | Property 2.2 and following Example 2 | Made "variables" bold                           |
| (2)(B)(i) - Assessment   | 44                | Exercise 1                           | 41                | Exercise 1                           | Made "variables" bold                           |
| (2)(C)(ii) - Assessment  | 11                | Exercise 2                           | 10                | Exercise 2                           | Reformatted to 3 columns                        |
| (2)(C)(v) - Instruction  | 318               | Section 8.4 Problem 5                | 290               | 8.4 Problem 5                        | Made "variables" bold                           |
| (2)(C)(v) - Assessment   | 322               | Exercise 12                          | 294               | Exercise 12                          | Made "variables" bold                           |
| (2)(C)(vi) - Instruction | 322               | Exercise 12                          | 294               | Exercise 12                          | Made "variables" bold                           |
| (2)(D)(ii) - Assessment  | 379               | Exercise 8                           | 344               | Exercise 8                           | Made "variables" bold                           |
| (2)(E)(i) - Instruction  | 361               | Exploration 1                        | 327               | Exploration 1                        | Added work to show division steps               |
| (2)(E)(i) - Assessment   | 367               | Exercise 3                           | 335               | Exercise 3                           | Added "=" for clarity                           |
| (3)(A)(i) - Instruction  | 355               | 9.2 Method 2                         | 322               | 9.2 Method 2                         | Made "variables" bold                           |
| (3)(B)(ii) - Instruction | 298               | 8.2 Problem 1                        | 273               | 8.2 Exploration 1                    | Made "variables" bold                           |
| (3)(B)(ii) - Assessment  | 302               | 8.2 exercise 16                      | 275               | 8.2 Exercise 16                      | Made "variables" bold                           |
| (4)(A)(i) - Instruction  | 177               | 5.4 Graphing Calculator Activity     | 162               | 5.4 Graphing Calculator Activity     | Removed instructions on how to use a calculator |
| (4)(A)(i) - Assessment   | 182               | 5.4 17. Investigation                | 166               | 5.4 18. Investigation                | Renumbered problems                             |
| (4)(A)(ii) - Assessment  | 182               | 5.4 17. Investigation                | 166               | 5.4 18. Investigation                | Renumbered problems                             |



| <b>Student Expectation</b> | <b>Original Page (s)</b> | <b>Original Specific Location</b>   | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b>   | <b>Changes</b>                      |
|----------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| (4)(B)(i) - Instruction    | 407                      | 10.3 Example 1                      | 372                      | 10.3 Example 1                      | Made "variables" bold.              |
| (4)(B)(iii) - Instruction  | 407                      | 10.3 Example 1                      | 371                      | 10.3 Example 1                      | Made "variables" bold.              |
| (4)(E)(i) - Assessment     | 441                      | 10.5 Exercise 7                     | 402                      | 10.5 Exercise 7                     | Made "variables" bold.              |
| (4)(E)(ii) - Instruction   | 407                      | introduction to Section 10.3        | 371                      | introduction to Section 10.3        | Made "variables" bold.              |
| (4)(E)(v) - Instruction    | 361                      | 9.3 Exploration 1 and Exploration 2 | 328                      | 9.3 Exploration 1 and Exploration 2 | Added steps to division for clarity |
| (4)(E)(v) - Assessment     | 367                      | 9.3 Exercise 2                      | 335                      | 9.3 Exercise 2                      | Added steps to division for clarity |
| (5)(A)(ix) - Instruction   | 437                      | 10.5 Example 1                      | 399                      | Example 1                           | Made "variables" bold.              |
| (5)(A)(x) - Assessment     | 400                      | 10.2 Exercise 4                     | 364                      | 10.2 Exercise 4                     | Made "variables" bold.              |
| (5)(A)(xii) - Instruction  | 437                      | 10.5 Example 1                      | 399                      | 10.5 Example 1                      | Made "variables" bold.              |
| (5)(A)(xiii) - Assessment  | 402                      | 10.2 Exercise 9                     | 366                      | 10.2 Exercise 9                     | Made "variables" bold.              |
| (5)(A)(xiv) - Assessment   | 389                      | 10.1 Exercise 4                     | 354                      | 10.1 Exercise 3                     | Problem renumbered                  |
| (5)(A)(xv) - Instruction   | 395                      | 10.2 Example 1                      | 359                      | 10.2 Example 1                      | Page #, bold variables              |
| (5)(A)(xv) - Assessment    | 402                      | 10.2 Exercise 11                    | 366                      | 10.2 Exercise 11                    | Made "variables" bold.              |
| (5)(B)(i) - Assessment     | 369                      | 9.3 Exercise 10d                    | 362-363                  | 9.3 Exercise 11d                    | Problems renumbered                 |
| (5)(B)(vi) - Instruction   | 566                      | 12.2 Example 2                      | 518                      | 12.2 Example 2                      | Made "variables" bold.              |
| (6)(A)(i) - Instruction    | 168                      | 5.3 Exploration 2e                  | 153                      | 5.3 Exploration 2e                  | Made "variables" bold.              |
| (6)(A)(i) - Assessment     | 169                      | 5.3 Exercise 1d                     | 154                      | 5.3 Exercise 1d                     | Made "variables" bold.              |

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|---------------------------|-------------------|----------------------------|-------------------|----------------------------|---|
| (6)(A)(ii) - Assessment   | 180               | 5.4 Exercise 8             | 164               | Exercise 8                 | Made "variables" bold.                            |
| (6)(A)(iii) - Instruction | 168               | 5.3 Exploration 2 f        | 153               | 5.3 Exploration 2 f        | Made "variables" bold.                            |
| (6)(A)(iii) - Assessment  | 169               | 5.3 Exercise 1e            | 154               | 5.3 Exercise 1e            | Made "variables" bold.                            |
| (6)(A)(iv) - Assessment   | 180               | 5.4 Exercise 8             | 164               | 5.4 Exercise 8             | Made "variables" bold.                            |
| (6)(B)(i) - Instruction   | 168               | 5.3 Exploration 2          | 153               | 5.3 Exploration 2          | Made "variables" bold.                            |
| (6)(B)(i) - Assessment    | 180               | 5.4 Exercises 10 and 11    | 165               | 5.4 Exercises 10 and 11    | Made "variables" bold.                            |
| (6)(C)(i) - Instruction   | 183               | 5.5 Exploration 1          | 167               | 5.5 Exploration 1          | Made "variables" bold.                            |
| (7)(B)(i) - Instruction   | 60                | 3.2 Paragraph 1            | 56                | 3.2 Paragraph 1            | Made "variables" bold.                            |
| (7)(B)(i) - Assessment    | 65                | 3.2 Exercise 2             | 61                | 3.2 Exercise 2             | Made "variables" bold.                            |
| (7)(B)(iii) - Instruction | 60                | 3.2 Paragraph 1            | 56                | 3.2 Paragraph 1            | Made "variables" bold.                            |
| (7)(B)(iii) - Assessment  | 65                | 3.2 Exercise 1             | 60                | 3.2 Exercise 1             | Made "variables" bold, formatted into two columns |
| (7)(C)(i) - Assessment    | 75                | 3.3 Exercises 1, 2, 3, 4   | 70                | 3.3 Exercises 1, 2, 3, 4   | Made "variables" bold.                            |
| (7)(C)(ii) - Instruction  | 78                | 3.4 Method 2               | 72                | 3.4 Method 2               | Made "variables" bold.                            |
| (7)(C)(ii) - Assessment   | 67                | 3.2 17. Investigation      | 67                | 3.2 16. Investigation      | Renumbered problems                               |
| (7)(D)(i) - Assessment    | 349               | 9.1 Exercise 14            | 317               | 9.1 Exercise 14            | Made "variables" bold.                            |
| (7)(D)(ii) - Instruction  | 356               | 9.2 Example 2              | 323               | 9.2 Example 2              | Made "variables" bold.                            |
| (7)(D)(ii) - Assessment   | 359               | 9.2 Exercise 14            | 350               | 9.2 Exercise 13            | Made "variables" bold, renumber problems          |
| (7)(D)(iii) - Instruction | 356               | 9.2 Example 2              | 323               | 9.2 Example 2              | Made "variables" bold.                            |
| (7)(D)(iii) - Assessment  | 359               | 9.2 Exercise 14            | 350               | 9.2 Exercise 13            | page #, bold variables, renumber problems         |

| <b>Student Expectation</b> | <b>Original Page (s)</b> | <b>Original Specific Location</b> | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b> | <b>Changes</b>  |
|----------------------------|--------------------------|-----------------------------------|--------------------------|-----------------------------------|---|
| (7)(D)(iv) - Instruction   | 356                      | 9.2 Example 2                     | 323                      | 9.2 Example 2                     | Made "variables" bold.  |
| (7)(D)(iv) - Assessment    | 359                      | 9.2 Exercise 14                   | 350                      | 9.2 Exercise 13                   | Made "variables" bold, renumber problems                                      |
| (7)(D)(v) - Instruction    | 356                      | 9.2 Example 2                     | 323                      | 9.2 Example 2                     | Made "variables" bold.  |
| (7)(D)(v) - Assessment     | 359                      | 9.2 Exercise 14                   | 350                      | 9.2 Exercise 13                   | Made "variables" bold, renumber problems                                      |
| (8)(B)(i) - Instruction    | 478                      | 11.2 Exploration 3                | 437                      | 11.2 Exploration 5                | Made "labels" bold, renumbered explorations                                   |
| (8)(B)(ii) - Instruction   | 478                      | 11.2 Exploration 3                | 437                      | 11.2 Exploration 5                | Made "labels" bold, renumbered explorations                                   |
| (8)(B)(iii) - Instruction  | 491                      | 11.3 Exploration 5                | 448                      | 11.3 Exploration 3                | Renumbered Exploration  |
| (8)(B)(iv) - Instruction   | 491                      | 11.3 Exploration 5                | 448                      | 11.3 Exploration 3                | Renumbered Exploration  |
| (8)(B)(v) - Instruction    | 487                      | 11.3 Exploration 4                | 481-482                  | 1.3 Exploration 2                 | Renumbered Exploration  |
| (8)(B)(vi) - Instruction   | 487                      | 11.3 Exploration 4                | 481-482                  | 1.3 Exploration 2                 | Renumbered Exploration  |
| (8)(D)(iv) - Instruction   | 485                      | 11.3 Example 1 a                  | 444                      | 11.3 Example 1 a                  | Made "variables" bold.  |
| (9)(A)(i) - Instruction    | 63                       | 3.2 Example 4                     | 58                       | 3.2 Example 4                     | Made "variables" bold.  |
| (9)(A)(ii) - Instruction   | 87                       | 3.5 Example 1.2                   | 82                       | 3.5 Example 1.2                   | Made "variables" bold, wrote solution separate for clarity                    |
| (9)(A)(ii) - Assessment    | 90                       | 3.5 Exercise 4                    | 85                       | 3.5 Exercise 4                    | Made "variables" bold.  |
| (9)(B)(i) - Instruction    | 87                       | 3.5 Problem 1                     | 81                       | 3.5 Problem 1 & Problem 2         | Made "variables" bold, added number line for clarity and additional problems. |
| (9)(B)(i) - Assessment     | 90                       | 3.5 Exercise 5                    | 85                       | 3.5 Exercise 5                    | Made "variables" bold, reformatted to columns                                 |
| (9)(B)(ii) - Instruction   | 88                       | 3.5 Example 2                     | 83                       | 3.5 Example 3                     | Made "variables" bold, renumbered example                                     |
| (9)(B)(ii) - Assessment    | 91                       | 3.5 Exercises 8-9                 | 91                       | 3.5 Exercises 8-9                 | Made "variables" bold.  |
| (9)(C)(i) - Instruction    | 135                      | 4.6 Example 1                     | 124                      | 4.6 Example 1                     | Made "variables" bold.  |
| (10)(A)(i) - Instruction   | 477                      | 11.2 Example 2                    | 436                      | 11.2 Example 2                    | Made "variables" bold.  |

| <b>Student Expectation</b> | <b>Original Page (s)</b> | <b>Original Specific Location</b> | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b> | <b>Changes</b>         |
|----------------------------|--------------------------|-----------------------------------|--------------------------|-----------------------------------|------------------------|
| (10)(A)(i) - Assessment    | 467                      | 11.1 Exercise 7                   | 426                      | 11.1 Exercise 7                   | Made "variables" bold. |
| (10)(A)(ii) - Instruction  | 477                      | 11.2 Example 2                    | 436                      | 11.2 Example 2                    | Made "variables" bold. |
| (10)(A)(ii) - Assessment   | 467                      | 11.1 Exercise 7                   | 426                      | 11.1 Exercise 7                   | Made "variables" bold. |
| (10)(A)(iii) - Instruction | 477                      | 11.2 Example 2                    | 436                      | 11.2 Example 2                    | Made "variables" bold. |
| (10)(A)(iii) - Assessment  | 467                      | 11.1 Exercise 7                   | 426                      | 11.1 Exercise 7                   | Made "variables" bold. |
| (10)(A)(iv) - Instruction  | 477                      | 11.2 Example 2                    | 436                      | 11.2 Example 2                    | Made "variables" bold. |
| (10)(A)(iv) - Assessment   | 467                      | 11.1 Exercise 7                   | 426                      | 11.1 Exercise 7                   | Made "variables" bold. |
| (10)(B)(i) - Instruction   | 73                       | 3.3 Example3 Step 4               | 67                       | 3.3 Example3 Step 4               | Made "variables" bold. |
| (10)(B)(i) - Assessment    | 139                      | 4.6 Problem 2                     | 127                      | 4.6 Problem 2                     | Made "variables" bold. |

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material

| Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material |   |  |                          |  |  |
|---|---|--|--------------------------|--|--|
| <b>Subject</b>  | <b>Chapter 111. Mathematics</b>                                     |  |                          |  |  |
| <b>Subchapter</b>   | <b>Subchapter B. Middle School</b>                                  |  |                          |  |  |
| <b>Course</b>   | <b>§111.27. Math, Grade 7, Beginning with School Year 2014-2015</b> |  |                          |  |  |
| <b>Publisher</b>  | <b>Texas State University - San Marcos</b>                          |  |                          |  |  |
| <b>Program Title</b>  | <b>Mathworks Math Explorations Part II</b>                          |  |                          |  |  |
| <b>Program ISBN</b>   | <b>Original 9781938858079/Proposed 9781938858239</b>                |  |                          |  |  |
| <b>Student Expectation</b>  | <b>Original Page (s)</b>  | <b>Original Specific Location</b>  | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b>  | <b>Changes</b>   |
| (1)(A)(i) - Assessment  | 619   | 13.1 Exercise 1  | 571                      | 13.1 Exercise 1  | Answered choice alignment; Page  |
| (1)(A)(ii) - Assessment   | 591   | 12.3 Exercise 4  | 543                      | 12.3 Exercise 4  | Bullet style; grammar fixed; part B: Changed "Fastfood Junior High School" to A junior high school; made answer wording parallel   |
| (1)(A)(iii) - Assessment  | 32  | 2.2 Exercise 7   | 29                       | 2.2 Exercise 7   | Added "No initial deposit"   |
| (1)(B)(i) - Instruction   | 326   | 8.5 above Exploration 1  | 297                      | 8.5 below problem 1  | Removed commas & the word "and"  |
| (1)(C)(ii) - Assessment   | 49  | 2.5 Exercise 1   | 46                       | 2.5 Exercise 1   | Answered choice alignment  |
| (1)(C)(iii) - Assessment  | 32  | 2.2 Exercise 9 (Investigation)   | 29                       | 2.2 Exercise 9 (Investigation)   | Part C: changed "and" to "up to"   |
| (1)(C)(iv) - Instruction  | 363   | 9.3 Exploration 3  | 331                      | 9.3 Exploration 3  | Step 1 added; "color" instruction removed from step 2 and 3; step 3 reworded; step 4 added; "master number line you constructed" removed from step 8   |
| (1)(C)(iv) - Assessment   | 367   | 9.3 Exercise 3   | 335                      | 9.3 Exercise 3   | Equal signs added  |
| (1)(C)(v) - Instruction   | 303-304   | 8.3 Text on the first two pages  | 277-278                  | 8.3 Text on the first two pages  | Organization of information made clearer on second page  |
| (1)(C)(v) - Assessment  | 302   | 8.2 Exercise 16  | 275                      | 8.2 Exercise 16  | Answered choice alignment  |
| (1)(C)(vii) - Assessment  | 32  | 2.2 Exercise 8 (Ingenuity)   | 29                       | 2.2 Exercise 8 (Ingenuity)   | "hint" section is shortened  |
| (1)(D)(i) - Instruction   | 167/168   | 5.3 idea of domain, range and function linking input-output, mapping, and notation | 152/153                  | 5.3 idea of domain, range and function linking input-output, mapping, and notation | Sentences removed from first paragraph; "Notation" paragraph moved to beginning & last sentences removed; "For example..." paragraph shortened; F(X)= added to "Range" bubble; "So..." moved to end; "graph" is bolded in a different sentence |

| Student Expectation        | Original Page (s) | Original Specific Location   | Proposed Page (s) | Proposed Specific Location   | Changes  |
|----------------------------|-------------------|--|-------------------|--|--|
| (1)(D)(iii) - Instruction  | 89                | 3.5 Example 3  | 83                | 3.5 Example 4  | Moved from example 3 to example 4  |
| (1)(D)(iii) - Assessment   | 171               | 5.3 Exercise 7   | 156               | 5.3 Exercise 7   | Answered choice alignment  |
| (1)(D)(ix) - Instruction   | 375               | 9.4 Example 2  | 341               | 9.4 Example 2  | "In Sections 8.1" changed to "In Chapter 8"  |
| (1)(D)(ix) - Assessment    | 359               | 9.2 Exercise 17 (Investigation)  | 326               | 9.2 Exercise 16 (Investigation)  | Changed to Exercise 16   |
| (1)(D)(xi) - Instruction   | 88/89             | 3.5 Example 2 leads to Example 3   | 83/84             | 3.5 Example 3 leads to Example 4   | Changed to ex 3 & 4; Example 3: rewording, change of " $-3 \leq x$ " to " $x \geq -3$ "; Solution 3: rewording, temperature senario added; "on a number line" added to Example 4; Solution4: quotations removed from "inequality", addition to number line figure. |
| (1)(D)(xii) - Instruction  | 476               | 11.2 Definition of parallel, text in middle of page                            | 435               | 11.2 Definition of parallel, text in middle of page                            | "Let's..." made into new paragraph   |
| (1)(D)(xiii) - Instruction | 422/423           | 10.4 Example 3   | 384               | 10.4 Example 3   | Solution has cleaner formatting  |
| (1)(D)(xiv) - Instruction  | 129-130           | 4.5 Example 1 solution   | 129-130           | 4.5 Example 1 solution   | "denominators" changed to "fractions"  |
| (1)(D)(xv) - Instruction   | 561               | 12.2 Problem 1   | 513               | 12.2 Problem 1   | "the other two colors" changed to "blue"; "or a" in bold changed to "or" unbolded; cleaner graphic   |
| (1)(E)(i) - Assessment     | 311               | 8.3 Exercise 11  | 284               | 8.3 Exercise 11  | Space added underneath   |
| (1)(E)(ii) - Instruction   | 273               | 7.5 Divisibility Table at the bottom of the page                               | 250               | 7.5 Divisibility Table at the bottom of the page                               | Right column is left aligned   |
| (1)(E)(iii) - Assessment   | 591               | 12.3 Exercise 3  | 542               | 12.3 Exercise 3  | Space added between lettered sections  |
| (1)(E)(iv) - Assessment    | 580               | 12.2 Exercise 20 (Investigation)   | 531               | 12.2 Exercise 20 (Investigation)   | "?" added to end; "and" added  |
| (1)(E)(v) - Assessment     | 580               | 12.2 Exercise 17 (Investigation)   | 531               | 12.2 Exercise 17 (Investigation)   | "?" added to end; "and" added  |
| (1)(E)(vi) - Assessment    | 579               | 12.2 Exercise 13   | 530               | 12.2 Exercise 13   | "graph below" changed to "following graph"   |
| (1)(G)(i) - Instruction    | 155               | 5.2 Exploration 1 conclusion about how to express translation, top of page 153 | 141/142           | 5.2 Exploration 1 conclusion about how to express translation, top of page 153 | Complete rewording & reformatting; No graph; New instructions  |
| (1)(G)(vi) - Assessment    | 17                | 1.3 Exercise 9   | 15                | 1.3 Exercise 10  | Shifted to exercise 10   |
| (1)(G)(vi) - Assessment    | 558               | 12.1 Exercise 10   | 510               | 12.1 Exercise 10   | Space below removed  |

| Student Expectation       | Original Page (s) | Original Specific Location                         | Proposed Page (s) | Proposed Specific Location                         | Changes   |
|---------------------------|-------------------|--|-------------------|--|---|
| (2)(A)(i) - Instruction   | 4                 | 1.1 Example 1                                      | 4                 | 1.1 Example 1                                      | Variable changed to N   |
| (2)(A)(i) - Assessment    | 251               | 7.2 Exercise #5                                    | 230/231           | 7.2 Exercise #5                                    | ".." removed after "ellipsis"   |
| (3)(A)(iii) - Assessment  | 346               | 9.1 Exercise #1                                    | 315               | 9.1 Exercise #1                                    | Answer choices realigned  |
| (3)(A)(iv) - Assessment   | 357               | 9.2 Exercise #2                                    | 324               | 9.2 Exercise #2                                    | Long fractions cleaned up; answer choice alignment                                |
| (3)(B)(i) - Instruction   | 316/317           | 8.4 Example #2 and Solution                        | 288/289           | 8.4 Example #2 and Solution                        | "or 1" removed from first solution paragraph                                      |
| (3)(B)(iii) - Instruction | 342/343           | 9.1 Example #2 and Solution                        | 311/312           | 9.1 Example #2 and Solution                        | Factoring process answers spaced out  |
| (3)(B)(iv) - Instruction  | 350-353           | 9.2 Problem #2 and following text up to Problem #3 | 318-321           | 9.2 Problem #2 and following text up to Problem #3 | Exploration 2 compressed  |
| (3)(B)(iv) - Assessment   | 357               | 9.2 Exercise #2                                    | 324               |  | Answer choice alignment   |
| (3)(B)(v) - Instruction   | 324/325           | 8.5 Example #1 and Solution                        | 296               | 8.5 Example #1 and Solution                        | Solution formatting   |
| (3)(B)(v) - Assessment    | 330               | 8.5 Exercise #1                                    | 301               | 8.5 Exercise #1                                    | Answers spaced out  |
| (3)(B)(v) - Assessment    | 330               | 8.5 Exercise #2                                    | 301               | 8.5 Exercise #2                                    | Answers spaced out  |
| (3)(B)(vi) - Instruction  | 329               | 8.5 Example 3 and Solution                         | 300/301           | 8.5 Example 3 and Solution                         | Answer bars added; arrows added   |
| (3)(B)(vi) - Assessment   | 330               | 8.5 Exercise #1                                    | 301               | 8.5 Exercise #1                                    | Answers spaced out  |
| (3)(B)(vii) - Instruction | 342               | 9.1 Problem #3                                     | 311               | 9.1 Problem #3                                     | Lettered list alignment   |
| (3)(B)(vii) - Activity    | 344               | 9.1 Exploration #3                                 | 313               | 9.1 Exploration #3                                 | "reciprocal" unbolded   |
| (4)(A)(i) - Instruction   | 97-98             | 4.1 First page of section and Exploration #1       | 89-90             | 4.1 First page of section and Exploration #1       | Comma changed to colon at bottom of first page; 2 sentences added on bottom of 90 |
| (4)(A)(i) - Assessment    | 400               | 10.2 Exercise #6                                   | 365               | 10.2 Exercise #6                                   | Letter variables removed from problem   |
| (4)(A)(ii) - Assessment   | 392               | 10.2 Exercise #4                                   | 364               | 10.2 Exercise #4                                   | "The table below" changed to "The following table"                                |
| (4)(A)(iv) - Assessment   | 195               | 5.6 Exercise #2                                    | 179               | 5.6 Exercise #2                                    | 15 corrected to 14 in part b  |

| Student Expectation       | Original Page (s) | Original Specific Location                           | Proposed Page (s) | Proposed Specific Location                           | Changes   |
|---------------------------|-------------------|--|-------------------|--|---|
| (4)(A)(v) - Assessment    | 393               | 10.2 Exercise #7                                     |                   | 10.2 Exercise #7                                     | "graphs below" changed to "following graphs"; graph made clearer; axis labels added                     |
| (4)(A)(xi) - Assessment   | 402               | 10.2 Exercise #9                                     | 366               | 10.2 Exercise #9                                     | Spelling fixed; cleaner graph   |
| (4)(B)(i) - Assessment    | 403               | 10.2 Exercise #13                                    | 367               | 10.2 Exercise #13                                    | "for" removed; "container" changed to "brand"   |
| (4)(B)(ii) - Assessment   | 403               | 10.2 Exercise #13                                    | 367               | 10.2 Exercise #13                                    | "for" removed; "container" changed to "brand"   |
| (4)(E)(i) - Assessment    | 416               | 10.3 Exercise #7                                     | 379               | 10.3 Exercise #7                                     | Fraction bar is fixed   |
| (4)(E)(ii) - Assessment   | 387               | 10.1 Example 2                                       | 353               | 10.1 Example 2                                       | Example and Solution are separated; Formatting corrected  |
| (5)(A)(i) - Instruction   | 447               | 10.6 text before Theorem 10.2                        | 407-408           | 10.6 text before Theorem 10.2                        | Paragraphs split up; "...where A, B, and C..." added; "similar polygons" bolded; last sentence reworded |
| (5)(A)(ii) - Instruction  | 447               | 10.6 text before Theorem 10.2                        | 407-408           | 10.6 text before Theorem 10.2                        | Paragraphs split up; "...where A, B, and C..." added; "similar polygons" bolded; last sentence reworded |
| (5)(C)(i) - Instruction   | 435               | 10.5 Exploration #2                                  | 397               | 10.5 Exploration #2                                  | Table enlarged; "scale factors" and "constant rate of proportionality" bolded.                          |
| (5)(C)(ii) - Instruction  | 443-444           | 10.6 Exploration #1                                  | 404-405           | 10.6 Exploration #1                                  | "Perimeter" and "Area" uncapitalized  |
| (5)(C)(ii) - Assessment   | 451               | 10.6 Exercise #11                                    | 411-412           | 10.6 Exercise #11                                    | "a." removed  |
| (6)(A)(iii) - Instruction | 588               | 12.3 Example #4                                      | 540               | 12.3 Example #4                                      | "(table)" changed to "or table"   |
| (6)(C)(iii) - Assessment  | 587               | 12.3 Example 3                                       | 538               | 12.3 Example 3                                       | "pieces of" added   |
| (6)(D)(ii) - Instruction  | 588               | 12.3 Example #4                                      | 540               | 12.3 Example #4                                      | "(table)" changed to "or table"   |
| (6)(D)(iv) - Assessment   | 594               | 12.3 Exercise #17                                    | 546               | 12.3 Exercise #17                                    | "pips" changed to "2 cubes" in b and "product" in e   |
| (6)(G)(i) - Instruction   | 561               | 12.2 Problem #1 a, b                                 | 513               | 12.2 Problem #1 a, b                                 | "the other two colors" changed to "blue"; labels unbolded   |
| (6)(G)(ii) - Instruction  | 561               | 12.2 Problem #1 c                                    | 513               | 12.2 Problem #1 c                                    | "the other two colors" changed to "blue"; graph labels unbolded   |
| (6)(G)(iii) - Instruction | 560-561           | 12.2 Example #1 and compare the method to Problem #1 | 512-513           | 12.2 Example #1 and compare the method to Problem #1 | Previously mentioned changes to problem 1   |
| (6)(G)(iii) - Assessment  | 575               | 12.2 Exercise #4                                     | 526-527           | 12.2 Exercise #4                                     | Table made smaller  |
| (6)(G)(iv) - Instruction  | 551               | 12.1 Example #1a, #1b                                | 502               | 12.1 Example #1a, #1b                                | "in the previous example" changed to "above"  |
| (6)(G)(vi) - Instruction  | 554               | 12.1 Problem #4                                      | 506-507           | 12.1 Problem #4                                      | "following" added; graph made smaller   |
| (6)(G)(vii) - Assessment  | 574               | 12.2 Exercise #1 c, d,e                              | 525-526           | 12.2 Exercise #1 c, d,e                              | Problem description added; Reformatting   |
| (6)(G)(ix) - Assessment   | 577-578           | 12.2 Exercise #11                                    | 528-529           | 12.2 Exercise #11                                    | "The results..." removed; grammar fix   |



| Student Expectation        | Original Page (s) | Original Specific Location                  | Proposed Page (s) | Proposed Specific Location                  | Changes   |
|----------------------------|-------------------|---|-------------------|---|---|
| (6)(H)(iv) - Assessment    | 594-595           | 12.3 Exercise 18                            | 546-547           | 12.3 Exercise 18                            | "from group B" added  |
| (6)(I)(i) - Assessment     | 594-595           | 12.3 Exercise 18                            | 546-547           | 12.3 Exercise 18                            | "from group B" added  |
| (6)(I)(ii) - Instruction   | 584-585           | 12.3 Text before Problem 1                  | 535-536           | 12.3 Text before Problem 1                  | "probability" bolded in both vocab words                                  |
| (6)(I)(iv) - Instruction   | 586               | 12.3 Problem 3                              | 537               | 12.3 Problem 3                              | "from part a" removed   |
| (6)(I)(viii) - Instruction | 583               | 12.3 Text between Definitions 12.1 and 12.2 | 534               | 12.3 Text between Definitions 12.1 and 12.2 | "complement" unbolded   |
| (7)(A)(iv) - Assessment    | 188               | 5.5 Exercise 8                              | 172-173           | 5.5 Exercise 8                              | Table made bigger; "?" added to end; unnecessary space removed            |
| (8)(C)(ii) - Instruction   | 508-509           | 11.5 Exploration 3                          | 465-466           | 11.5 Exploration 3                          | Cut circle graphic rounded edges  |
| (8)(C)(iii) - Instruction  | 508-509           | 11.5 Exploration 3                          | 465-466           | 11.5 Exploration 3                          | Cut circle graphic rounded edges  |
| (9)(D)(i) - Assessment     | 537               | 11.7 Exercises 4, 5                         | 491-492           | 11.7 Exercises 4, 5                         | Prism made clearer  |
| (9)(D)(v) - Instruction    | 523               | 11.7 Example 1                              | 484               | 11.7 Example 1                              | Prism made clearer  |
| (9)(D)(vi) - Instruction   | 534-535           | 11.7 Problem 4                              | 489               | 11.7 Problem 4                              | Box around diagrams removed   |
| (9)(D)(vii) - Assessment   | 537               | 11.7 Exercises 6, 7                         | 492               | 11.7 Exercises 6, 7                         | Prism made clearer  |
| (10)(B)(i) - Assessment    | 140               | 4.6 Exercise 2 (e - n)                      | 129               | 4.6 Exercise 2 (e - n)                      | Lettered parts realigned  |
| (10)(B)(ii) - Assessment   | 141               | 4.6 Exercises 7, 11                         | 130               | 4.6 Exercises 7, 11                         | Lettered parts realigned in 7   |
| (11)(A)(ii) - Assessment   | 141               | 4.6 Exercises 6 c,d 7 c,d                   | 130               | 4.6 Exercises 6 c,d 7 c,d                   | Lettered parts realigned in 7   |
| (11)(A)(iv) - Instruction  | 89                | 3.5 Example 3                               | 83                | 3.5 Example 4                               | Example 3 shifted to example 4  |
| (11)(A)(iv) - Assessment   | 141               | 4.6 Exercises 7 c, d                        | 130               | 4.6 Exercises 7 c, d                        | Lettered parts realigned  |
| (11)(B)(i) - Assessment    | 140               | 4.6 Exercise 2                              | 129               | 4.6 Exercise 2                              | Lettered parts realigned  |
| (12)(A)(i) - Instruction   | 552-553           | 12.1 Problem 1                              | 504-505           | 12.1 Problem 1                              | "from Exploration 1" changed to "of the sample class"; Tables reformatted |
| (12)(A)(ii) - Instruction  | 552-553           | 12.1 Problem 1                              | 504-505           | 12.1 Problem 1                              | "from Exploration 1" changed to "of the sample class"; Tables reformatted |
| (12)(A)(iii) - Instruction | 552-553           | 12.1 Problem 1                              | 504-505           | 12.1 Problem 1                              | "from Exploration 1" changed to "of the sample class"; Tables reformatted |
| (12)(C)(i) - Assessment    | 594-595           | 12.3 Exercise 18                            | 546-547           | 12.3 Exercise 18                            | "from group B" added  |
| (13)(A)(i) - Instruction   | 424               | 10.4 Problem 5                              | 385               | 10.4 Problem 5                              | "Another example..." sentence removed                                     |
| (13)(A)(i) - Assessment    | 430               | 10.4 Exercise 13                            | 392               | 10.4 Exercise 13                            | "does the" changed to "do the total"                                      |

| <b>Student Expectation</b> | <b>Original Page (s)</b> | <b>Original Specific Location</b> | <b>Proposed Page (s)</b> | <b>Proposed Specific Location</b> | <b>Changes</b>   |
|----------------------------|--------------------------|-----------------------------------|--------------------------|-----------------------------------|--|
| (13)(A)(ii) - Instruction  | 628                      | 13.3 Example 1                    | 582                      | 13.3 Example 1                    | "or with a tax rate schedule" removed; new sentence added  |
| (13)(B)(i) - Instruction   | 622-623                  | 13.2 Example 1                    | 575                      | 13.2 Example 1                    | Tables made clearer; Total bolded  |
| (13)(B)(ii) - Instruction  | 622-623                  | 13.2 Example 1                    | 575                      | 13.2 Example 1                    | Tables made clearer; Total bolded  |
| (13)(B)(ii) - Assessment   | 625                      | 13.2 Exercise 2                   | 578                      | 13.2 Exercise 2                   | "from Exercise 1" added  |
| (13)(C)(i) - Instruction   | 624-625                  | 13.2 Example 3                    | 578                      | 13.2 Example 2                    | Moved from example 2 to example 3; tables made clearer   |
| (13)(C)(i) - Assessment    | 625                      | 13.2 Exercises 4, 5, 6            | 578-579                  | 13.2 Exercises 4, 5, 6            | "these" changed to "the assets in Exercise 5" in 4   |
| (13)(C)(ii) - Instruction  | 624-625                  | 13.2 Example 3                    | 578                      | 13.2 Example 2                    | Moved from example 2 to example 3; tables made clearer   |
| (13)(C)(ii) - Assessment   | 625                      | 13.2 Exercise 4-7                 | 578-579                  | 13.2 Exercise 4-7                 | "these" changed to "the assets in Exercise 5" in 4; "above" changed to "from Exercises 4 and 6" in 7 |
| (13)(C)(iii) - Instruction | 624-625                  | 13.2 Example 3                    | 578                      | 13.2 Example 2                    | Moved from example 2 to example 3; tables made clearer   |
| (13)(C)(iii) - Assessment  | 625                      | 13.2 Exercise 7                   | 579                      | 13.2 Exercise 7                   | "above" changed to "from Exercises 4 and 6"  |
| (13)(D)(i) - Assessment    | 625-626                  | 13.2 Exercise 8, 10               | 579                      | 13.2 Exercise 8, 10               | Grammar fixed; "in Exercises 1-8" added 10   |
| (13)(D)(ii) - Assessment   | 626                      | 13.2 Exercise 10                  | 579                      | 13.2 Exercise 10                  | Grammar fixed; "in Exercises 1-8" added 10   |
| (13)(D)(i) - Instruction   | 615                      | 13.1 Example 1                    | 564                      | 13.1 Example 2                    | Moved from example 1 to example 2  |
| (13)(E)(i) - Assessment    | 619                      | 13.1 Exercise 1                   | 571                      | 13.1 Exercise 1                   | "bank" changed to "Simple Bank of America"   |
| (13)(E)(ii) - Instruction  | 618                      | 13.1 Example 3                    | 569                      | 13.1 Example 5                    | example 3 changed to example 5   |
| (13)(E)(ii) - Assessment   | 620                      | 13.1 Exercise 4                   | 571                      | 13.1 Exercise 4                   | "in the Texas Compound Bank" added; lettered parts realigned   |
| (13)(E)(iii) - Instruction | 619                      | 13.1 Example 4                    | 569                      | 13.1 Example 6                    | Moved from example 4 to example 6  |