

Proclamation 2019 Editorial Changes—Additional Changes Reported After 8/31/2018

Center for the Collaborative Classroom							
English Language Arts and Reading, Kindergarten <i>Collaborative Literacy, Grade K</i> (ISBN 9781682464465)							
English Language Arts and Reading,	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610035637	Teacher	89	Extension activity "Discuss the Illustrations in Say Hello"	Moving extension to make room for new instruction.	Move the extension to the end of Day 2, page 94.
Publisher	Editorial Change	9781610035637	Teacher	94	"Extension" head	Extension	Extensions
Publisher	Editorial Change	9781610035637	Teacher	177	Insert new bullet in Extension list on page 177.	New text.	• "Discuss Theme in Brave Bear"
Publisher	Editorial Change	9781610035637	Teacher	189	"Extension" head	Extension	Extensions
Publisher	Editorial Change	9781610032360	Teacher	194	Insert new bullet in Extension list on page 194.	New text.	• "Explore Author's Purpose: Writing to Entertain"
Publisher	Editorial Change	9781610032360	Teacher	194	Insert new bullet in Week 2, Open Day column on page 195.	New text.	• Using direction words to tell more
Publisher	Editorial Change	9781610035637	Teacher	225	Add bullet to materials list.	New text.	• Chart paper and a marker
Publisher	Editorial Change	9781610035637	Teacher	225	Revise Step 2 heading	Introduce A Day in the Life of a Zookeeper	Introduce A Day in the Life of a Zookeeper and Make Predictions
Publisher	Editorial Change	9781610035637	Teacher	225	Revise first question in Step 2.	Q What do you think this book is about? What makes you think that?	Q What do you think you will learn from this book? What makes you think that?
Publisher	Editorial Change	9781610035637	Teacher	225	Revise first sentence in second paragraph of Step 2.	If necessary, explain that this is a book about a zookeeper.	If necessary, explain that this is a book that will give the students information about what a zookeeper does.
Publisher	Editorial Change	9781610035637	Teacher	246	Add bullet to materials list.	New text.	• Chart paper and a marker
Publisher	Editorial Change	9781610032360	Teacher	255	Insert new bullet in Extension list on page 255.	New text.	• "Explore Author's Purpose: Writing to Inform"
Publisher	Editorial Change	9781610032360	Teacher	263	Revise the last sentence in the first paragraph of Step 2 on page 263.	Explain that made-up stories are called fiction.	Review that made-up stories are called fiction.
Publisher	Editorial Change	9781610032360	Teacher	289	Delete econd sentence in second paragraph on page 289.	Have partners take turns interviewing and writing about each other. Encourage the students to begin their interview questions with the question words who, what, where, when, why, or how. After the students have finished, ask a few volunteers to share their writing. You might compile the students' writing into a class book.	New paragraph will read: Have partners take turns interviewing and writing about each other. You might compile the students' writing into a class book.
Publisher	Editorial Change	9781610032360	Teacher	302	Revise Extension heading on page 302	Revise: Extension	Change to: Extensions
Publisher	Editorial Change	9781610032360	Teacher	307	Insert two new bullets in Extension list on page 307.	New text.	• "Discuss Rhyming Words in Nursery Rhymes" • "Discuss Rhythm in Nursery Rhymes"
Publisher	Editorial Change	9781610032360	Teacher	363	Insert new bullet in Extension list on page 363.	New text.	• "Exploring Author's Purpose: Writing to Persuade"

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Publisher	New Content	9781610035637	Teacher	91	Add text to the end of Step 4 on page 91.	New text.	<p>Tell the students that stories often contain themes, or messages or lessons, that can help us lead happier lives. Explain that readers may have different opinions about a story’s themes and that this is fine. The important thing is that they give reasons to explain their thinking. Ask:</p> <p>Q What do you think is a theme, or lesson, in this story? Why do you think that? Turn to your partner.</p> <p>Have a few students share their thinking.</p> <p>Teacher Note If the students struggle to answer the question, you might ask questions such as:</p> <p>Q What does the author want us to learn about what to do when we feel left out? What about when others feel left out? Explain that thinking about a story’s theme can help you in your own life and is another way to make a connection to the story.</p>
Publisher	New Content	9781610035637	Teacher	189	Add new Extension activity after existing activity on page 189.	New text.	<p>Discuss Theme in Brave Bear</p> <p>Remind the students that stories often contain themes, or messages or lessons that can help us lead happier lives. Ask:</p> <p>Teacher Note You might explain that readers may have different opinions about a story’s themes and that this is fine. The important thing is that they give reasons to explain their thinking.</p> <p>Q What do you think is a theme, or lesson, in this story? Why do you think that? Turn to your partner.</p> <p>Have a few students share their thinking.</p> <p>Teacher Note If the students struggle to answer the question, you might ask questions such as:</p> <p>Q What does the author want us to learn about being brave? What about treating each other in a caring way?</p> <p>Remind the students that thinking about a story’s theme can help you in your own life and is another way to make a connection to the story.</p>

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Publisher	New Content	9781610032360	Teacher	222	Insert new Writing Throughout the Week activity at the bottom of page 222.	New text.	<p>Use Direction Words to Tell More</p> <p>Informally introduce the students to using direction words by having them tell more in their writing about what direction people, animals, and things move. Write the words forward, backward, and sideways and the phrase back and forth where everyone can see them and read them aloud. Explain that these are words that show direction.[TN] Write the following sentence where everyone can see it: The ball rolled. Read it aloud, and explain that you can tell more in this sentence by adding what direction the ball rolled in, for example, The ball rolled sideways.</p> <p>Teacher Note If necessary, teach each word by modeling the movement it describes. Write the following sentence where everyone can see it: The man stepped. Read it aloud and ask: Q What direction word or phrase might you use to tell more about what direction the man stepped in?</p> <p>Students might say: “You could say, ‘The man stepped backward.’ ” “I might say he stepped forward.” “If he’s getting out of the way of something he might step sideways.”</p>
Publisher	New Content	9781610032360	Teacher	222	Insert new Writing Throughout the Week activity at the bottom of page 222.	New text.	<p>Model telling more by rewriting the sentence using a few of the students’ suggestions.</p> <p>You might say: “I can tell more by including the direction the man moved in. One idea I heard was that the man stepped backward, so I’ll write: The man stepped backward. Another idea I heard was that the man might step sideways, so I’ll write: The man stepped sideways.”</p> <p>Teacher Note You might have the students stand up and move in the directions indicated in the sentences. Point to the direction words you included in your sentences and explain that direction words like backward and sideways help readers picture in their minds where and how something happens. Point out that you made your writing more interesting and clear by including direction words.</p> <p>Have the students work in pairs to think about ways to add more to the following sentences: • The frog hopped. • The girl leaped.</p> <p>Have each student write his sentence(s) on writing paper. Encourage the students to use direction words like forward, backward, sideways, or back and forth to tell more in their writing. After the students have finished writing, invite them to share their writing with the class and to act out the movements described in their writing.</p>
Publisher	New Content	9781610035637	Teacher	225	Delete third paragraph, the following question and the first sentence of the fourth paragraph. Replace with new text.	Delete: Show the students a few pages of the book. Ask: Q What do you think a zookeeper does? Turn to your partner. Have a few volunteers share their ideas with the class.	<p>Replace with: Show the students a few pages of the book. Explain that one of the things readers do is use what they know to predict, or think about, what they will learn from a book. Ask:</p> <p>Q What do you predict, or think, a zookeeper does? Turn to your partner.</p> <p>Write the title “Our Predictions About What a Zookeeper Does” on a sheet of chart paper. Have a few volunteers share their ideas with the class, and record their ideas on the chart.</p>
Publisher	New Content	9781610032360	Teacher	226	Add new text sentence after the second sentence in the second paragraph of Step 1.	New text.	<p>Explain that this is a made-up story about a make-believe cat. Explain that made-up stories are called fiction.</p>

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Publisher	New Content	9781610035637	Teacher	227	Delete the first sentence and first question in Step 5 on page 227 and replace with new text.	Delete: Facilitate a brief discussion of the book by asking: Q What did you learn about zookeepers from this book? Start your sentence with “I learned.”	Replace with: Review that before the students heard the book, they made predictions about what zookeepers do. Direct the students’ attention to the “Our Predictions About What a Zookeeper Does” chart and read the items on it aloud. Facilitate a brief discussion of the book by asking: Q What did you learn about our predictions? What in the text makes you think that? Students might say: “I learned that [Leeza] was right about zookeepers feeding the animals. There was a picture of a zookeeper cutting fruit for the monkeys.” “I learned that veterinarians treat injured animals, not zookeepers.” “We predicted that zookeepers clean the animal cages, and we were right.”
Publisher	New Content	9781610035637	Teacher	227	After the second sentence in the second paragraph of Step 5 insert new text.	New text.	Be prepared to reread and show pages from the book to support the students thinking.
Publisher	New Content	9781610032360	Teacher	234	Insert new Extension after Step 5 on page 234.	New text.	EXTENSION Explore Author's Purpose: Writing to Entertain Tell the students that authors write texts for different reasons. Show the cover of Cookie’s Week and explain that the author, Cindy Ward, wrote this fiction story to entertain the reader.[TN] Point out some of the ways that the author entertains the reader (for example, by showing Cookie making a new mess every day of the week, by repeating the sentence “There was [water] everywhere!” and by including funny illustrations by Tomie dePaola). Ask: Teacher Note If necessary, explain that entertain means “help others enjoy themselves by giving them a fun thing to read, watch, listen to, or do.” Authors who want to entertain readers create books that readers enjoy reading. Q Were you entertained by this book? Why?
Publisher	New Content	9781610032360	Teacher	242	Revise the first and second sentences in the second paragraph of Step 1 on page 242.	Revise: Show the cover of When Sophie Gets Angry—Really, Really Angry . . . and explain that you will read it aloud to help the students get ideas for their own writing. Read the title and the name of the author aloud. Tell the students that the author, Molly Bang, is also the book’s illustrator.	Replace with: Show the cover of When Sophie Gets Angry—Really, Really Angry . . . and read the title and the name of the author aloud. Tell the students that the author, Molly Bang, is also the book’s illustrator. Explain that this is a made-up story about a make-believe girl. Review that stories that are made-up, like Cookie’s Week or this story about Sophie, are called fiction. Explain that you will read the story aloud to help the students get ideas for their own writing.
Publisher	New Content	9781610035637	Teacher	246	Add new text to the end of Step 2 on page 246.	New text.	Review that one of the things readers do is use what they know to predict what they will learn from a book. Ask: Q What do you predict, or think, you will learn about the ways people around the world move or travel? Write the title “Our Predictions About How People Move or Travel” on a sheet of chart paper. Have a few volunteers share their ideas with the class, and record their ideas on the chart. Encourage the students to keep their predictions in mind as they listen to and discuss the book today.

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Publisher	New Content	9781610035637	Teacher	248	Delete the first sentence in Step 4 and replace with new text.	New text.	<p>Review that before the students heard the book, they predicted what they would learn about how people move or travel. Direct the students’ attention to the “Our Predictions About How People Move or Travel” chart and read the items on it aloud. Ask and briefly discuss:</p> <p>Q What did you learn about our predictions? What in the text makes you think that?</p> <p>Students might say: “I learned that we were right about people using bicycles to move around.” “I learned that not everyone uses cars to move around. There are lots of pages in the book that show people using boats and trains, too.” “I learned that animals help people move things.</p> <p>Ask the students to think about the ways people and things move around. Be prepared to reread and show pages from the book to support the students’ thinking. Then ask:</p>
Publisher	New Content	9781610032360	Teacher	282	Add new sentence to the beginning of the first Teacher Note in the margin on page 282.	New text.	You might ask the students to share with the class additional questions they would like to ask their partners, and write the questions where everyone can see them.
Publisher	New Content	9781610032360	Teacher	289	Add new Teacher Note next to the first paragraph in the "Interview Another Classmate" activity on page 289.	New text.	<p>Teacher Note</p> <p>You might ask the students to share the questions they would like to ask their partners, and write the questions where everyone can see them. Encourage the students to begin their interview questions with the question words who, what, where, when, why, or how.</p>
Publisher	New Content	9781610032360	Teacher	297	Add new Teacher Note next to the first paragraph in Step 5 on page 297.	New text.	<p>Teacher Note</p> <p>You might remind the students to check their writing and make sure they start each sentence with a capital letter and end each sentence with a period.</p>
Publisher	New Content	9781610032360	Teacher	300	Add new Teacher Note next to the first paragraph in Step 3 on page 300.	New text.	<p>Teacher Note</p> <p>You might remind the students to check their writing and make sure they start each sentence with a capital letter and end each sentence with a period.</p>
Publisher	New Content	9781610032360	Teacher	302	Add new Extension below existing Extension activity on page 302.	New text.	<p>Explore Author’s Purpose: Writing to Inform</p> <p>Tell the students that authors write texts for different reasons. Show the cover of What Happens at an Airport? and explain that the author, Amy Hutchings, wrote this nonfiction story to inform, or teach, the reader about airports. Point out some of the ways that the author informs the reader (for example, by giving facts about airports, showing photographs of people and things at airports, and providing labels that give more information about what is shown in the photographs). Ask:</p> <p>Q Did the author do a good job informing you, or teaching you, about airports? Why do you think that?</p> <p>Teacher Note</p> <p>You might wish to discuss I Want to Be a Chef and Vegetables in the same way.</p>

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Publisher	New Content	9781610035637	Teacher	306	Replace the extension activity "Read More About Tigers and Wild Animal Parks" with new extension activity.	New text.	<p>Research Tigers</p> <p>Teacher Note</p> <p>Prior to doing this activity prepare three sheets of chart paper. Write the title “Questions About Tigers” at the top of one chart, “Our Research Plan” on the second chart, and “What We Learned About Tigers” on the last chart.</p> <p>Consider doing this activity over the course of several days.</p> <p>Show the cover of A Tiger Cub Grows Up and remind the students that they heard this book earlier. Ask:</p> <p>Q What did you learn about tiger cubs from this book?</p> <p>Q What do you still want to know about tiger cubs?</p> <p>Write the students’ questions on the “Questions About Tigers” chart.</p> <p>Tell the students that they will find answers to their questions by researching, or finding information about, tigers. Explain that the class will create a research plan, or steps to follow when doing research. On the “Our Research Plan” chart, write the following: Step 1: Ask questions about tigers. Direct the students’ attention to the “Questions About Tigers” chart and explain that the students have already done this step.</p> <p>Explain that the next step is to find information that answers these questions. Write the following on the “Our Research Plan” chart: Step 2: Look for answers to our questions. Ask and discuss:</p> <p>Q Where might we look for answers to our questions?</p> <p>If necessary, explain that books and websites are both good sources, or places to find out more information about tigers. Show pages 30–31 of A Tiger Cub Grows Up and point out that these pages give additional information about tigers. Explain that you will read these pages aloud and that as you read, you want the students to listen for information that answers their questions or for any new information they learn about tigers.</p> <p>Read pages 30–31 of the book, stopping periodically to ask the students whether they heard answers to any</p>
Publisher	New Content	9781610035637	Teacher	306	Replace the extension activity "Read More About Tigers and Wild Animal Parks" with new extension activity.	New text.	<p>Read pages 30–31 of the book, stopping periodically to ask the students whether they heard answers to any of their questions or if they learned any other new information. Use the students’ observations to write notes on the “What We Learned About Tigers” chart. Point to the notes on the chart and tell the students that when they research something it is important to write down what they learn so they can remember it later. Write the following on the “Our Research Plan” chart: Step 3: Write notes about what we learn.</p> <p>Teacher Note</p> <p>You might point out that questions help researchers get started with learning about a topic but that very often as we search for answers to our questions, we learn things we had not asked about. Sometimes the new information gives us new questions to research.</p> <p>Explain that when we do research, it is also important to remember where we got our information. Explain that this helps us go back to those sources later, and it also shows respect to the people who wrote them. Write the following on the “Our Research Plan” chart: Step 4: Write down where we found our facts. Add the book title, author’s name, publisher’s name, and copyright date to the “What We Learned About Tigers” chart, discussing each of these items as you record it.</p> <p>If time permits, you might follow the same procedure to add information from a website to the “What We Learned About Tigers” chart. To find an appropriate website, you might search online using the keywords “information about tigers for kids.”</p> <p>After the class has completed the research, you might review the steps in the research plan and point out that the students can use these steps whenever they want to research a topic they are interested in.</p> <p>Teacher Note</p> <p>After completing the research plan, you might read aloud the facts listed on the “What We Learned About Tigers” chart. You might then have the students each write a sentence about something they learned about tigers and draw a picture illustrating what they learned.</p>

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Publisher	New Content	9781610032360	Teacher	322	Add new Extension activity to the bottom of page 322	New text.	<p>Extensions</p> <p>Discuss Rhyming Words in Nursery Rhymes</p> <p>Tell the students that most nursery rhymes have words that rhyme, or sound alike. Write the words to the nursery rhyme “Hey Diddle Diddle” where everyone can see them.[TN] Explain that you will read the nursery rhyme aloud twice and that, as you read, you would like the students to look and listen for a word that rhymes with, or sounds like, the word diddle. Then read the nursery rhyme aloud twice. Ask:</p> <p>Teacher Note</p> <p>The words to “Hey Diddle Diddle” are “Hey diddle diddle / The cat and the fiddle / The cow jumped over the moon / The little dog laughed / To see such sport / And the dish ran away with the spoon.”</p> <p>Q What word did you hear that rhymes with the word diddle?</p> <p>If necessary, explain that the word fiddle rhymes with diddle. Read the nursery rhyme aloud again and have the students listen for a word that rhymes with moon.</p> <p>For more practice listening for rhyming words in nursery rhymes, repeat this procedure with other nursery rhymes such as “Pease Porridge Hot.”[TN]</p> <p>Teacher Note</p> <p>The words to “Pease Porridge Hot” are “Pease porridge hot/ Pease porridge cold / Pease porridge in the pot / Nine days old.” The words hot and pot rhyme, and the words cold and old rhyme. You might explain that pease porridge is cereal made out of peas.</p>
Publisher	New Content	9781610032360	Teacher	322	Add new Extension activity to the bottom of page 322	New text.	<p>Discuss Rhythm in Nursery Rhymes</p> <p>Write the nursery rhyme “Hickory Dickory Dock” where everyone can see it.[TN] Invite the students to clap along with you as you read the nursery rhyme aloud. Emphasize the rhythm as you read. Then invite the students to chant the nursery rhyme along with you, clapping on the stressed words.</p> <p>Teacher Note</p> <p>The words and rhythm for this rhyme are “Hickory, dickory, dock / The mouse ran up the clock / The clock struck one / And down he run / Hickory, dickory, dock.”</p> <p>You might repeat the procedure with other nursery rhymes such as “One potato / Two potato / Three potato / Four / Five potato / Six potato / Seven potato / More.”</p>
Publisher	New Content	9781610038096	Teacher	347	Revise the first question in Step 2 on page 347.	Q What animal do you think the boy will see now? What makes you think that? Turn to your partner.	Q What animal do you predict the boy will see now? What makes you think that? Turn to your partner.
Publisher	New Content	9781610038096	Teacher	347	Add new Teacher Note next to the first question in Step 2 on page 347.	New text.	<p>Teacher Note</p> <p>If necessary, explain that predict means “say what you think will happen.”</p>
Publisher	New Content	9781610038096	Teacher	347	Revise the second sentence in the fourth paragraph in Step 2 on page 347.	Then read the next page to confirm which animal the boy sees.	Then read the next page to confirm the students' predictions about which animal the boy sees.

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Publisher	New Content	9781610032360	Teacher	368	Revise third sentence in second paragraph in Step 1.	Revise: Explain that this is a kind of writing in which an author gives his or her opinion about a topic—or tells the reader what he or she thinks or feels about something—and that such writing usually includes reasons that explain the author’s thinking.	Revised text: Explain that in opinion writing, the author often tries to persuade, or encourage, the reader to think or do something, and that authors usually include reasons to explain their thinking.
Publisher	New Content	9781610032360	Teacher	369	Add question to the end of the first question in Step 3 on page 369.	Q What is the author’s opinion about alligators? What does he think about them?	Q What is the author’s opinion about alligators? What does he think about them? What is he trying to persuade the reader to do?
Publisher	New Content	9781610032360	Teacher	370	Add paragraph and question after the last question in Step 3 on page 370.	New text.	Review that authors gives their opinions in order to encourage the reader to think or do something. Ask and briefly discuss: Q What do you think the author wants the reader to think or do after reading the poem?
Publisher	New Content	9781610032360	Teacher	374	Insert new Teacher Note next to Step 5 on page 374.	New text.	Teacher Note You might remind the students to check their writing and make sure they start each sentence with a capital letter and end each sentence with the appropriate punctuation.
Publisher	New Content	9781610032360	Teacher	378	Insert new Teacher Note next to Step 5 on page 378.	New text.	Teacher Note You might remind the students to check their writing and make sure they start each sentence with a capital letter and end each sentence with the appropriate punctuation.
Publisher	New Content	9781610032360	Teacher	388	Insert new Teacher Note next to Step 6 on page 388.	New text.	Teacher Note You might remind the students to check their writing and make sure they start each sentence with a capital letter and end each sentence with the appropriate punctuation.
Publisher	New Content	9781610032360	Teacher	392	Insert new Teacher Note next to Step 5 on page 392.	New text.	Teacher Note You might remind the students to check their writing and make sure they start each sentence with a capital letter and end each sentence with the appropriate punctuation.
Publisher	New Content	9781610032360	Teacher	393	Add new Extension below Step 6 on page 393.	New text.	Explore Author’s Purpose: Writing to Persuade Tell the students that authors write texts for different reasons. Show the cover of I Love School and explain that the author, Philemon Sturges, wrote this story to persuade, or convince, the reader to think the same way that he does about school. Point out some of the ways that the author tries to persuade the reader (for example, by describing lots of fun things that happen at school, by showing kids who look happy to be at school, and by including illustrations by Shari Halpern that make school look like a nice place to be). Ask: Q Were you persuaded by author of this book to love school? Why or why not? Teacher Note You might wish to discuss the poem “Alligators Are Unfriendly” in the same way.
Publisher	New Content	9781610032360	Teacher	405	Insert new Teacher Note next to Step 4 on page 405.	New text.	Teacher Note You might remind the students to check their writing and make sure they start each sentence with a capital letter and end each sentence with the appropriate punctuation.
Publisher	New Content	9781610038096	Teacher	445	Revise the first question in Step 2 on page 445.	Q What do you think might happen next? Why do you think that? Turn to your partner.	Q What do you predict might happen next? Why do you think that? Turn to your partner.

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Publisher	New Content	9781610038096	Teacher	445	Revise the second question in Step 2 on page 445.	Q What do you think might happen next? Why do you think that? Turn to your partner.	Q What do you predict might happen next? Why do you think that? Turn to your partner.
Publisher	New Content	9781610038096	Teacher	445	Add new Teacher Note next to the first question in Step 2 on page 347.	New text.	Teacher Note If necessary, review that predict means “say what you think will happen.”
Publisher	New Content	9781610038096	Teacher	445	Insert new text before the last question in Step 2 on page 445.	Delete "Ask:" and insert New text.	Ask and briefly discuss: Q Was your prediction, or what you thought would happen next, correct? Follow up by asking: Q Why do you say your prediction [was/was not] correct? Have a few volunteers share their thinking. Ask:
Publisher	New Content	9781610038096	Teacher	446	Delete last question in Step 2 at the top of page 446 and insert new text.	Delete "Q What happens in this story?"	Q Was your prediction, or what you thought would happen next, correct? Follow up by asking: Q Why do you say your prediction [was/was not] correct? Have a few volunteers share their thinking.
Publisher	New Content	NA	Teacher	NA	This supplemental piece can be accessed through the Learning Portal.	New text.	See the document using the URL in column F.

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Publisher	Editorial Change	9781610038218	Teacher	67	Combine first three bullets in the Do Ahead	✓Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print “Under the Ground” (BLM1). Make a copy for each student in the group and one for	✓Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Under the Ground" (BLM1) for Day 1, "Accidentally" (BLM2) for Day 2, and "I Wouldn't"
Publisher	Editorial Change	9781610038218	Teacher	68	Move ELL Support to page 67	No change to text.	Moving text to previous page to make room for new extension on page 76.
Publisher	Editorial Change	9781610032377	Teacher	94	Edit to the fourth sentence in the third paragraph of Step 1 for clarity.	When you signal, they will end their conversation and turn their attention back to you.	When you signal to the students, they will end their conversation and turn their attention back to you.
Publisher	Editorial Change	9781610032377	Teacher	200	Delete first bullet in Technology Extension	Delete: •“Learn More About Robert Munsch”	Text deletion.
Publisher	Editorial Change	9781610032377	Teacher	253	Delete Technology Extension "Learn More About Robert Munsch"	<p>Delete: Learn More About Robert Munsch</p> <p>If the students wish to learn more about Robert Munsch, have them watch a conversation with him or read an interview with him online. To find a video or print an interview with the author, search online with his name and the keyword “video” or “interview.” Have the students listen to or view portions of the interview to learn more about how Robert Munsch gets ideas for his stories.</p> <p>Technology Tip</p> <p>To learn more about Internet resources you can use with the students, view the “Using Web-based Teaching Resources” tutorial (AV75).</p>	Deleting technology extension and technologly tip (non-TEKS bearing instruction) to make room for new extension activity that will cover TEKS).
Publisher	Editorial Change	9781610032377	Teacher	219	Delete "Write Freely" activity	Write Freely Provide an opportunity for the students to write freely about anything	Deletion of non-TEKS bearing activity to make room for new content.
Publisher	Editorial Change	9781610032377	Teacher	256	Revise the second and third sentences of the second paragraph of Step 1.	Read the title and the names of the author and illustrator aloud. Then read the story aloud slowly and clearly, showing the illustrations	Read the story aloud slowly and clearly, showing the illustrations
Publisher	Editorial Change	9781610032377	Teacher	265	Revise second sentence in the first paragraph of Step 3.	Remind the author to read his writing in a loud, clear voice while holding his story low enough so everyone can see his face.	Remind the author to read his writing in a loud, clear voice, use an appropriate speaking rate (one that is not too fast or too slow), and hold his story low enough so everyone can see his face.
Publisher	Editorial Change	9781610032384	Teacher	342	Revise second sentence in the first paragraph in Step 4.	Remind the author to read his writing in a loud, clear voice while holding his story low enough so everyone can see his face.	Remind the author to read his writing in a loud, clear voice, use an appropriate speaking rate (one that is not too fast or too slow), and to hold his story low enough so everyone can see his face.
Publisher	Editorial Change	9781610032384	Teacher	356	Revise the last sentence in the second paragraph	Explain that made-up stories like these are called fiction.	Review that made-up stories like these are called fiction.
Publisher	Editorial Change	9781610032384	Teacher	531	Revise Extension heading to be plural	Extension	Extensions
Publisher	Editorial Change	9781610035668	Teacher	288	Delete third bullet in Technology Extension section	Delete: •“Explore a Website About Birds”	Text deletion.
Publisher	Editorial Change	9781610035668	Teacher	288	Revise last bullet in Extension section.	••“Read and Discuss ‘Extreme Birds’ ”	• "Research Birds"
Publisher	Editorial Change	9781610035668	Teacher	339	Revise the second Teacher Note in the margin at the top of page 339.	To help the students learn more about birds, you might do the extension “Read and Discuss ‘Extreme Birds’ ” and the technology extension “Explore a Website About Birds” on page 340.	To help the students learn more about birds, you might do the extension “Research Birds” on page 340.

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Publisher	Editorial Change	9781610035668	Teacher	340	Delete Extension "Read and Discuss 'Extreme Birds'"	Delete: EXTENSION Read and Discuss "Extreme Birds" Show the cover of Birds: Winged and Feathered Animals and remind the students that they heard this book earlier. Show page 23 and read the section title, "Extreme Birds," aloud. Explain that this section provides information about birds that are extreme, or very unusual. Read "Extreme Birds" aloud. Ask: Q What did you learn in this section that was surprising or interesting? Encourage the students to look at the back pages of nonfiction books they read independently to see whether the pages offer additional <u>interesting information about the books' topics.</u>	Revised content to make room for new extension about creating a research plan. Content is folded into new extension.
Publisher	Editorial Change	9781610035668	Teacher	340–341	Delete Technology Extension "Explore a Website About Birds"	Delete: TECHNOLOGY EXTENSION Explore a Website About Birds Show the cover of Birds: Winged and Feathered Animals and remind the students that they heard the book earlier. Ask: Q What are you still wondering about birds? As the students respond, record a few of their questions where everyone can see them. Tell the students that today they will explore a website <u>about birds and then discuss what they learned.</u>	Revised content to make room for new extension about creating a research plan. Content is folded into new extension.
Publisher	Editorial Change	9781610035668	Teacher	340	Delete Technology Tip at bottom of page 340.	Delete: Technology Tip Prior to doing this activity, locate and preview the Internet sites recommended on FactHound (see page 24 of Birds: Winged and Feathered Animals for information about using FactHound) and choose a site to share with your students. You might search online for additional websites about birds using the keywords "bird facts for kids."	Deleted text as it's no longer applicable.
Publisher	Editorial Change	9781610035668	Teacher	346	Revise Extension heading to be plural	Extension	Extensions
Publisher	Editorial Change	9781610032377	Teacher	201	Delete "Writing freely" bullet in Open Day column for Week 1	<ul style="list-style-type: none"> Writing freely 	Removing activity to make room for new content.
Publisher	Editorial Change	9781610035668	Teacher	339	Delete second paragraph in Step 5	Delete: After the students have settled into their reading, confer with individual students.	Text deletion.
Publisher	Editorial Change	9781610035668	Teacher	340	Delete last sentence in Step 5	Delete: Have the students put away their book bags and then return to their seats.	Text deletion.
Publisher	Editorial Change	9781610035668	Teacher	368	Delete second paragraph in Step 7	Delete: After the students have settled into their reading, confer with individual students.	Text deletion.
Publisher	Editorial Change	9781610035668	Teacher	368	Delete last sentence in Step 7	Delete: Have the students put away their book bags and then return to their seats.	Text deletion.
Publisher	Editorial Change	9781610035668	Teacher	371	Delete second paragraph in Step 7	Delete: After the students have settled into their reading, confer with individual students.	
Publisher	Editorial Change	9781610035668	Teacher	372	Delete last sentence in Step 7	Delete: Have the students put away their book bags and then return to their seats.	
Publisher	New Content	9781610038201	Teacher	16	Add new bullet in Extensions section	New text.	<ul style="list-style-type: none"> "Explore Elements of Drama in 'A Small Stall' "

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Publisher	New Content	9781610038201	Teacher	37	Add new Extension activity below the More Strategy Practice activity on page 37.	New text.	<p>Explore Elements of Drama in “A Small Stall”</p> <p>Have the students get the “Script for ‘A Small Stall’” sheet (BLM1) out of their toolboxes. Review that the students performed “A Small Stall” as readers’ theater. Review that in readers’ theater, it is not necessary to memorize the script or act out the actions of the characters. Explain that if the students were to perform “A Small Stall” as a play, also called a drama, they would memorize the script, put on costumes that make them look like the characters, and move around as if they were in the setting, or the place and time, in which the drama happens.</p> <p>Ask:</p> <p>Teacher Note You might explain that just like fiction stories, dramas have characters and settings.</p> <p>Q Who are the characters in “A Small Stall”?</p> <p>If necessary, review that Cowgirl Kate and her horse, Cocoa, are the characters, and that the narrator, or the person telling what happens, is not a character. Ask and briefly discuss:</p> <p>Q What is the setting of “A Small Stall”? Where are the characters and what time of day is it? How do you know?</p> <p>Teacher Note If the students have difficulty answering the questions, page through the illustrations in chapter 1 of Cowgirl Kate and Cocoa, and then ask the question again.</p> <p>Explain that even though the students are doing readers’ theater and not a full theater performance, they might wish to imagine the setting while they read their lines. Point out that when actors imagine they are in the setting of a drama, they have an easier time saying their lines in a way that is exciting and interesting for the audience.</p>
Publisher	New Content	9781610038218	Teacher	66	Insert Extension sectionw/new bulleted item on Resources pages	New text	<p>Extension</p> <ul style="list-style-type: none">• "Explore Repetition in the Poem 'I Wouldn't' "
Publisher	New Content	9781610038218	Teacher	76	Add new Extension activity to the bottom of page 76.	New text.	<p>Explore Repetition in the Poem “I Wouldn’t”</p> <p>Have the students get “I Wouldn’t” (BLM3) out of their toolboxes. Read the title and the name of the poet aloud and review that the students read and discussed this poem earlier. Ask:</p> <p>Q What is this poem about?</p> <p>Explain that you will read the poem aloud again. Tell the students to listen for words and phrases (small groups of words) that repeat. Read the poem aloud.</p> <p>Q What words and phrases (groups of words) in this poem repeat?</p> <p>Students might say: “A lot of the words in the first four lines repeat further down in the poem.” “The word sits is repeated in the lines ‘Sits all day / Sits that way.’ ” “ Day is repeated in the lines ‘All day / Every day.’ ” “ ‘Come out and play’ is repeated too.”</p> <p>Explain that sometimes poets choose to repeat words and phrases in their poems. Explain that repeating words and phrases in poems can make poems enjoyable to read and listen to, and can also add to the meaning of the poem. Ask:</p> <p>Q Why do you think the poet, John Ciardi, chose to use repetition in this poem?</p> <p>Students might say: “Maybe he just liked the way it sounds.” “The repetition helps you get the picture that the cat will just wait and wait till the mice finally come out.” “The same words being repeated help show that the cat isn’t going anywhere. It makes the poem kind of creepy but also funny.”</p> <p>Encourage the students to notice the use of repetition in the poems they read and to try repeating words and phrases in the poems they write.</p>

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Publisher	New Content	9781610032377	Teacher	42	Insert new sentence after the second sentence in the third paragraph of Step 1.	New text.	It is important to speak clearly and to use an appropriate speaking rate, which means to speak in a way that is not too fast or too slow.
Publisher	New Content	9781610032377	Teacher	42	Insert new text to the end of the first sentence in the first paragraph of Step 2.	Have a student act as your partner and model turning to face each other and introducing yourselves by your full names. Then...	Have a student act as your partner and model turning to face each other and introducing yourselves by your full names, speaking clearly and using an appropriate speaking rate. Then...
Publisher	New Content	9781610032377	Teacher	49	Insert new Students might say quote to the end of the list on page 49.	New text.	"We speak clearly and not too fast or too slow."
Publisher	New Content	9781610032377	Teacher	50	Insert new sentence to the end of Step 1 at the top of page 50.	New text.	If necessary, remind the students to speak to their partners clearly and to use an appropriate speaking rate—not too fast or too slow.
Publisher	New Content	9781610032377	Teacher	94	Insert new text to the end of the third sentence in the third paragraph of Step 1.	When you say “Turn to your partner,” partners will turn to each other and begin talking. When...	When you say “Turn to your partner,” partners will turn to each other and begin talking, clearly and using an appropriate speaking rate—not too fast or too slow. When...
Publisher	New Content	9781610032377	Teacher	200	Insert new bullet in Extension section	New text.	• "Explore Author's Purpose: Writing to Entertain"
Publisher	New Content	9781610032377	Teacher	201	Insert new bullet to the Open Day column in Week 1.	New text.	• Use direction words to tell more
Publisher	New Content	9781610032377	Teacher	219	Insert new Writing Throughout the Week activity to page 219	New text.	Use Direction Words to Tell More Informally introduce the students to using direction words by having them tell more in their writing about what direction people, animals, and things move. Write the words forward, backward, and sideways and the phrase back and forth where everyone can see them and read them aloud. Explain that these are words that show direction.[TN] Write the following sentence where everyone can see it: The cart rolled. Read it aloud, and then explain that you can tell more in this sentence by adding what direction the cart rolled in, for example, The cart rolled forward. Teacher Note If necessary, teach each word by modeling the movement it describes. Write the following sentence where everyone can see it: The boy jumped. Read it aloud and ask: Q What direction word or phrase might you use to tell more about what direction the boy jumped? Students might say: “You could say, ‘The boy jumped backward.’ ” “I might say he jumped forward.” “If the boy is trying to get out of the way of something, he might jump sideways.”

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Publisher	New Content	9781610032377	Teacher	219	Insert new Writing Throughout the Week activity to page 219	New text.	<p>Model telling more by rewriting the sentence using a few of the students' suggestions.</p> <p>You might say: "I can tell more by including the direction the boy moved in. One idea I heard was that the boy jumped backward, so I'll write: The boy jumped backward. Another idea I heard was that the boy might jump sideways, so I'll write: The boy jumped sideways."</p> <p>Teacher Note You might have the students stand up and move in the directions indicated in the sentences.</p> <p>Point to the direction words you included in your sentences and explain that direction words like backward and sideways help readers picture in their minds where and how something happens. Point out that you made your writing more interesting and clear by including direction words.</p> <p>Have the students work in pairs to think about ways to add more to the following sentences:</p> <ul style="list-style-type: none">• The girl skipped.• The woman tiptoed.• The cat crept. <p>Encourage the students to use direction words like forward, backward, sideways, or back and forth to tell more in their writing.</p>
Publisher	New Content	9781610032377	Teacher	240	Insert new sentence into the second paragraph of Step 1.	Read the title and the names of the author and illustrator aloud; then read the story aloud slowly and clearly, showing the	Read the title and the names of the author and illustrator aloud. Point out that this is a made-up story about a girl whose wishes come true. Explain that made-up stories are called fiction. Then read the story aloud slowly and clearly, showing the...
Publisher	New Content	9781610032377	Teacher	247	Insert new Extension activity after Step 5 on page 247.	New text.	<p>Explore Author's Purpose: Writing to Entertain</p> <p>Tell the students that authors write texts for different reasons. Show the cover of Wait and See and explain that the author, Robert Munsch, wrote this fiction story to entertain the reader.[TN] Point out some of the ways that the author entertains the reader (for example, by showing the strange, silly things that happen when Olivia makes wishes; by including the sentences "Then she took a deep breath: Ahhhhhhhhh, and blew out the candles, Whhhhhhhhhhhw"; and by including funny illustrations by Michael Martchenko). Ask:</p> <p>Q Were you entertained by this book? Why?</p> <p>Teacher Note If necessary, explain that entertain means "help others enjoy themselves by giving them a fun thing to read, watch, read, listen to, or do." Authors who want to entertain readers create books that readers enjoy reading.</p>
Publisher	New Content	9781610032377	Teacher	251	Insert new text into second sentence in second paragraph in Step 1.	In particular, model speaking in a loud, clear voice and holding your paper down so the students can see your face.	In particular, model speaking in a loud, clear voice, using an appropriate speaking rate (not too fast or too slow), and holding your paper down so the students can see your face.
Publisher	New Content	9781610032377	Teacher	256	Revise first sentence in the second paragraph of Step 1.	Show the cover of Sheep on a Ship and explain that you will read this story aloud to help the students get ideas for their own stories.	Show the cover of Sheep on a Ship and read the title and the names of the author and illustrator aloud. Explain that this is a made-up story about some make-believe sheep. Review that stories that are made-up like Wait and See or this story, are called fiction. Explain that you will read this story aloud to help the students get ideas for their own stories.

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Publisher	New Content	9781610032377	Teacher	265	Insert new Teacher Note to align with the second question at the top of page 265.	New text.	Teacher Note If necessary, remind the students that they should speak in a loud, clear voice, use an appropriate speaking rate (one that is not too fast or too slow), and hold their paper down so the students can see the author's face. You might wish to use a piece of your own writing to briefly model how you want the students to share from the Author's Chair.
Publisher	New Content	9781610032384	Teacher	341	Insert two new questions before the first question in Step 2.	New text.	Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast or too slow, when you're sharing your story with the class? Q Why is it important to speak in a loud, clear voice when you're sharing your story with the class?
Publisher	New Content	9781610032384	Teacher	349	Insert new bullet in Extension section	New text.	<ul style="list-style-type: none"> "Explore Author's Purpose: Writing to Inform"
Publisher	New Content	9781610032384	Teacher	370	Add new Extension activity to page 370, after Step 7.	New text.	<p>Explore Author's Purpose: Writing to Inform</p> <p>Tell the students that authors write texts for different reasons. Show the cover of Bee and explain that the authors, Karen Hartley and Chris Macro, wrote this nonfiction story to inform, or teach, the reader about bees. Point out some of the ways that the author informs the reader (for example, by giving facts about bees, showing photographs of bees, and providing labels that give more information about what is shown in the photographs). Ask:</p> <p>Q Did the authors do a good job informing you, or teaching you, about bees? Why do you say that?</p> <p>Teacher Note You might wish to discuss Meet My Neighbor, the Dentist in the same way.</p>
Publisher	New Content	9781610032384	Teacher	487	Insert new bullet in Extension section	New text.	<ul style="list-style-type: none"> "Explore Author's Purpose: Writing to Persuade"
Publisher	New Content	9781610032384	Teacher	531	Insert new Extension activity below the existing activity on page 531.	New text.	<p>Explore Author's Purpose: Writing to Persuade</p> <p>Tell the students that authors write texts for different reasons. Show the cover of Reading Makes You Feel Good and explain that the author, Todd Parr, wrote this story to persuade, or convince, the reader to think the same way that he does about reading. Point out some of the ways that the author tries to persuade the reader (for example, by describing lots of interesting things we can read about, by showing kids who look happy to be to be reading, and by including illustrations that make reading seem fun and exciting). Ask:</p> <p>Q Were you persuaded by author of this book to want to read? Why do you say that?</p> <p>Teacher Note You might wish to discuss the poem "Vegetables" in the same way.</p>
Publisher	New Content	9781610032384	Teacher	535	Insert new bullet to the Open Day column in Week 1.	New text.	<ul style="list-style-type: none"> Writing classroom procedures for next year's first-graders

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Publisher	New Content	9781610032384	Teacher	555	Add new Writing Throughout the Week activity to the top of page 555.	New text.	<p>Write Classroom Procedures for Next Year’s First-graders</p> <p>Point out to the students that this year they have learned many classroom procedures, or ways to do things in the classroom. Ask:</p> <p>Q What is a classroom procedure, or a way we do things in our classroom, that you learned this year?</p> <p>Students might say: “We learned how to feed the guinea pig.” “We learned how to come to the rug quickly and quietly when you call our tables and be ready to listen.” “We learned how to get our stuff all ready to go home.”</p> <p>Have several volunteers share their ideas with the class. Write the students’ ideas where everyone can see them. Choose one of the procedures and have the students help you write the steps for doing that procedure. Start the steps with the words first, next, then, and finally.</p> <p>Have partners each select one of the procedures from the list. Have them take turns telling their partner how to do the procedure, using the words first, next, then, and finally.</p> <p>Teacher Note You might explain that they will start each of the steps between the first and final steps with the words next or then.</p> <p>Have volunteers tell the class what procedure they discussed with their partners and describe the steps in the procedure. Then have partners work together to write down the procedure and illustrate it. Assemble the procedures and illustrations into a class book titled How We Do Things In Our Classroom.</p>
Publisher	New Content	9781610035668	Teacher	340	Add new extension to page 340.	New text.	<p>Extension Research Birds</p> <p>Teacher Note Prior to doing this activity prepare three sheets of chart paper. Write the title “Questions About Birds” at the top of one chart, “Our Research Plan” on the second chart, and “What We Learned About Birds” on the last chart.</p> <p>Consider doing this activity over the course of several days. Show the cover of Birds: Winged and Feathered Animals and remind the students that they heard this book earlier. Ask:</p> <p>Q What did you learn about birds from this book? Q What do you still want to know about birds?</p> <p>Write the students’ questions on the “Questions About Birds” chart. Tell the students that they will find answers to their questions by researching, or finding information about, birds. Explain that the class will create a research plan, or steps to follow when doing research. On the “Our Research Plan” chart, write the following: Step 1: Ask questions about birds. Direct the students’ attention to the “Questions About Birds” chart and explain that the students have already done this step.</p> <p>Explain that the next step is to find information that answers these questions. Write the following on the “Our Research Plan” chart: Step 2: Look for answers to our questions. Ask and discuss:</p> <p>Q Where might we look for answers to our questions?</p> <p>If necessary, explain that books and websites are both good sources, or places to find out more information about birds. Show pages 22–24 of Birds: Winged and Feathered Animals and point out that these pages give additional information about birds. Point to the section titled “Extreme Birds” on page 23 and explain that you will read this section aloud and that as you read, the students will listen for information that answers their questions or for any new information they learn about birds.</p> <p>Read the section titled “Extreme Birds” aloud, stopping periodically to ask the students whether they heard answers to any of their questions or if they learned any other new information. Use the students’ observations to write notes on the “What We Learned About Birds” chart.[TN] Point to the notes on the chart and tell the students that when they research something it is important to write down what they learn so they can remember it later. Write the following on</p>

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Publisher	New Content	9781610035668	Teacher	340	Add new extension to page 340.	New text.	<p>Read the section titled “Extreme Birds” aloud, stopping periodically to ask the students whether they heard answers to any of their questions or if they learned any other new information. Use the students’ observations to write notes on the “What We Learned About Birds” chart.[TN] Point to the notes on the chart and tell the students that when they research something it is important to write down what they learn so they can remember it later. Write the following on the “Our Research Plan” chart: Step 3: Write notes about what we learn..</p> <p>Teacher Note You might point out that questions help researchers get started with learning about a topic but that very often as we search for answers to our questions, we learn things we had not asked about. Sometimes the new information gives us new questions to research.</p> <p>Explain that when we do research, it is also important to remember where we got our information. Explain that this helps us go back to those sources later, and it also shows respect to the people who wrote them. Write the following on the “Our Research Plan” chart: Step 4: Write down where we found our facts. Add the book title, author’s name, publisher’s name, and copyright date to the “What We Learned About Birds” chart, discussing each of these items as you record it.</p> <p>If time permits, you might follow the same procedure to add information from a website to the “What We Learned About Birds” chart. To find an appropriate website, you might search online using the keywords “information about birds for kids.”</p> <p>After the class has completed the research, you might review the steps in the research plan and point out that the students can use these steps whenever they want to research a topic they are interested in.[TN]</p> <p>Teacher Note After completing the research plan, you might read aloud the facts listed on the “What We Learned About Birds” chart. You might then have the students each write a sentence about something they learned about birds and draw a picture illustrating what they learned.</p>
Publisher	New Content	9781610035668	Teacher	346	Insert new bullet in Extension section	New text.	<ul style="list-style-type: none">• "Alphabetize a Series of Words to the Second Letter"
Publisher	New Content	9781610035668	Teacher	346	Insert new Teacher Note aligned to the last line of the first paragraph in Step 6.	New text.	<p>Teacher Note If the students are familiar with dictionaries, consider pointing out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means. If your students have not had experience with alphabetizing words, you might do the extension, “Alphabetize a Series of Words to the Second Letter” on page xx to provide practice in that skill prior to teaching this lesson.</p>

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Publisher	New Content	9781610035668	Teacher	369	Add new Extension activity below the existing extension on page 369.	New text.	<p>Alphabetize a Series of Words to the Second Letter [TN]</p> <p>Teacher Note Display the alphabet where everyone can see it. Explain that if the students are not sure what a word means, they can find it in the dictionary, and that a dictionary is a “book that lists words in alphabetical (A-B-C) order and gives their meanings and other information.”</p> <p>Explain that today the students will practice organizing words in alphabetical order and that this will make it easier to look up words in the dictionary. Write the words can, bit, dot, ant, and eat, in that order, where everyone can see them. Explain that you would like the students’ help with organizing the words alphabetically. Ask:</p> <p>Q Which word comes first? Why do you think that [ant] comes first?</p> <p>Continue to have the students help you alphabetize the remaining words, writing them in the correct order as the students give you suggestions. As necessary, ask follow-up questions such as:</p> <p>Q Do others agree that [bit] comes next? Why or why not?</p> <p>Write the words all and ate where everyone can see them. Point out that they both start with a. Explain that when words start with the same letter, it is necessary to alphabetize them using the second letter of each word. Point out that all comes before ate because the letter l comes before the letter t in the alphabet.</p> <p>Write the words get, gum, cub, kit, and cat where everyone can see them. Ask:</p> <p>Q Which word comes first? Why do you think that [cat] comes first?</p> <p>Continue to have the students help you determine the alphabetical order of the remaining words and to explain their thinking. Repeat this extension activity with different groups of words as often as necessary until your students can alphabetize to the second letter with ease.</p>

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English Language Arts and Reading, Grade 2 <i>Collaborative Literacy, Grade 2</i> (ISBN 9781682464441)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610035699	Teacher	2	Add new bullet to Extension section	New text.	• "Discuss Idioms"
Publisher	Editorial Change	9781610035699	Teacher	2	Delete bullet from Extension section	Explore Text-to-self Connections: Discuss the Students' Favorite School Day"	Text deletion.
Publisher	Editorial Change	9781610035699	Teacher	12	Step 4	Insert question from "Explore Text-to-self Connections..." activity on page 13 after the first question in Step 4.	Q What is your favorite day of the week? Why?
Publisher	Editorial Change	9781610035699	Teacher	13	"Explore Text-to-self Connections: Discuss the	Delete this activity.	Question in the extension was moved to discussion in Step 4 on page 12.
Publisher	Editorial Change	9781610035699	Teacher	13	Extension activity "Compare and Contrast Stories in a Series"	Delete last sentence. Alternatively, you might read aloud and discuss other books in the McDuff series by Rosemary Wells, such as McDuff 's Wild Romp or McDuff Comes Home.	Deletion made to make room for new extension about Idioms.
Publisher	Editorial Change	9781610038218	Teacher	67	Combine first three bullets in the Do Ahead	✓Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Under the Ground" (BLM1). Make a copy for each student in the group and one for	✓Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Under the Ground" (BLM1) for Day 1, "Accidentally" (BLM2) for Day 2, and "I Wouldn't"
Publisher	Editorial Change	9781610038218	Teacher	68	Move ELL Support to page 67	No change to text.	Moving text to previous page to make room for new extension on page 76.
Publisher	Editorial Change	9781610035699	Teacher	73	Remove copperative structure icon and revise the second question in Step 3.	Q What happens to the second little pig? Turn to your partner.	Q What happens to the second little pig?
Publisher	Editorial Change	9781610035699	Teacher	73	Revise second sentence in third paragraph in Step 3.	Without sharing as a class, reread the sentence on page 15 and continue reading to the end of the story.	Reread the sentence on page 15 and continue reading to the end of the story.
Publisher	Editorial Change	9781610035699	Teacher	82	Revise last sentence in Step 2.	Ask the students to keep their ideas in mind as they listen to the story.	Ask the students to keep their predictions in mind as they listen to the story.
Publisher	Editorial Change	9781610035699	Teacher	84	Revise first question at top of page 84.	Q What's happening? What do you think will happen next? Turn to your partner.	Q What's happening? What do you predict will happen next? Turn to your partner.
Publisher	Editorial Change	9781610035699	Teacher	96	Add new bullet to Extension section	New text.	• "Explore Setting in The Paperboy"
Publisher	Editorial Change	9781610035712	Teacher	96	Revise second sentence of "About Recognizing Words with Multiple Meanings" note.	The students learn that many words have more than one meaning and that often the meanings are very different.	The students learn that words that are spelled the same and have different meanings are called homographs.
Publisher	Editorial Change	9781610035699	Teacher	113	Last paragraph of extension "Explore Rhyming Words in 'My Baby Brother'"	Ask the students if they can think of other pairs of words that rhyme. Have a few volunteers share some rhyming words with the class.	Delete text for new instruction.
Publisher	Editorial Change	9781610032391	Teacher	128	Add new bullet to Extension section	New text.	• "Use Prepositions to Tell More"
Publisher	Editorial Change	9781610035712	Teacher	173	Move the exising Technology Tip to the top of page 174.	Technology Tip To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords "whiteboard multiple-meaning words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).	Relocating text.
Publisher	Editorial Change	9781610035699	Teacher	256	Add new bullet to Technology Extension section	New text.	• "Compare 'Draw, Draw, Draw' to a Video Interview with Tomie dePaola"

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Publisher	Editorial Change	9781610035699	Teacher	256	Delete bullet from Technology Extension section	Watch an Interview with Tomie dePaola	Text deletion.
Publisher	Editorial Change	9781610032407	Teacher	282	Add two new bullets to the Extension section	New text.	<ul style="list-style-type: none"> • "Create a Research Plan to Use with Any Nonfiction Topic" • "Cite Print Resources in a Bibliography"
Publisher	Editorial Change	9781610035699	Teacher	289	Revise the second Teacher Note on page 289	Save the “What We Wonder About Tomie dePaola” chart (WA3) if you wish to do the extension “Learn More About Tomie dePaola” on page 291.	Save the “What We Wonder About Tomie dePaola” chart (WA3) if you wish to do the extension “Learn More About Tomie dePaola” or the technology extension "Compare 'Draw, Draw, Draw' to a Video Interview with Tomie dePaola" on page 291.
Publisher	Editorial Change	9781610035712	Teacher	305	Revise the first full paragraph at the top of page 305.	Using the same procedure, add the words honest and dishonest to the chart and discuss their meanings.	Use the same procedure to discuss the words honest and allowed and the prefix dis-.
Publisher	Editorial Change	9781610035699	Teacher	348	Add new bullet to Extension section	New text.	<ul style="list-style-type: none"> • "Explore the Use of Literal Language in 'Classic Smoothie' "
Publisher	Editorial Change	9781610035699	Teacher	357	Revise the first question at the top of page 357.	Q After looking at the table of contents, what do you think you will learn about snails? Turn to your partner.	Q After looking at the table of contents, what do you predict, or think, you will learn about snails? Turn to your partner.
Publisher	Editorial Change	9781610035699	Teacher	357	Revise first and second "You might say" bullets.	“ We might learn about snails’ bodies.” “ We might learn about where snails live.”	“I predict we will learn about snails’ bodies.” “ I predict we will learn about where snails live.”
Publisher	Editorial Change	9781610035699	Teacher	358	Delete last "Students might say" quote.	Delete: “ In addition to what [Ralph and Lin] said, I think the author wants to help kids learn about science.”	Text deletion.
Publisher	Editorial Change	9781610035699	Teacher	365	Revise first sentence of first paragraph in Step 2.	Explain that today the students will hear an article about snails and think about what more they will learn about snails from the article.	Explain that today the students will hear an expository nonfiction article about snails and think about what more they will learn about snails from the article.
Publisher	Editorial Change	9781610032407	Teacher	371	Teacher Note in the margin	Delete: Teacher Note Continue to confer with individual students using the nonfiction pieces they are developing for publication.	Text deletion.
Publisher	Editorial Change	9781610032407	Teacher	371	Teacher Conference Note on page 371	Delete intro paragraph and questions and replace with new text. Deletion is to make room for two new extensions on page 373. Deleted content also appears on the Conference Notes record sheet.	Continue to confer with individual students using the nonfiction pieces they are developing for publication.
Publisher	Editorial Change	9781610032407	Teacher	375	Teacher Note in the margin	Delete: Teacher Note Continue to confer with individual students using the nonfiction pieces they are developing for publication.	Text deletion.
Publisher	Editorial Change	9781610032407	Teacher	375	Teacher Conference Note on page 375	Delete intro paragraph and questions and replace with new text. Deletion is to make room for two new extensions on page 373. Deleted content also appears on the Conference Notes record sheet.	Continue to confer with individual students using the nonfiction pieces they are developing for publication.
Publisher	Editorial Change	9781610032407	Teacher	375	Revise last sentence in last paragraph in the Teacher Conference Note.	If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.	If you have not met with all of your students to discuss the questions on the "Conference Notes" record sheet (CN1) on page 58 of the Assessment Resource book, you may wish to do so before changing the conference focus.
Publisher	Editorial Change	9781610032407	Teacher	385	Add new bullet to the Extension section	New text.	<ul style="list-style-type: none"> • "Discuss Capitalization of Months and Days of the Week"
Publisher	Editorial Change	9781610035699	Teacher	389	Revise the first sentence in the second paragraph in Step 2.	Explain that this week, the students will use text features to help them understand more articles.	Explain that this week, the students will use text features to help them understand more expository nonfiction articles.

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Publisher	Editorial Change	9781610035699	Teacher	389	Insert new text after the last sentence in the second paragraph of Step 2.	New text.	<p>Then read the headings aloud.</p> <p>Review that readers can use what they know about expository nonfiction to predict what they will learn from an expository text. Ask:</p> <p>Q Based on the title of the article and the headings, what do you predict you will learn from this article?</p> <p>Students might say: “Since it gives true information, I predict I’ll learn facts about ice cream.” “I predict we’ll learn things like how ice cream is made or maybe how many people eat ice cream.” “Since the word mania means ‘excitement,’ I’m predicting we’ll learn something about why people get so excited about ice cream.”</p> <p>Tell the students that you will check in with them later in the lesson to see if their predictions were correct.</p>
Publisher	Editorial Change	9781610035699	Teacher	391	Revise the first question in Step 4.	Q What did you find out about ice cream from this article?	Q What did you predict you would learn from this article? Was your prediction correct? Explain your thinking.
Publisher	Editorial Change	9781610035699	Teacher	414	Add new bullet to Extension section	New text.	<ul style="list-style-type: none"> • "Draw and Write About What Big Al Looks Like"
Publisher	Editorial Change	9781610035712	Teacher	414	Add new Extension section and add bullet	New text.	Extension <ul style="list-style-type: none"> • "Explore Homographs"
Publisher	Editorial Change	9781610032407	Teacher	418	Teacher Conference Note on page 418	Delete bulleted items and questions. Deletion is to make room for two new extensions on page 412. Deleted content also appears on the Conference Notes record sheet.	
Publisher	Editorial Change	9781610035712	Teacher	432	Add new Extension section and add bullet	New text.	Extension <ul style="list-style-type: none"> • "Explore Increase and Decrease and Other Antonyms"
Publisher	Editorial Change	9781610035699	Teacher	442	Revise Teacher Note at the bottom of the margin on page 442.	Delete: If necessary, explain that an opinion is “something that a person feels strongly about” and give an example, such as “I really think that people should always wash their hands before eating.”	Replace with: If necessary, explain that when people share their opinions, they tell how they think or feel about something. For example, someone might say, "I really think that people should always wash their hands before eating." You might also point out that the reasons people give to support their opinions should be facts and that facts are true statements that can be proven.
Publisher	Editorial Change	9781610032407	Teacher	524	Revise first Teacher Note at top of margin on page 524.	Delete: If necessary, explain that an opinion is “something that a person feels strongly about.”	Replace with: If necessary, explain that when people share their opinions, they tell how they think or feel about something. For example, someone might say, "I really think that people should always wash their hands before eating." You might also point out that the reasons people give to support their opinions should be facts and that facts are true statements that can be proven.
Publisher	Editorial Change	9781610032407	Teacher	589	Add new bullet to Open Day column in Week 1.	New text.	<ul style="list-style-type: none"> • Writing classroom procedures for next year's second-graders

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Publisher	New Content	9781610035699	Teacher	13	Insert new Extension activity.	New text.	<p>Discuss Idioms</p> <p>Show the cover of Poppleton. Remind the students that they heard the story “The Library” from this book earlier and talked about how Poppleton’s favorite day is library day. Show page 32 and read it aloud.</p> <p>Tell the students that “buried [his] head in a book” is an idiom, and explain that idioms are “words that mean something different from what they appear to mean.” Explain that when we say someone has buried her head in a book, we do not mean that the person has actually buried, or completely covered, her head with a book. We mean that the person read the book for a long time.</p> <p>Explain that there are thousands of idioms in the English language and that people use idioms because they are a way to say ordinary things in interesting or unusual ways.</p> <p>Teacher Note</p> <p>If necessary, you might provide another example of how idioms are used. For example, if we say someone has “ants in the pants,” we do not mean the person actually has ants in his pants. Instead, we mean that the person is so excited he cannot sit still. Explain that “ants in the pants” is an idiom that means “cannot sit still.”</p> <p>Tell the students that “butterflies in the stomach” is another idiom. Explain that when a person says, “I have butterflies in my stomach,” she does not actually mean there are butterflies flying inside her stomach.</p> <p>Ask and discuss:</p> <p>Q What do you think it means when someone says, “I have butterflies in my stomach”?</p> <p>Have a few volunteers share their thinking. If necessary, explain that “butterflies in the stomach” means “feeling nervous.” In the same way, discuss the idioms piece of cake (easy to do) and break a leg (good luck).</p>
Publisher	New Content	9781610038201	Teacher	16	Add new bullet in Extensions section	New text.	<ul style="list-style-type: none">• "Explore Elements of Drama in 'A Small Stall' "
Publisher	New Content	9781610038201	Teacher	37	Add new Extension activity below the More Strategy Practice activity on page 37.	New text.	<p>Explore Elements of Drama in “A Small Stall”</p> <p>Have the students get the “Script for ‘A Small Stall’” sheet (BLM1) out of their toolboxes. Review that the students performed “A Small Stall” as readers’ theater. Review that in readers’ theater, it is not necessary to memorize the script or act out the actions of the characters. Explain that if the students were to perform “A Small Stall” as a play, also called a drama, they would memorize the script, put on costumes that make them look like the characters, and move around as if they were in the setting, or the place and time, in which the drama happens.</p> <p>Ask:</p> <p>Teacher Note</p> <p>You might explain that just like fiction stories, dramas have characters and settings.</p> <p>Q Who are the characters in “A Small Stall”?</p> <p>If necessary, review that Cowgirl Kate and her horse, Cocoa, are the characters, and that the narrator, or the person telling what happens, is not a character. Ask and briefly discuss:</p> <p>Q What is the setting of “A Small Stall”? Where are the characters and what time of day is it? How do you know?</p> <p>Teacher Note</p> <p>If the students have difficulty answering the questions, page through the illustrations in chapter 1 of Cowgirl Kate and Cocoa, and then ask the question again.</p> <p>Explain that even though the students are doing readers’ theater and not a full theater performance, they might wish to imagine the setting while they read their lines. Point out that when actors imagine they are in the setting of a drama, they have an easier time saying their lines in a way that is exciting and interesting for the audience.</p>

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Publisher	New Content	9781610038218	Teacher	66	Insert Extension sectionw/new bulleted item on Resources pages	New text	Extension • "Explore Repetition in the Poem 'I Wouldn't' "
Publisher	New Content	9781610035699	Teacher	72	Insert new sentence after the third setence in Step 2.	New text.	Many folktales and fairy tales follow a pattern in which three similar things happen before the story ends or there are three similar characters.
Publisher	New Content	9781610035699	Teacher	72	Insert new Teacher Note aligned next to the new sentence added in Step 2.	New text.	Teacher Note If the students are familiar with “Goldilocks and the Three Bears,” “The Three Billy Goats Gruff,” “Cinderella” (who, with her two stepsisters, makes three), or “Rumpelstiltskin,” you might discuss the role of the number three in those tales. If not, you might wish to read those fairy tales to the students at another time and discuss how each uses the number three.
Publisher	New Content	9781610035699	Teacher	72	Insert new text to the end of Step 2.	New text.	Explain that readers use what they know about different types of stories to predict what will happen in a story. Ask: Q What do you predict will happen in this folktale? Students might say: “I predict it will have a lesson about life.” “I predict that each of the pigs will have something happen to them before the end.” “I predict that too because you said folktales often have something to do with the number three and this one is about three little pigs.” Tell the students that you will check in with them later in the lesson to see if their predictions were correct.
Publisher	New Content	9781610035699	Teacher	73	Delete first sentence in third paragraph in Step 3 and replace with new text.	When most pairs have finished talking, signal for the students’ attention. Without sharing as a class,	Have one or two volunteers share their thinking. Ask: Q What do you predict will happen next? Turn to your partner.
Publisher	New Content	9781610035699	Teacher	73	Insert new question in first position in Step 4.	New text.	Q What did you predict would happen in this folktale? Was your prediction correct? Explain your thinking.

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Publisher	New Content	9781610038218	Teacher	76	Add new Extension activity to the bottom of page 76.	New text.	<p>Explore Repetition in the Poem “I Wouldn’t”</p> <p>Have the students get “I Wouldn’t” (BLM3) out of their toolboxes. Read the title and the name of the poet aloud and review that the students read and discussed this poem earlier. Ask:</p> <p>Q What is this poem about?</p> <p>Explain that you will read the poem aloud again. Tell the students to listen for words and phrases (small groups of words) that repeat. Read the poem aloud.</p> <p>Q What words and phrases (groups of words) in this poem repeat?</p> <p>Students might say: “A lot of the words in the first four lines repeat further down in the poem.” “The word sits is repeated in the lines ‘Sits all day / Sits that way.’ ” “ Day is repeated in the lines ‘All day / Every day.’ ” “ ‘Come out and play’ is repeated too.”</p> <p>Explain that sometimes poets choose to repeat words and phrases in their poems. Explain that repeating words and phrases in poems can make poems enjoyable to read and listen to, and can also add to the meaning of the poem. Ask:</p> <p>Q Why do you think the poet, John Ciardi, chose to use repetition in this poem?</p> <p>Students might say: “Maybe he just liked the way it sounds.” “The repetition helps you get the picture that the cat will just wait and wait till the mice finally come out.” “The same words being repeated help show that the cat isn’t going anywhere. It makes the poem kind of creepy but also funny.”</p> <p>Encourage the students to notice the use of repetition in the poems they read and to try repeating words and phrases in the poems they write.</p>
Publisher	New Content	9781610035699	Teacher	82	Insert new question as third question in Step 2.	New text.	Q What else do you predict about this book?
Publisher	New Content	9781610035699	Teacher	82	Insert new "Student might say" quote in Step 2.	New text.	"I predict that the pig will try to blow down the houses of the wolves, but the last wolf will somehow play a trick on the pig and survive."
Publisher	New Content	9781610035699	Teacher	84	Step 4.	Delete "Ask" at the top of page 84 and insert new text.	<p>Ask and discuss:</p> <p>Q What did you predict would happen in this story? Was your prediction correct? Explain your thinking.</p> <p>Then ask:</p>
Publisher	New Content	9781610035699	Teacher	84	Insert new "Student might say" quote in Step 2.	New text.	"I predicted that the third wolf would survive, but I was wrong. All the wolves survived."
Publisher	New Content	9781610035712	Teacher	96	Revise third sentence of "About Recognizing Words with Multiple Meanings" note.	They learn that if they encounter a word with multiple meanings as they listen to or read a text, they can usually figure out the correct meaning by thinking about how the word is used.	They learn that if they encounter aa homograph as they listen to or read a text, they can usually figure out the correct meaning by thinking about how the word is used.
Publisher	New Content	9781610035712	Teacher	98	Add new sentence after the first sentence in the first paragraph of Step 3.	New text.	Explain that words that are spelled the same and have different meanings are called homographs.

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Publisher	New Content	9781610035712	Teacher	99	Insert new Teacher Note aligned to the end of the	New text.	Teacher Note You might remind the students that words that are spelled the same and have different
Publisher	New Content	9781610035699	Teacher	113	Insert new paragraph at end of existing extension activity (after deletion)	New text.	Have partners work together to each write a list of other words that rhyme with words in the poem. Then have each pair share one word they added to their lists. Encourage the students to experiment with using rhyme to write poems and songs.
Publisher	New Content	9781610035699	Teacher	150	Add new extension activity to page 150.	New text.	Explore Setting in The Paperboy Tell the students that the setting of a story is “where and when a story takes place.” Explain that the setting of a story often plays an important part in the story. Ask: Q What is the setting of this story, or where and when does this story take place? Why is that important? Students might say: “The setting is the paperboy’s house very early in the morning. That’s important because everyone in his family is still sleeping and he has to be very quiet.” “The setting is also the paperboy’s neighborhood. That’s important because it seems like a safe place for him to be outside by himself in the dark.” “The neighborhood setting is also important because it’s very peaceful. If it was a big city there might be more people and cars moving around even early in the morning.” Encourage the students to notice the settings in the stories they read and to think about why the setting is important. Explain that noticing and thinking about settings in stories makes reading stories more interesting and enjoyable.
Publisher	New Content	9781610035712	Teacher	173	Insert new Teacher Note aligned to the end of the first sentence of the first paragraph of the activity "Discuss Multiple Meanings of the Word Pop"	New text.	Teacher Note You might remind the students that words that are spelled the same and have different meanings are called homographs.
Publisher	New Content	9781610032391	Teacher	184	Add new extension activity to the bottom of page 184.	New text.	Use Prepositions to Tell More Introduce the students to using prepositions by having them tell more about where things happen in their writing. Write the following sentence where everyone can see it: The boy walked. Read it aloud and explain that you can make this sentence more interesting and fun to read by telling more about where the boy walked. Ask: Q Where might the boy walk? Students might say: “He might walk under the bridge.” “The boy could walk up the stairs.” “He could walk into his school.” Model telling more by rewriting the sentence using a few of the students’ suggestions. You might say: “I can tell more about the boy by telling where he walked. One idea I heard was that the boy walked up the stairs, so I’ll write: The boy walked up the stairs. Another idea I heard was that the boy walked into school,

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Publisher	New Content	9781610032391	Teacher	184	Add new extension activity to the bottom of page 184.	New text.	<p>Point to any of the prepositions you included in your sentences and explain that words like [up] and [into] are prepositions and that prepositions are “words that help readers picture in their minds when or where something happens or what direction something is moving.” Point out that you made your writing more interesting by telling where the boy walked.</p> <p>Teacher Note Common prepositions that show location are above, at, behind, beside, in, inside, into, near, off, on, over, and under. For more practice as a whole class, you might wish to repeat the activity using the sentence</p> <p>The horse ran.</p> <p>Distribute writing paper and pencils. Have the students work in pairs to think about ways to add more to the following sentences by using prepositions that tell where something happens:</p> <ul style="list-style-type: none">• I saw a rabbit.• The rabbit hopped. <p>Have each student write one or more sentences. Encourage the students to check their sentences to see if they used prepositions like under, on, in, and behind to tell more in their writing. Have a few volunteers share their writing with the class. You might repeat this activity using time and direction prepositions.[TN]</p> <p>Teacher Note Time prepositions include words such as before, after, during, and until. Direction prepositions include words such as up, down, and across.</p>
Publisher	New Content	9781610035712	Teacher	202	Insert new Teacher Note aligned to the end of the first sentence of the first paragraph of the activity "Discuss Other Meanings of Stuff"	New text.	<p>Teacher Note You might remind the students that words that are spelled the same and have different meanings are called homographs.</p>
Publisher	New Content	9781610035699	Teacher	291	Delete existing technology extension and resplace with new text.	<p>Delete:</p> <p>Watch an Interview with Tomie dePaola Tomie dePaola, the author of The Art Lesson, has written and illustrated many books for children. To learn more about the author, have the students watch a video of him speaking about his work. To find a video interview with Tomie dePaola, search online with the keywords “Tomie dePaola video interview.” After the students watch the video, have them discuss what they learned about the author’s life and his thoughts about writing and illustrating children’s books.</p>	<p>Replace with: Compare “Draw, Draw, Draw” to a Video Interview with Tomie dePaola</p> <p>Technology Tip Prior to doing this technology extension, search online for and preview a video interview with Tomie dePaola using the keywords “Tomie dePaola video interview.”</p> <p>Review that the students heard the biography “Draw, Draw, Draw: A Short Biography of Tomie dePaola” and discussed what they learned and what they still wonder about Tomie dePaola. Briefly review the items on the “What We Wonder About Tomie dePaola” chart. Then have the students watch the video you selected. Ask and discuss:</p> <p>Q What else did you learn about Tomie dePaola from watching the video? Q What questions do you still have? Q How was the information in the video [similar to/different from] what you learned in the biography “Draw, Draw, Draw”?</p>

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Publisher	New Content	9781610035712	Teacher	304	Revise the third sentence in the third paragraph of the activity "Discuss the Prefix dis-" and add new text.	Delete: Explain that when you add the prefix dis- to content, you make the word discontent, and ask the students to figure out the meaning of discontent. If necessary, explain	<p>Replace with: Ask and discuss: Q What word could you make using the word content and the prefix dis-? Q How would you spell that word? Q What do you think the word discontent means?</p> <p>If necessary, explain that when you add the prefix dis- to content, you make the word discontent, and explain</p>
Publisher	New Content	9781610035712	Teacher	305	Add two new bullets to the end of the "Discuss the Prefix dis-" activity on page 305.	New text.	<ul style="list-style-type: none"> When you are told you may do something, it is [mediumblank]. (allowed) When you are told you may not do something, it is [mediumblank]. (disallowed)
Publisher	New Content	9781610035699	Teacher	357	Add new sentence to the beginning of the first paragraph on page 357.	New text.	Explain that readers use a table of contents to predict, or think about, what they will learn about that topic.
Publisher	New Content	9781610035699	Teacher	357	Revise existing first sentence in the first paragraph on page 357.	Ask the students to follow along as you read the chapter titles and page numbers in the table of contents aloud.	Ask the students to follow along as you read the chapter titles and page numbers in the table of contents aloud, and have them predict, or think about, what they will learn about snails.
Publisher	New Content	9781610035699	Teacher	357	Add new Teacher Note to the top of the margin on page 357.	New text.	<p>Teacher Note</p> <p>The word predict, which means "say what you think will happen in the future," is taught in Week 19 of the Vocabulary Teaching Guide.</p>
Publisher	New Content	9781610035699	Teacher	358	Insert new question as second question in Step 6.	New text.	Q Was your prediction about what you would learn about snails correct? Why? Turn to your partner.
Publisher	New Content	9781610035699	Teacher	358	Insert new "Students might say" quote in Step 6.	New text.	"My prediction that I would learn about where snails live was correct. I found out that some snails live on land and other snails live in water."
Publisher	New Content	9781610035699	Teacher	365	Delete the last two sentences in the second paragraph of Step 2 and insert new text.	Delete: Read the title aloud. Explain that you will read the article aloud and ask the students to follow along as you read. Explain that you will stop during the reading so the students can talk about the article in pairs.	<p>Replace with: Explain that readers can use what they know about expository nonfiction to predict what they will learn from an expository text. Read the title and headings aloud. Ask:</p> <p>Q Based on the title of the article and the headings, what do you predict you will learn from this article?</p> <p>Students might say: "I predict we'll learn more facts about snails." "I think articles are short so we'll learn about snails but maybe just a few facts." "I predict we'll just learn about what snails eat because the title is 'Snail Food.'" "We learned about what snails eat in the book, too, so I predict we'll learn the same facts as in the book."</p> <p>Tell the students that you will check in with them later in the lesson to see if their predictions were correct. Explain that you will read the article aloud and ask the students to follow along as you read. Explain that you will stop during the reading so the students can talk about the article in pairs.</p>

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Publisher	New Content	9781610035699	Teacher	366	Delete "Ask and briefly discuss" in Step 4 and replace with new text.	Delete: Ask and briefly discuss:	Ask and briefly discuss: Q What did you predict you would learn from this article? Was your prediction correct? Explain your thinking. Then ask:
Publisher	New Content	9781610035712	Teacher	369	Insert new sentence after the first sentence in the first paragraph of Step 3.	New text.	Remind the students that words that are spelled the same and have different meanings are called homographs.
Publisher	New Content	9781610032407	Teacher	371	Add new extension activity after the Social Skills Assessment Note on page 373.	New text.	Create a Research Plan to Use with Any Nonfiction Topic Review that earlier the students researched polar lands, polar animals, and people who live in the polar lands in order to gather information to write about in their nonfiction pieces. Point out that the students followed a series of steps to research each of these topics before they started writing. Tell the students that today they will review those steps so that they can use them in the future to research other nonfiction topics. Remind the students that before they started their research, you gathered texts about topics related to polar lands. Title a sheet of chart paper "Steps to Follow in Researching Any Nonfiction Topic." Underneath the title, write Step 1: Gather texts about the topic. Ask and discuss: Q Where might you find texts about a topic that you want to research? If necessary, point out that libraries and the Internet are both sources of information on nonfiction topics. Ask and discuss: Q What was the next step in our research? If necessary, point out that the students read information about the polar lands. Add the following to the chart: Step 2: Read information about the topic. Repeat this procedure as often as needed to include the steps the students went through before they drafted their pieces.

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Publisher	New Content	9781610032407	Teacher	371	Add new extension activity after the Social Skills Assessment Note on page 373.	New text.	<p>Teacher Note</p> <p>The chart might include:</p> <ul style="list-style-type: none">• Step 1: Gather texts about the topic.• Step 2: Read information about the topic.• Step 3: List interesting facts you are learning about the topic.• Step 4: Write questions you have about the topic.• Step 5: Read and list more information, including information that answers questions you had about the topic. <p>Explain that when we do research it is important to remember where we got our information. Point out that this helps us go back to those sources later, and it also shows respect to the people who wrote them. Write the following on the chart: Step 6: Write down where we found our facts.</p> <p>Point out that the steps the students followed helped them do research so that they were prepared to write their nonfiction pieces. Remind the students that they can use these steps whenever they want to research a topic they are interested in.</p> <p>Teacher Note</p> <p>You might do the extension “Cite Print Sources in a Bibliography” on page xx and have the students add source information to their nonfiction pieces about the polar lands.</p>
Publisher	New Content	9781610032407	Teacher	371	Add second new extension activity after the Social Skills Assessment Note on page 373.	New text.	<p>Cite Print Sources in a Bibliography</p> <p>Teacher Note</p> <p>Prior to this activity, locate a children’s nonfiction book that includes a bibliography. You might also wish to create a chart listing the parts of a book and article citation prior to doing this activity.</p> <p>Show the students the bibliography in the book you have selected and explain that this is a bibliography, or a list of the sources that the author used to write the book. Tell the students that the bibliography usually appears at the end of a nonfiction piece. Explain that whenever the students refer to or use information from a book, article, website, or other source in their reports, they need to cite it, or list the source of the information, in a bibliography.</p> <p>Explain that each citation of a book, article, website, or other source in a bibliography needs to include enough information for readers to be able to identify and find the source. Point out that there are rules for how to list the information. Tell the students that they will learn what information to include when they cite a book or a printed article.</p> <p>Write the following citation example where everyone can see it: Hodge, Deborah. Polar Animals. Illustrated by Pat Stephens. Tonawanda : Kids Can Press, 2008. Print.</p> <p>Point out that this is a book citation and that the parts of the citation are written in a specific order. Ask the students to listen as you describe each part.</p> <p>You might say: “The author’s last name goes first, and then the author’s first name, separated by a comma. Notice there’s a period at the end of the first name. The title of the book comes next, underlined. Then comes “illustrated by,” followed by the first and last names of the illustrator and then a period. The city where the publisher of the book is located comes next, followed by a colon. Then comes the name of the publisher, followed by a comma and the year of publication. One more period follows, and then the type of the publication comes last. Here it’s ‘Print’ because it’s for a printed book. The citation ends with a period.”</p>

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Publisher	New Content	9781610032407	Teacher	371	Add second new extension activity after the Social Skills Assessment Note on page 373.	New text.	<p>You might say: “The author’s last name goes first, and then the author’s first name, separated by a comma. Notice there’s a period at the end of the first name. The title of the book comes next, underlined. Then comes “illustrated by,” followed by the first and last names of the illustrator and then a period. The city where the publisher of the book is located comes next, followed by a colon. Then comes the name of the publisher, followed by a comma and the year of publication. One more period follows, and then the type of the publication comes last. Here it’s ‘Print’ because it’s for a printed book. The citation ends with a period.”</p> <p>Teacher Note You might explain that the type of publication might be print or web. You might also explain that when we write titles, we underline them. When we type them, we italicize them.</p> <p>List the parts of a book citation where everyone can see them:</p> <ul style="list-style-type: none">• Author’s last name (followed by a comma)• Author’s first name (followed by a period)• Book title (underlined, followed by a period)• “illustrated by,” followed by the illustrator’s first and last names (followed by a period)• City (followed by a colon)• Publisher (followed by a comma)• Year of publication (followed by a period)• Type of publication (followed by a period) <p>Write the citations for Polar Lands and Polar Regions where everyone can see them, describing each part as you write it. Have the students each create a page titled “Sources” at the end of their pieces. Have the students copy the citations you have written down for any of the books they drew on for information in their pieces.</p> <p>Show the bibliography from the book you selected again, and point out that the citations are organized in a list that is alphabetical by last name of the author. Remind the students to write citations for all the sources they used in their research, and explain that they will organize these alphabetically into a bibliography to include at the end of their reports.</p> <p>Technology Tip You might also wish to help the students learn to use an online citation generating tool in order to help them correctly</p>
Publisher	New Content	9781610032407	Teacher	371	Add second new extension activity after the Social Skills Assessment Note on page 373.	New text.	<p>Technology Tip You might also wish to help the students learn to use an online citation generating tool in order to help them correctly cite books, print articles, and websites. Search online using the keywords “online citation tool” or “online citation generator.” If you want to use MLA style, insert “MLA” in your keyword string. You might practice generating a citation using such a tool before introducing it to your students.</p>

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Publisher	New Content	9781610035699	Teacher	402	Insert new extension to bottom of page 402.	New text.	<p>Explore the Use of Literal Language in “Classic Smoothie”</p> <p>Have the students turn to Student Response Book page 25, “Classic Smoothie,” and review that the text is a set of directions for making a smoothie. Remind the students that directions for making something is a type of functional text. Explain that “Classic Smoothie” uses literal language and that literal language is language that means exactly what it says.</p> <p>Remind the students that earlier in the year they heard a poem called “Raccoon.” Ask them to listen as you reread the poem. Read the poem aloud (see page 129). Then ask:</p> <p>Q Why does the poet, Mary Ann Hoberman, call the raccoon a pirate?</p> <p>Students might say: “Maybe she thinks the raccoon looks like a pirate because it has black around its eyes and pirates wear a black patch over one eye.” “Maybe she thinks the raccoon is like a pirate because pirates steal stuff and the raccoon steals food.” “Maybe she thinks the raccoon is sneaky like a pirate.”</p> <p>Point out that the poet does not mean that the raccoon is a pirate; rather, she is comparing the raccoon to a pirate in order to help us make a picture in our minds of the raccoon and understand how she feels about the raccoon. Explain that the poet does not use the word pirate as literal language—the word pirate does not mean exactly what it says. Ask and discuss:</p> <p>Q Why do you think it’s important to use literal language when writing directions?</p> <p>Teacher Note Point out that directions and most other functional texts use literal language, or language that means exactly what it says. This is because the goal of functional texts is to provide important factual information. Poems and stories sometimes use language that is not literal because the authors want to create pictures in our minds or help us understand how the authors feel about something.</p>
Publisher	New Content	9781610032407	Teacher	403	Add new Teacher Note aligned to third paragraph in Step 2.	New text.	<p>Teacher Note As you model writing friendly letters in this unit, include the day’s full date, including a comma before the year. Point out that you are capitalizing the first letter in the name of the month.</p>
Publisher	New Content	9781610032407	Teacher	406	Add sentence after the third setence in "Write Replies to Partners' Letters" activity	New text.	<p>Remind the students to check their letters for correct capitalization of months, days of the week, and other proper nouns.</p>
Publisher	New Content	9781610032407	Teacher	407	Add sentence to the end of the "Write Friendly Letters to the Principal" activity	New text.	<p>Remind the students to check their letters for correct capitalization of months, days of the week, and other proper nouns.</p>
Publisher	New Content	9781610032407	Teacher	411	Add new Teacher Note aligned to the first question in Step 2.	New text.	<p>Teacher Note You might wish to do the extension “Discuss Capitalization of Months and Days of the Week” on p. xx.</p>

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Publisher	New Content	9781610032407	Teacher	412	Add new extension activity after Step 4 on page 412.	New text.	<p>Discuss Capitalization of Months and Days of the Week</p> <p>Direct the students’ attention to the date on one of the charted letters you wrote to the class, or write a full date where everyone can see it (include the month, day, and year). Ask:</p> <p>Q What do you notice about the first word in the date?</p> <p>Students might say: “It’s the month, written out as a word.” “It starts with a capital letter.”</p> <p>Write the following sentence where everyone can see it: On Wednesday we have library. Ask:</p> <p>Q What do you notice about the word Wednesday in this sentence?</p> <p>If necessary, point out that Wednesday starts with a capital letter. Explain that in English, the names of the months of the year and the days of the week are capitalized because they are proper nouns.[ELL] Remind the students to check their writing for correct capitalization of the months of the year, days of the week, and other proper nouns.[TN]</p> <p>ELL Note In languages such as Spanish, French, Swedish, and Finnish, the names of days and months are not capitalized.</p> <p>Teacher Note If you do not have classroom charts that list months and days with the first letters capitalized and the remaining letters lowercase, you might create such charts with the students’ help and post them where everyone can see them.</p>
Publisher	New Content	9781610035712	Teacher	426	Insert new extension activity before the Day 3 heading.	New text.	<p>Explore Homographs</p> <p>Write the word fresh where everyone can see it. Review that fresh is an adjective that means “newly made, gathered, or grown; not spoiled or stale” and that also means “clean or unused.” Explain that words that are spelled the same but have different meanings are called homographs.</p> <p>Write the following sentences where everyone can see them and read them aloud: I would rather eat fresh tomatoes from our garden than ones that come from a can. I’ll bring you a fresh towel to dry the dishes with.</p> <p>Have the students discuss what the homograph fresh means in each sentence and why they think so.</p> <p>Point out that while the homograph fresh is pronounced the same, some homographs have different pronunciations. Write the following sentences where everyone can see them: The wind was so strong it blew the garbage can over. Please wind the rope around the stick so we can save it to use later.</p> <p>Point to the word wind in the first sentence. Ask and discuss:</p> <p>Q How do you pronounce this word? Q What does it mean? How can you tell it means [air that is blowing]?</p> <p>Point to the word wind in the second sentence and ask and discuss the same questions.</p> <p>Give a homograph to each pair of students and have them discuss the meanings of the word. Have each partner write a sentence that uses one of the meanings. Then have pairs read their sentences aloud to the class and explain how the meaning of the word changes depending on how it is used in each sentence.</p> <p>Teacher Note Use homographs with meanings and pronunciations that are familiar to the students, or teach the students the words’ meanings and pronunciation before assigning them to partners. Besides fresh, the students have learned the homographs gobble (Week 6), dull (Week 22), and consume (Week 23). Students might also be familiar with homographs such as bass (BAYS/BAS), bow (boh/bow), read (REHD/REED), and dove (DOHV/DUHV).</p>

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Publisher	New Content	9781610035712	Teacher	447	Insert new extension activity at the top of page 447.	New text.	<p>Explore Increase and Decrease and Other Antonyms</p> <p>Write the word decrease where everyone can see it. Review that decrease means “become smaller or fewer in number.” If something decreases, there is less of it. Explain that the antonym, or opposite, of decrease is the word increase, which means “grow larger or greater in number.”</p> <p>Explain that decrease and increase are antonyms, and review that antonyms are “words with opposite meanings.” Write other antonym pairs the students have learned where everyone can see them (for example, usual/unusual, vanish/appear, rarely/often, murmur/scream), and then review their meanings.</p> <p>Teacher Note For a complete list of the antonyms taught in grade 2 and the weeks in which they are introduced, see Appendix C.</p> <p>Write the following sentence where everyone can see it: When I was riding my bike downhill, my speed increased, but when I started riding uphill, my speed decreased.</p> <p>Point out that the sentence contrasts the two antonyms and that the words downhill and uphill give additional clues about the meanings of the antonyms. Ask questions such as:</p> <p>Q What other clues might we add to this sentence to help readers understand the meaning of the antonyms?</p> <p>Repeat this procedure with the following sentence: When the baby is happy she murmurs quietly but when she is unhappy she screams. Have the students help you write a sentence for one or two more pairs of antonyms. Then distribute paper and pencils. Have each student choose an antonym pair and write one or two sentences that contrast the antonyms. Remind them to include clues that help readers understand the meaning of the antonyms. Have volunteers share their sentences with the class.</p>
Publisher	New Content	9781610035712	Teacher	462	Insert new Teacher Note aligned to the end of the first sentence of the first paragraph of the activity "Discuss Multiple Meanings of the Word Treat"	New text.	<p>Teacher Note You might remind the students that words that are spelled the same and have different meanings are called homographs.</p>

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Publisher	New Content	9781610035699	Teacher	479	Insert new extension at the top o page 479	New text.	<p>Draw and Write About What Big Al Looks Like</p> <p>Show the cover of Big Al and explain that you will reread the story. Tell the students to listen for words that tell what Big Al looks like.</p> <p>Reread pages 2–7 aloud. Ask and briefly discuss:</p> <p>Q What have you learned so far about what Big Al looks like? Using the same procedure, continue reading and stop after:</p> <p>p. 18: “He ripped right through it, and all the little fish rushed out the hole.”</p> <p>Continue reading to the end of the story. Ask and briefly discuss:</p> <p>Q What does Big Al look like when he’s not wearing a disguise?[TN] Q What are some of the disguises Big Al wears? What does he look like when he’s disguising himself [by covering himself with seaweed]?</p> <p>Teacher Note If necessary, review that a disguise is “clothing or covering that hides who you are.”</p> <p>Have volunteers share their thinking. As they share, read parts of the story that support the students’ observations. Ask:</p> <p>Q How would you describe the way that Big Al looks? Turn to your partner.</p> <p>Have each student draw a picture of Big Al. Explain that the students might draw Big Al wearing one of his disguises, or they might draw how he looks without a disguise. Explain that after they draw their pictures they should each write a couple of sentences describing what Big Al looks like.</p> <p>Teacher Note You might write the following prompts where everyone can see themand have the students use one or more of the prompts in their writing: “Big Al has . . .”; “Big Al looks like . . .”; and “Big Al is as [mediumblank] as . . .”</p>
Publisher	New Content	9781610032407	Teacher	608	Add new Writing Throughout the Week activity.	New Text.	<p>Write Classroom Procedures for Next Year’s Second-graders</p> <p>Point out to the students that this year they have learned many classroom procedures, or ways to do things in the classroom. Ask:</p> <p>Q What is a classroom procedure, or a way we do things in our classroom, that you learned this year?</p> <p>Students might say: “We learned how to feed the guinea pig.” “We learned how to walk to the rug quickly and quietly when you call our tables and be ready to listen.” “We learned how to get our stuff all ready to go home.”</p> <p>Have several volunteers share their ideas with the class. As the students share, write their ideas where everyone can see them. Choose one of the procedures and have the students help you write the steps for doing that procedure. Start the steps with the words first, next, then, and finally.</p> <p>Have partners each select a procedure to write about. They might select one of the procedures from the list or another procedure they learned. Have them take turns telling their partners how to do the procedure, using the words first, next, then, and finally.[TN]</p> <p>Teacher Note You might explain that they will start each of the steps between the first and final steps with the word next or the word then. Then have partners work together to write down the procedure and illustrate it. When they are finished, have volunteers share the procedure they wrote about with the class. Assemble the procedures and illustrations into a class book titled How We Do Things In Our Classroom.</p>

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English Language Arts and Reading, Grade 3 <i>Collaborative Literacy, Grade 3</i> (ISBN 9781682464380)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610035842	Teacher	5	Revise second and third sentences in the "About	The students learn that many words have more than one meaning and that often the meanings are very different. They learn that if they encounter a word with multiple	The students learn that words that are spelled the same and have different meanings are called homographs. They learn that if they encounter a homograph as they listen to....
Publisher	Editorial Change	9781610032414	Teacher	29	Step 1: Gather and Teach "Think, Pair,	When you say “Turn to your partner,” partners will turn to each other and begin talking. When you signal to them, they will end their conversation and turn their attention back to	When you say “Turn to your partner,” partners will turn to each other and begin talking, clearly and at an appropriate rate—not too fast and not too slow. When you signal to the
Publisher	Editorial Change	9781610035842	Teacher	86	Revise extension on page 86.	Delete the last two sentences in the second paragraph of "Explore Homophones with Tail and Tale" and add new text.	<p>Write the homophones ate, eight; blew, blue; meat, meet; and right, write where everyone can see them and have the students discuss the meanings of the words.</p> <p>Teacher Note For a list of common homophones, visit the CCC Learning Hub (ccclearninghub.org) to view the “Homophones” list in the General Resources section.</p> <p>Write the following sentence where everyone can see it and underline the words tale and tail:</p> <p>I am going to write an exciting tale about a dog who has no tail. Point out that the sentence contrasts the two homophones, and that the words write, exciting, and dog give additional clues about the meanings of the vocabulary words.</p> <p>Repeat this procedure with the following sentence: There were ten muffins on the plate and I ate two so there are still eight muffins left.</p> <p>Have the students help you write a sentence using another pair of homophones. Ask questions such as:</p> <p>Q What words might we add to this sentence to give clues about the meaning of each of the antonyms?</p> <p>Then distribute paper and pencils. Have each student choose a homophone pair and write one or two sentences using both homophones. Remind them to include clues that help readers understand the meaning of the vocabulary words.</p> <p>Have volunteers share their sentences with the class. Invite the students to look for other homophones in their reading and discuss the examples they find.</p>
Publisher	Editorial Change	9781610035828	Teacher	94	Add bullet to Extension list on page 94	New Text	• "Exploring Author's Use of Hyperbole"
Publisher	Editorial Change	9781610035842	Teacher	98	Add bullet to Extensions list on page 98	New Text	"Alphabetize a Series of Words to the Third Letter"
Publisher	Editorial Change	9781610035842	Teacher	103	Revision of Teacher Note in margin.	If your students have not had experience with alphabetizing words, you may want to provide practice in that skill prior to teaching this lesson.	If your students have not had experience with alphabetizing words, you may want to provide practice in that skill prior to teaching this lesson (see the Extension on page 106).
Publisher	Editorial Change	9781610032414	Teacher	104	Revising text to the sixth paragraph in the extension.	Give pairs a minute or two to choose a word, find it in the dictionary, and read and discuss the word's entry.	Have pairs choose a word, find it in the dictionary, and read and discuss it.
Publisher	Editorial Change	9781610032414	Teacher	104	Revise last sentece on page 104.	Encourage the students to continue to use online or print dictionaries to look up the meanings of words they do not know.	Encourage the students to continue to use an online or print dictionary to look up the meanings of words they do not know.
Publisher	Editorial Change	9781610032414	Teacher	120	Add bullet to Extension list on page 120	New Text	• "Explore How an Author's Use of Language Contributes to Voice"
Publisher	Editorial Change	9781610032414	Teacher	120	Add bullet to Extension list on page 120	New Text	• "Use Prepositions to Tell More"
Publisher	Editorial Change	9781610035828	Teacher	248	Add bullet to Technology Extension list on page 248	New Text	• "Compare Sonia Sotomayor: A Judge Grows in the Bronx with a Video Interview with Sonia Sotomayor"
Publisher	Editorial Change	9781610035842	Teacher	293	Revision of Technology Tip at the bottom of page 293.	To find an appropriate online dictionary, search the Internet using the keywords “children’s dictionaries” or “online dictionaries for students.” For the introduction of using a print dictionary, see Week 5, Day 1, Step 4.	To find an appropriate online dictionary, search the Internet using the keywords “children’s dictionaries” or “online dictionaries for students.”
Publisher	Editorial Change	9781610035842	Teacher	293	Revise first sentence of the second paragraph in "Use an Online Dictionary"	Have partners sit together.	Have partners sit together at a computer or with a tablet device.

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Publisher	Editorial Change	9781610035842	Teacher	294	Revise Teacher Note at the top of page 94.	For an activity on using a print dictionary, see the more strategy practice activity “Use a Print Dictionary” on page 106.	For the introduction of using a print dictionary, see Week 5, Day 1, Step 4. For an activity on using a print dictionary, see the more strategy practice activity “Use a Print Dictionary” on page 106.
Publisher	Editorial Change	9781610035842	Teacher	294	Fourth bullet on page 294.	<ul style="list-style-type: none"> The definitions of the word 	<ul style="list-style-type: none"> The definition(s) of the word
Publisher	Editorial Change	9781610035842	Teacher	294	Paragraph beginning "Give pairs a minute or two..."	Give pairs a minute or two to choose a word, look it up in the online dictionary, and read and discuss the word entry.	Have pairs choose a word, find it in the online dictionary, and discuss it.
Publisher	Editorial Change	9781610032421	Teacher	341	Add bullet to Extension list on page 341	New Text	<ul style="list-style-type: none"> "Cite Print Sources in a Bibliography"
Publisher	Editorial Change	9781610035859	Teacher	383	Revise extension on page 383.	Delete last two sentences in "Discuss Plain and Plane and Other Homophones" and insert new text in column I.	<p>Write the homophones one, won; knight, night; new, knew; and week, weak where everyone can see them and have the students discuss the meanings of the words.</p> <p>Teacher Note For a list of common homophones, visit the CCC Learning Hub (ccclearninghub.org) to view the “Homophones” list in the General Resources section.</p> <p>Write the following sentence where everyone can see it and underline the words planes and plain:</p> <p>Some of the planes I saw at the airport had colorful decorations painted on them but others were very plain.</p> <p>Point out that the sentence contrasts the two homophones, and that the words airport, colorful, and decorations give additional clues about the meanings of the vocabulary words.</p> <p>Repeat this procedure with the following sentence:</p> <p>The Olympic athlete won two gold medals and one silver medal.</p> <p>Have the students help you write a sentence using another pair of homophones. Ask questions such as:</p> <p>Q What words might we add to this sentence to give clues about the meaning of each of the homophones?</p> <p>Then distribute paper and pencils. Have each student choose a homophone pair and write one or two sentences that contrast the homophones. Remind them to include clues that help readers understand the meaning of the vocabulary words.</p> <p>Have volunteers share their sentences with the class. Have the students look for other homophones in their reading and discuss the examples they find.</p>
Publisher	Editorial Change	9781610035859	Teacher	510	Add Extension head and accompanying bullet to page 510	New Text	<p>Extension</p> <ul style="list-style-type: none"> "Explore Homographs: Permit"
Publisher	Editorial Change	9781610035859	Teacher	576	Add bullet to Extension list on page 576.	New Text	"Explore Well-organized and Disorganized and Other Antonyms"
Publisher	Editorial Change	9781610032421	Teacher	616	Add bullets to Extension list on page 616	New Text	<ul style="list-style-type: none"> "Explore Rhyme Scheme in a Variety of Poems" "Using Idioms in Poetry"
Publisher	Error Correction	9781610035828	Teacher	136	Revise first sentence of second paragraph on page 136.	Tell the students that we call the place where a story takes place the setting of the story.	Tell the students that where and when a story takes place is called the setting of the story.
Publisher	Error Correction	9781610035828	Teacher	136	Revise second sentence in first paragraph in Step 4.	Encourage the students to think about the settings of their stories (where the stories take place) as they read today.	Encourage the students to think about the settings of their stories (where and when the stories take place) as they read today.
Publisher	Error Correction	9781610035828	Teacher	156	Revise first sentence in second paragraph of Step 3.	Remind the students that a story’s setting, or where it takes place, is an important part of the story.	Remind the students that a story’s setting, or where and when it takes place, is an important part of the story.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Error Correction	978-1-61003-583-5	Teacher	524	Revise third sentence in Step 3.	They also thought about setting, or where a story takes place, and how that can affect what happens in the story.	They also thought about setting, or where and when a story takes place, and how that can affect what happens in the story.
Publisher	New Content	NA	Student	NA	Supplemental resource for student use that will be located on the Learning Portal.	New text.	See document using URL in column F.
Publisher	New Content	9781610032414	Teacher	9	Step 5: Introduce Writing Notebooks. New text added to the end of the paragraph.	New Text	Explain that it is important to write legibly and leave spaces between words so that their writing is easy to read.
Publisher	New Content	9781610032414	Teacher	10	Adding margin note next to the third paragraph on the page.	New Text	Teacher Note If your students have learned to write in cursive, you might encourage them to use cursive when they write in their notebooks and publish their writing this year.
Publisher	New Content	9781610035842	Teacher	11	Insert new sentence after the first sentences in the first paragraph of Step 10.	New text.	Explain that words that are spelled the same and have different meanings are called homographs.
Publisher	New Content	9781610032414	Teacher	12	Third Teacher Note in margin.	Adding new text to the end of the third Teacher Note in the margin.	If your students have learned to write in cursive, you might encourage them to use cursive when they write in their notebooks this year.
Publisher	New Content	9781610032414	Teacher	13	Step 1: Pair the Students and Introduce "Turn to Your Partner." New text added to the third paragraph.	When you hear this,you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."	When you hear this,you will turn to face your partner and start talking about the question. Point out that it is important to speak clearly and to use an appropriate speaking rate—one that is not too fast and not too slow. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."
Publisher	New Content	9781610032414	Teacher	14	Step 2: Model "Turn to Your Partner." New text added to first paragraph.	Have a student act as your partner, and model turning to face each other and introducing yourselves by your full names. Then ask the students to turn to face each other and introduce themselves.	Have a student act as your partner, and model turning to face each other and introducing yourselves by your full names, speaking clearly and using an appropriate speaking rate. Then ask the students to turn to face each other and introduce themselves.
Publisher	New Content	9781610032414	Teacher	14	Students might say. Adding sample response to list.	New Text	"We spoke clearly and not too fast or too slow."
Publisher	New Content	9781610032414	Teacher	15	Adding margin note next to the first paragraph in Step 4.	New Text	Teacher Note If your students have learned to write in cursive, you might encourage them to use cursive.
Publisher	New Content	9781610032414	Teacher	16	Step 1: Gather and Review "Turn to Your Partner" New text added to end of paragraph.	New Text	If necessary, remind the students to speak to their partners clearly and at an appropriate rate—not too fast and not too slow.
Publisher	New Content	9781610035842	Teacher	20	Insert new teacher note aligned to the end of the first sentence in the first paragraph of the activity "Discuss Multiple Meanings of Snap"	New text.	Teacher Note You might remind the students that words that are spelled the same and have different meanings are called homographs.
Publisher	New Content	9781610032414	Teacher	104	Adding text to the margin note at the top of page 104.	To find an appropriate online dictionary, search the Internet using the keywords "children's dictionary" or "online dictionary for students."	To find an appropriate online dictionary, search the Internet using the keywords "children's dictionary" or "online dictionary for students." Make sure the online dictionary you select features audio recordings that demonstrate correct word pronunciation.

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Publisher	New Content	9781610032414	Teacher	104	Revsing/adding text to the fifth paragraph in the extension.	Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.	<p>Tell the students that partners will choose one of the words they want to know about and search for the word in the online dictionary. Explain that they will look at how the word is divided into syllables and use those divisions as a guide to help them try to pronounce the word; then they will listen to the provided recording of the word to check the pronunciation. After that, they will read the definition and discuss it.</p> <p>Teacher Note You might write the steps the pairs will follow where everyone can see them.</p>
Publisher	New Content	9781610032414	Teacher	104	Add new question at the bottom of the page.	<p>Q Who looked up the word [chorus]? What did you find out about the word?</p> <p>Q Who else looked up the word [chorus]? What can you add to what [Sam and Katie] told us about the word?</p>	<p>Q Who looked up the word [chorus]? What did you find out about the word?</p> <p>Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast or too slow, when you’re sharing your book with the class?</p> <p>Q Who else looked up the word [chorus]? What can you add to what [Sam and Katie] told us about the word?</p>
Publisher	New Content	9781610035842	Teacher	106	Add new Extension above the More Strategy Practice activity on page 106.	New Text	<p>Alphabetize a Series of Words to the Third Letter</p> <p>Teacher Note Display the alphabet where everyone can see it. Review that if the students are not sure what a word means, they can find it in the dictionary and that a dictionary is a “book that lists words in alphabetical (A-B-C) order and gives their meanings and other information.”</p> <p>Explain that today the students will practice organizing words in alphabetical order and that this will make it easier to look up words in the dictionary. Write the words car, ban, den, all, and ear, in that order, where everyone can see them. Explain that you would like the students’ help with organizing the words alphabetically. Ask:</p> <p>Q Which word comes first? Why do you think that [all] comes first?</p> <p>Continue to have the students help you alphabetize the remaining words, writing them in the correct order as the students give you suggestions. As necessary, ask follow-up questions such as:</p> <p>Q Do others agree that [ban] comes next? Why or why not?</p> <p>Write the words ant and are where everyone can see them. Point out that they both start with a. Explain that when words start with the same letter, it is necessary to alphabetize them using the second letter of each word.</p> <p>Write the words it, in, go, fit, and get where everyone can see them. Ask:</p>

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Publisher	New Content	9781610035842	Teacher	106	Add new Extension above the More Strategy Practice activity on page 106.	New Text	<p>Q Which word comes first? Why do you think that [get] comes first?</p> <p>Continue to have the students help you determine the alphabetical order of the remaining words and to explain their thinking.</p> <p>Write the words dodo, document, doe, dodge, and does where everyone can see them. Explain that this list is taken from a children’s dictionary but that you have scrambled the order of the words. Point out that dodge is a word the students learned recently. If necessary, explain that it is not necessary to understand the meanings of all the words for this activity.</p> <p>Point out that all the words start with do. Explain that when words start with the same first two letters, it is necessary to alphabetize them using the third letter of each word. Have the students help you order the words alphabetically and explain their thinking.</p> <p>Repeat this activity with different groups of words as often as necessary until your students can alphabetize to the third letter with ease.</p>
Publisher	New Content	9781610032414	Teacher	115	Add new question above the first question on page 115.	New Text	<p>Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast or too slow, when you’re sharing your book with the class?</p>
Publisher	New Content	9781610035842	Teacher	126	Insert new teacher note aligned to the end of the first sentence in the first paragraph of the activity "Explore Multiple Meanings of Trail"	New text.	<p>Teacher Note</p> <p>You might remind the students that words that are spelled the same and have different meanings are called homographs.</p>
Publisher	New Content	9781610032414	Teacher	132	Add new Extension to bottom of page 132.	New Text	<p>Explore How an Author’s Use of Language Contributes to Voice</p> <p>Show the cover of Childtimes and review that earlier the students heard the personal narrative “Our House” by Pattie Ridley Jones. Explain that this author has a particular way of using language that helps readers get to know her better. Point out that Pattie Ridley Jones uses language that sounds like she grew up a long time ago in the countryside in the southern United States. Point out that it also sounds like she is speaking about her childhood instead of writing about it.</p> <p>Explain that you will reread the first part of “Our House.” Ask the students to listen for language that suggests that the author is telling her stories aloud instead of writing them or that she grew up long ago in the countryside.</p> <p>Read the first two paragraphs of “Our House” aloud, ending with “. . . but I can’t for the life of me remember which room it was” on page 22. Ask:</p> <p>Q What words or phrases make the story sound as if Pattie Ridley Jones was talking aloud?</p> <p>Q What words or phrases might be used by someone who grew up in the countryside a long time ago?[TN]</p> <p>Teacher Note</p> <p>Words and phrases the students identify might include “Well no, to tell you the truth,” “kind of,” and “for the life of me.”</p> <p>As students identify words and phrases, write them where everyone can see them.</p>

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Publisher	New Content	9781610032414	Teacher	132	Add new Extension to bottom of page 132.	New Text	<p>Repeat the same procedure using the third and fourth paragraphs of the story, ending with "... and playing in the yard" on page 23.[TN]</p> <p>Teacher Note Words and phrases the students identify might include "real little," "some little something," and the fragment "Reading, and learning poems."</p> <p>Then ask the students to listen as you read aloud a sentence from another story by Pattie Ridley Jones called "Water" on page 24: "We got so tired of carrying those buckets of water, and we were some kind of glad when Papa finally put a pump on our back porch." Explain that "some kind of glad" sounds spoken, and in particular, it is a kind of language that might be spoken by a person who grew up a long time ago in the countryside in the South. Add "some kind of [mediumblank]" to the list of words and phrases the students have identified.</p> <p>Explain that you will read the first part of another story by Pattie Ridley Jones called "More About My Mother's Mother." Ask the students to listen for words and phrases that sound spoken and like the author was born a long time ago in the countryside.</p> <p>Read "More About My Mother's Mother" aloud, starting on page 25 and stopping on page 28 after the sentence, "And when Grandmama asked us if we liked it, we said," "Yes, ma'am." " Have the students share with the class the words and phrases they have identified.</p> <p>Explain that the language the students have noticed helps readers gets to know Pattie Ridley Jones. Point out that they are part of Pattie Ridley Jones' voice, and that in stories, voice means "the way language is used to show something about the person who is telling the story." Encourage the students to notice the unique ways that narrators use language and what their use of language shows about them.</p>
Publisher	New Content	9781610032414	Teacher	161	Add new Extension to bottom of page 161.	New Text	<p>Use Prepositions to Tell More Introduce the students to using prepositions by having them tell more about where things happen in their writing. Write the following sentence where everyone can see it: The cat ran. Read it aloud and explain that you can make this sentence more interesting and fun to read by telling more about where the cat ran. Ask:</p> <p>Q Where might the cat run?</p> <p>Students might say: "It might run up the stairs." "The cat could run underneath the table." "It could run behind the bed."</p> <p>Model telling more by rewriting the sentence using a few of the students' suggestions.</p> <p>You might say: "I can tell more about the cat by telling where it ran. One idea I heard was that the cat ran up the stairs, so I'll write: The cat ran up the stairs. Another idea I heard was that the cat might run underneath the table, so I'll write: The cat ran underneath the table."</p>

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Publisher	New Content	9781610032414	Teacher	161	Add new Extension to bottom of page 161.	New Text	<p>Point to any prepositions you included in your sentences and explain that words like [up] and [underneath] are prepositions and that prepositions are “words that help readers picture in their minds when or where something happens or what direction something is moving.” Point out that you made your writing more interesting by telling where the cat ran.</p> <p>Teacher Note Common prepositions that show location are above, among, at, behind, beside, in, inside, into, near, off, on, over, toward, under, and underneath. For more practice as a whole class, you might wish to repeat the activity using the sentence I like to ride my bike.</p> <p>Distribute writing paper and pencils. Have the students work in pairs to think about ways to add more to the following sentences by using prepositions that tell where something happens:</p> <ul style="list-style-type: none">• I saw a bird.• The bird flew. <p>Have each student write one or more sentences. Encourage the students to check their sentences to see if they used prepositions like under, on, in, and behind to tell more in their writing. Have a few volunteers share their writing with the class. You might repeat this activity using time and direction prepositions.</p> <p>Teacher Note Time prepositions include words such as before, after, during, and until. Direction prepositions include words such as up, down, and across.</p>
Publisher	New Content	9781610035842	Teacher	169	Insert new teacher note aligned to the end of the first sentence in the first paragraph of Step 3.	New text.	<p>Teacher Note You might remind the students that words that are spelled the same and have different meanings are called homographs.</p>

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Publisher	New Content	9781610035828	Teacher	172	Add new Extension above the Writing About Reading activity page 172.	New Text	<p>Exploring Authors’ Use of Hyperbole</p> <p>Show the cover of Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move and review that the students heard this story earlier. Remind the students that Alexander insists for most of the story that he will not move, but that by the end, he accepts the idea of moving. Explain that Alexander makes many arguments throughout the book about why moving is a terrible idea.</p> <p>Ask the students to listen as you reread page 6 of the story. After you read page 6 aloud, explain that it is very possible that Alexander’s father’s new job and the family’s new house is a thousand miles away. Ask:</p> <p>Q Why do you think Alexander argues that there is no one within a thousand miles of his new house who is his age?</p> <p>Q How likely do you think it is that when Alexander moves to his new house, there will not be anyone within a thousand miles who is his age?</p> <p>If necessary, point out that Alexander is exaggerating, or enlarging a fact beyond what could possibly be true, in order to support his argument that moving is a terrible idea. Explain that this kind of exaggeration is called hyperbole.</p> <p>Then read the first paragraph on page 8. Ask and discuss:</p>
Publisher	New Content	9781610035828	Teacher	172	Add new Extension above the Writing About Reading activity page 172.	New Text	<p>Q Why do you think Alexander argues that he’ll never have kids who know him again, except his brothers?</p> <p>Q How likely do you think it is that he will never have kids who know him again, except his brothers?</p> <p>In a similar way, read aloud and discuss the first sentence on page 23 and the last sentence on page 25.</p> <p>Point out that Alexander’s use of hyperbole supports his argument that moving is a terrible idea. His hyperbole also adds to the humor of the story because readers see how ridiculous his arguments are. Encourage the students to notice instances of hyperbole in the stories they read and to ask themselves how the authors’ use of hyperbole helps readers enjoy and understand those stories.</p> <p>Teacher Note Other instances of hyperbole in Making Meaning texts taught in grade 3 include Miss Nelson Has a Field Day (“meanest substitute in the whole wide world,” p. 12), Aunt Flossie’s Hats (and Crab Cakes Later) (“a trillion flowers,” p. 10), and Mailing May (“a million miles away,” p. 5).</p>
Publisher	New Content	9781610032414	Teacher	198	Add new question above the first question on page 198.	New Text	Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast or too slow, when you’re sharing your book with the class?
Publisher	New Content	9781610035842	Teacher	293	Add a Materials List to the bottom of page 293.	New Text	<p>Materials</p> <ul style="list-style-type: none"> • Computer or tablet device with Internet access for each pair of students

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Publisher	New Content	9781610035842	Teacher	294	Paragraph beginning "Direct the students' attention..." on page 294.	Delete paragraph beginning "Direct the students attention..." and replace with new text in Column I.	<p>Direct the students' attention to the words you wrote and explain that the words are from Brave Irene. Tell the students that partners will choose one of the words they want to know about and search for the word in the online dictionary. Explain that they will look at how the word is divided into syllables and use those divisions as a guide to help them try to pronounce the word; then they will listen to the provided recording of the word to check the pronunciation. After that, they will read the definition and discuss it.</p> <p>Teacher Note You might write the steps the pairs will follow where everyone can see them.</p>
Publisher	New Content	9781610035842	Teacher	294	Add new question, set as the second question on the bottom of page 294.	New Text	Q Is the word pronounced the way you expected it to be? If not, what surprised you?
Publisher	New Content	9781610035842	Teacher	296	Insert new teacher note aligned to the end of the second sentence in the first paragraph of the activity "Discuss Another Meaning of Delirious"	New text.	<p>Teacher Note You might remind the students that words that are spelled the same and have different meanings are called homographs.</p>
Publisher	New Content	9781610035828	Teacher	302	Add new Technology Extension at the top of	New Text	Compare Sonia Sotomayor: A Judge Grows in the Bronx with a Video Interview with Sonia Sotomayor
Publisher	New Content	9781610035842	Teacher	316	Insert new teacher note aligned to the end of the third sentence in the first paragraph of the activity "Discuss Another Meaning of Adjust"	New text.	<p>Teacher Note You might remind the students that words that are spelled the same and have different meanings are called homographs.</p>
Publisher	New Content	9781610032414	Teacher	335	Add new question above the first question on page 335.	New Text	Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast and not too slow, when you're sharing your book with the class?
Publisher	New Content	9781610035859	Teacher	377	Insert new teacher note aligned to the end of the	New text.	<p>Teacher Note You might remind the students that words that are spelled the same and have different</p>

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Publisher	New Content	9781610032421	Teacher	452	Add new Extension to the top of page 452.	New Text	<p>Cite Print Sources in a Bibliography</p> <p>Teacher Note Prior to this activity, locate a children’s nonfiction book that includes a bibliography. You might also wish to create a chart listing the parts of a book and article citation prior to doing this activity.</p> <p>Show the students the bibliography in the book you have selected and explain that this is a bibliography, or a list of the sources that the author used to write the book. Tell the students that the bibliography usually appears at the end of a nonfiction piece. Explain that whenever the students refer to or use information from a book, article, website, or other source in their reports, they need to cite it, or list the source of the information, in a bibliography.</p> <p>Explain that each citation of a book, article, website, or other source in a bibliography needs to include enough information for readers to be able to identify and find the source. Point out that there are rules for how to list the information. Tell the students that they will learn what information to include when they cite a book or a printed article. Write the following citation example where everyone can see it:</p> <p>Walters, Drew. Australian Animals. Chicago: Wonderkid Press, 2012. Print.</p> <p>Point out that this is a book citation and that the parts of the citation are written in a specific order. Ask the students to listen as you describe each part.</p> <p>You might say: “The author’s last name goes first, and then the author’s first name, separated by a comma. Notice there’s a period at the end of the first name. The title of the book comes next, underlined. The city where the publisher of the book is located comes next, followed by a colon. Then comes the name of the publisher, followed by a comma and the year of publication. One more period follows, and then the type of the publication comes last. Here it’s ‘Print’ because it’s for a printed book. The citation ends with a period.”</p> <p>Teacher Note You might explain that the type of publication might be print or web. You might also explain that when we write titles, we underline them. When we type them, we italicize them.</p> <p>List the parts of a book citation where everyone can see them: • Author’s last name (followed by a comma)</p>
Publisher	New Content	9781610032421	Teacher	452	Add new Extension to the top of page 452.	New Text	<p>You might also explain that when we write titles, we underline them. When we type them, we italicize them.</p> <p>List the parts of a book citation where everyone can see them: • Author’s last name (followed by a comma) • Author’s first name (followed by a period) • Book title (underlined, followed by a period) • “Illustrated by” followed by the illustrator’s first and last names (followed by a period) • City (followed by a colon) • Publisher (followed by a comma) • Year of publication (followed by a period) • Type of publication (followed by a period)</p> <p>Have partners gather their sources and work together to write a citation for a book. Then have volunteers from a few pairs write their citations where everyone can see them. Discuss the citations as a class. Repeat the same procedure for an article citation, using the citation and list that follows. If necessary, explain that “vol.” stands for “volume”; “no.” stands for “number”; and “pp.” stands for “pages.”</p> <p>Dinh, Tiffany. “Native Peoples of the Land Down Under.” Journeys, vol. 92, no. 10, February 2012, pp. 3-6. Print. • Author’s last name (followed by a comma) • Author’s first name (followed by a period) • Article title (in quotation marks with a period before the end quotation marks) • Magazine name and edition number (underlined and followed by a comma) • Volume number (followed by a comma) and issue number (followed by a comma) • Month and year of magazine edition (followed by a comma) • Page numbers the article appears on (followed by a period) • Type of publication (followed by a period)</p>

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Publisher	New Content	9781610032421	Teacher	452	Add new Extension to the top of page 452.	New Text	<p>Show the bibliography from the book you selected again, and point out that the citations are organized in a list that is alphabetical by last name of author. Remind the students to write citations for all the sources they used in their research, and explain that they will organize these alphabetically into a bibliography to include at the end of their reports.</p> <p>[T Technology Tip You might also wish to help the students learn to use an online citation generating tool in order to help them correctly cite books, print articles, and websites. Use the keywords “online citation tool” or “online citation generator.” If you want to use MLA style, insert “MLA” in your keyword string. You might practice generating a citation using such a tool before introducing it to your students</p>
Publisher	New Content	9781610032421	Teacher	494	Insert new text after the second sentence in the first paragraph of the extension "More Practice Following Drawing Directions."	New Text	<p>Distribute a copy of “Jackrabbit” (BLM2) to each student. Give the students sufficient time to read the directions. Then use “Think, Pair, Share” to discuss:</p> <p>Q How would you restate, or retell, the directions for drawing a jackrabbit in your own words?</p> <p>Have volunteers share their restatements. Ask and briefly discuss: Q What is helpful about restating the directions before you draw?</p> <p>Have the students follow the directions. After the students have completed their drawings, you might facilitate a discussion comparing these directions to other drawing directions the students have followed or read. Refer to the “Writing Good Directions” chart; then use “Think, Pair, Share” to discuss:</p>
Publisher	New Content	9781610035859	Teacher	517	Add extension above the Day 2 banner on page 517.	New Text	<p>Explore Homographs with Different Pronunciations</p> <p>Write the word permit where everyone can see it. Review that permit is a verb, or action word, that means “allow something to happen or let someone do something.” Tell the students that the word permit is a homograph, or a word that is spelled the same as another word and has a different meaning. Explain that some homographs, such as permit, have the same spellings and different meanings but are also pronounced differently. Say the word permit and then have the students say it. Point out that you stressed the second syllable, or said it louder. Then say the word permit, clearly stressing the first syllable, and have the students say it. Explain that a permit is an “official written statement, usually from a government office, that shows that a person is allowed to do or have something.” For example, in some cities people must have a permit in order to park in certain areas.</p> <p>Write the following sentences where everyone can see them and read them aloud:</p> <p>In order to build a new home, Sonya will need to get a permit from the city government.</p> <p>Will you permit me to take your picture?</p> <p>Have the students discuss which meaning of the word permit is intended in each sentence and why they think so.</p> <p>Repeat this procedure with the following sentences:</p>

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Publisher	New Content	9781610035859	Teacher	517	Add extension above the Day 2 banner on page 517.	New Text	<p>What are your favorite types of produce?[TN]</p> <p>Which two colors produce green when you mix them together?</p> <p>Teacher Note Definitions of produce are the noun meaning “fresh fruits and vegetables” and the verb meaning “create or make.”</p> <p>Give a homograph to each pair of students and have them discuss the meanings of the word.[TN] Have each partner write a sentence that uses one of the meanings. Then have pairs read their sentences to the class and explain how the meaning of the word changes depending on how it is used in each sentence.</p> <p>Teacher Note Use homographs whose meanings and pronunciation are already known by the students or teach the students the words’ meanings and pronunciation before assigning them to partners. Students might be familiar with homographs such as lead (LEHD/LEED), address (uh-DREHS/AD-drehs), close (KLOHS/KLOHZ), and desert (DEH-zurt/dih-ZURT).</p>
Publisher	New Content	9781610035859	Teacher	585	Add extension to bottom of page 585.	New Text	<p>Explore Well-organized and Disorganized and Other Antonyms</p> <p>Write the word well-organized where everyone can see it. Review that if something is well-organized, it is planned or arranged (put together) in a neat or orderly way. Write the word disorganized where everyone can see it. Review that if something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.</p> <p>Remind the students that well-organized and disorganized are antonyms, and review that antonyms are “words with opposite meanings.”</p> <p>Write other antonym pairs the students have learned where everyone can see them (for example floppy/stiff, ban/permit, flimsy/durable), and review their meanings.</p> <p>Teacher Note For a complete table of the antonyms taught in grade 3 and the weeks in which they are introduced, see Appendix C.</p> <p>Write the following sentence where everyone can see it: My garage is well-organized and clean, but my office is disorganized and messy.</p> <p>Point out that the sentence contrasts the two antonyms, and that the words clean and messy give additional clues about the meanings of the antonyms. Ask questions such as:</p> <p>Q What other clues might we add to this sentence to help readers understand the meaning of the antonyms?</p> <p>Repeat this procedure with the following sentence: The raw spaghetti noodles are stiff and hard, but the cooked spaghetti noodles are floppy and soft.</p> <p>Have the students help you write a sentence for one or two more pairs of antonyms. Then distribute paper and pencils. Have each student choose an antonym pair and write one or two sentences that contrast the antonyms. Remind them to include clues that help readers understand the meaning of the antonyms. Have volunteers share their sentences with the class.</p>

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Publisher	New Content	9781610032421	Teacher	643	Add new Extension to the top of page 643.	New Text	<p>Explore Rhyme Scheme in a Variety of Poems</p> <p>Teacher Note</p> <p>For this activity, you will reference the poem “Sunning” on page 648 of the Teacher’s Manual and the students will need to refer to Student Writing Handbook page 27.</p> <p>Explain that some of the poems that the students have listened to and read this week rhyme, or have words ending with the same sound. For example, in the poem “Galoshes,” the words galoshes, splashes, and sloshes rhyme. The poem “Polliwog” includes several rhymes: lakes and wakes, quiver and shiver, wriggle and jiggle, and jog and frog.</p> <p>Explain that many poems (though not all) rhyme, and that rhyming poems use different rhyme schemes, or rhyming patterns. Write the following rhyme where everyone can see it:</p> <p>Patty-cake, patty-cake, baker man Make me a cake as fast as you can Pat it and roll it and mark it with a B And put it in the oven for baby and me Explain that this is a nursery rhyme that is often sung while clapping hands.</p> <p>Teacher Note</p> <p>Some of your students may know this rhyme and the clapping pattern that traditionally accompanies it. If not, you might wish to teach them how to clap to it. If necessary, search online for a video demonstrating the clapping pattern prior to teaching this extension.</p> <p>Have the students read the nursery rhyme aloud with you. Ask and briefly discuss:</p> <p>Q What do you notice about the words at the ends of the first two lines? What about at the end of the second two lines?</p> <p>If necessary, point out that man and cap rhyme and that B and me rhyme. Explain that this pattern, in which</p> <p>Repeat the same procedure to discuss lines 7–10 and 11–14. Then ask,</p> <p>Q What do you notice about lines 15 and 16?</p> <p>Explain that the poet, James S. Tippett, combined different kinds of rhyme to create a special rhyme scheme for his poem. Explain that rhyme schemes add to the meaning and pleasure we get from reading and writing poems. Encourage the students to notice rhyme schemes in the poems they read and to try out and even invent various rhyme schemes in their own poems.</p>
Publisher	New Content	9781610032421	Teacher	643	Add new Extension to the top of page 643.	New Text	

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Publisher	New Content	9781610032421	Teacher	663	Add new Extension to the bottom of page 663.	New Text	<p>Using Idioms in Poetry</p> <p>Write the phrase “have eyes in the back of your head” where everyone can see it. Point out that “have eyes in the back of your head” is an idiom. Explain that an idiom is an “expression or phrase that means something different from what it appears to mean.” Explain that when we say people have eyes in the back of their head, we do not mean that they actually have eyes in the backs of their heads. We mean that they are aware of things going on around them that they cannot see.</p> <p>Explain that idioms are expressions we use in everyday speech and writing. Point out that idioms are like poetry because they create pictures in our minds like poems do. For that reason, they can be included in poems and can even give us ideas for new poems.</p> <p>Ask the students to help you write a short poem using the idiom “have eyes in the back of your head.” As you write, ask questions such as:</p> <p>Q What might I notice if I had eyes in the back of my head that I wouldn’t otherwise notice? What else might I notice?</p> <p>Q What might people say or do if they saw that I had eyes in the back of my head?</p> <p>Q What might be fun or interesting about having eyes in the back of my head?</p> <p>Q What might be hard about having eyes in the back of my head?[TN]</p>
Publisher	New Content	9781610032421	Teacher	663	Add new Extension to the bottom of page 663.	New Text	<p>Teacher Note</p> <p>If you are using the Making Meaning Vocabulary Teaching Guide, you might review the idioms the students have learned in that program (see Appendix C in the Vocabulary Teaching Guide for a full list of the idioms taught).</p> <p>Have the students look through the poems they have drafted and ask themselves where in their poems they might include an idiom, or what new poem they might write using an idiom. Have them share their ideas with the class. Then have the students try out their ideas and share with the class what they wrote.</p>

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English Language Arts and Reading, Grade 4 <i>Collaborative Literacy, Grade 4</i> (ISBN 9781682464397)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610035866	Teacher	51	Teacher Note at the bottom of page 51, next	Delete this Teacher Note Teacher Note	NA
Publisher	Editorial Change	9781610035866	Teacher	91	Revise the third question on page 91.	Revise this question: Which do you think is more interesting, the firsthand account or the secondhand account? Why?	Which do you think is more interesting, the firsthand account by John Muir or the secondhand account by John Bliss? Why?
Publisher	Editorial Change	9781610035866	Teacher	91	Revise the first sentence in the second paragraph on page 91	Revise this sentence: Tell the students that when they talk about which account of John's journey is more interesting, they are giving an opinion.	Tell the students that when they talk about which account of John Muir's journey is more interesting, they are giving an opinion.
Publisher	Editorial Change	9781610032438	Teacher	102	Sixth paragraph on page 102.	Revise existing text: Give pairs a minute or two to choose a word, find it in the dictionary, and read and discuss the word's entry.	Have pairs choose a word, find it in the dictionary, and discuss it.
Publisher	Editorial Change	9781610032438	Teacher	128	Third bullet in "In this lesson, the students:" list.	Delete: Write freely about things that interest them	Insert: Write about single memories, topics, or events.
Publisher	Editorial Change	9781610032438	Teacher	130	Second paragraph of Step 1	Revise this sentence: Explain that today you will read a personal narrative by a different author.	Explain that today you will read an anecdote by a different author.
Publisher	Editorial Change	9781610032438	Teacher	131	First paragraph of Step 2	Revise this sentence: Explain that, like Eloise Greenfield, Betsy Byars is a professional children's author and that in this memoir, she writes about interesting events she has experienced.	Explain that, like Eloise Greenfield, Betsy Byars is a professional children's author and that in this memoir, she writes anecdotes about interesting events she has experienced.
Publisher	Editorial Change	9781610032438	Teacher	132	First paragraph in Step 4.	Revise this sentence: Remind the students that the single, interesting event that Betsy Byars writes about in "A Snake Named Moon" is the time she encountered a snake on her front porch.	Remind the students that the single, interesting event that Betsy Byars writes about in the anecdote "A Snake Named Moon" is the time she encountered a snake on her front porch.
Publisher	Editorial Change	9781610032438	Teacher	132	First paragraph at the top of page 133.	Revise this sentence: Explain that you would like all the students to try writing about one interesting event from their own lives during Writing Time today.	Explain that you would like all the students to try writing anecdotes about one interesting event from their own lives during Writing Time today.
Publisher	Editorial Change	9781610032438	Teacher	144	First paragraph in Step 2.	Revise these sentences: Show the cover of Childtimes and remind the students that they heard "First Days," "Mama Sewing," and "Joe Louis" by Eloise Greenfield last week.	Show the cover of Childtimes and remind the students that they heard the anecdotes "First Days," "Mama Sewing," and "Joe Louis" by Eloise Greenfield last week. Explain that
Publisher	Editorial Change	9781610032438	Teacher	145	First question in Step 3.	Revise this question: Q What experience does the author describe in this personal narrative?	Q What experience does the author describe in this anecdote?
Publisher	Editorial Change	9781610032438	Teacher	147	Second paragraph in Step 1.	Revise this sentence: Explain that you will read another personal narrative by Lessie Jones Little, and encourage the students to think, as they listen, about the single experience she writes about.	Explain that you will read another anecdote by Lessie Jones Little, and encourage the students to think, as they listen, about the single experience she writes about.
Publisher	Editorial Change	9781610032438	Teacher	148	Delete second sentence from first paragraph of the Teacher Conference Note and the following four questions.	Delete: Help the student extend his thinking about personal narrative by asking questions such as: Q Why did you choose to write about this [event/memory/thing]? Q What else do you remember about it that you can add to the narrative? Q What words are you using to describe what you [saw/heard/smelled/tasted/felt]? Q What other experiences from your own life might you want to write about?	Text deletion to make room for new content on page 149. Questions deleted from the Teacher Conference Note are reproduced on Conference Notes: Focus 1 on page 38 of the Assessment Resource Book.
Publisher	Editorial Change	9781610035866	Teacher	186	Delete and replace the first response in the Students might say note	" At the beginning of the story, Paulina wants to marry the prince. That's something I guessed would happen."	"All the different tests Paulina has to go through were kind of predictable. They were like the tests princes usually go through in fairy tales to be chosen as the princess's new husband."
Publisher	Editorial Change	9781610035866	Teacher	186	Delete and replace the third response in the Students might say note	" It's surprising that Paulina decides to open a pizza shop instead of marrying the prince."	"I predicted that she would marry the prince and live happily ever after. That was incorrect. By the end, she decides not to marry him."
Publisher	Editorial Change	9781610035866	Teacher	231	Revise the third question on page 91.	Revise this question: Q Which do you think is more interesting, the firsthand account or the secondhand account? Why?	Q Which do you think is more interesting, the firsthand account account by Jackie Robinson or the secondhand account account by Peter Golenbock? Why?
Publisher	Editorial Change	9781610035866	Teacher	278	Add new bullet to Extensions list.	New text.	<ul style="list-style-type: none"> Exploring Plot Elements in Hurricane

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Publisher	Editorial Change	9781610035866	Teacher	293	Delete Students might say feature.	Students might say: “ They’re worried about their cat because they can’t find him.” “ Their dad is making sure everything in the yard is fastened down so nothing will blow away.” “ They look out the storm door and see Hannibal the cat, soaking wet.”	Deletion of non-TEKS bearing text to make room for new content.
Publisher	Editorial Change	9781610035873	Teacher	342	Add new bullet to Extensions list.	New text.	• "Exploring Plot Elements in Peppe the Lamplighter"
Publisher	Editorial Change	9781610035897	Teacher	368	Revise the second sentence in the second paragraph on page 368.	Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.	Tell the students that partners will choose one of the words they want to know about and search for the word in the online dictionary.
Publisher	Editorial Change	9781610035897	Teacher	368	Revise first sentence in third paragraph on page 368.	Give partners a minute or two to choose a word, look it up in the online dictionary, and read and discuss the word entry.	Have pairs choose a word, find it in the online dictionary, and discuss it.
Publisher	Editorial Change	9781610032445	Teacher	606	Revise second sentence in Step 3.	Revise this sentence: Briefly discuss how they will act as members of the audience.	Briefly discuss how they will act, both as presenting authors and as members of the audience.
Publisher	New Content	NA	Student	NA	Supplemental resource for student use that will be located on the Learning Portal.	New text.	See document using URL in column F.
Publisher	New Content	9781610032438	Teacher	10	Add new text to end of first paragraph in Step 5	New text.	Tell the students that it is important to write legibly and to leave spaces between words so that their writing is easy to read.
Publisher	New Content	9781610032438	Teacher	10	Add new Teacher Note to bottom of side margin next to the third paragraph on page 10.	New text.	Teacher Note If your students have learned to write in cursive, you might encourage them to use cursive when they write in their notebooks and publish their writing this year.
Publisher	New Content	9781610032438	Teacher	14	Add new text to the end of the first Teacher Note in the margin on page 14.	New text.	If your students have learned to write in cursive, you might encourage them to use cursive when they write in their notebooks this year.
Publisher	New Content	9781610032438	Teacher	17	Add new Teacher Note at the top of the margin next to the first paragraph in Step 3.	New text.	Teacher Note If your students have learned to write in cursive, you might encourage them to use cursive when they write in their notebooks this year.
Publisher	New Content	9781610035866	Teacher	52	Insert new Teacher Note in the margin above the Technology Tip on page 52.	New text.	Teacher Note You might explain that firsthand accounts are often called primary sources and that secondhand accounts are often called secondary sources. Explain that a primary source can be anything (for example, an article, interview, or diary entry) that is created by a person who was there when the event happened. A secondary source can be anything (for example, a book, article, or movie) that is created by a person who was not present when the event occurred.
Publisher	New Content	9781610035866	Teacher	90	Insert new text after the third sentence in the first paragraph on page 90.	New text.	Explain that secondhand accounts are often called secondary sources and that a secondary source can be anything (for example, a book, article, or movie) that is created by a person not present when the event occurred.
Publisher	New Content	9781610035866	Teacher	90	Insert new text after the last sentence in the fourth paragraph on page 90.	New text.	Explain that secondhand accounts are often called secondary sources and that a secondary source can be anything (for example, a book, article, or movie) that is created by a person not present when the event occurred.

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Publisher	New Content	9781610035866	Teacher	91	Insert new text between the second and third questions on page 91.	New text.	<p>Tell the students that it is important to check whether a secondhand account, or secondary source, is written by someone who thoroughly researched the topic. Name several types of secondary sources, and have the students discuss whether they think the sources are credible, or believable. You might mention sources such as gossip magazines, wiki sites, science magazines, your local newspaper, or a favorite website you use with your students. Ask:</p> <p>Q Based on the excerpt from John Muir’s autobiography, is the book by John Bliss a credible, or believable, source for learning about John Muir? Why do you think that?</p>
Publisher	New Content	9781610032438	Teacher	102	Add new text to the end of the Technology Tipa at the top of the margin on page 102.	New text.	<p>Make sure the online dictionary you select features audio recordings that demonstrate correct word pronunciation.</p>
Publisher	New Content	9781610032438	Teacher	102	Fifth paragraph on page 102.	Revise and add to existing text: Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.	<p>Tell the students that partners will choose one of the words they want to know about and search for the word in the online dictionary.</p> <p>Explain that they will look at how the word is divided into syllables and use those divisions as a guide to help them try to pronounce the word; then they will listen to the provided recording of the word to check the pronunciation. After that, they will read the definition and discuss it.</p> <p>Teacher Note You might write the steps the pairs will follow where everyone can see them.</p>
Publisher	New Content	9781610032438	Teacher	102	Add new question between the two existing questions at the bottom of page 102.	New text.	<p>Q Is the word pronounced the way you expected it to be? If not, what surprised you?</p>
Publisher	New Content	9781610032438	Teacher	103	Add a new para in the lesson body as the 2nd para in Step 2.	New text.	<p>In addition to asking the students to capitalize proper nouns, you might also point out that the first word, the last word, and each important word in a title are capitalized. You might explain that the words am, is, was, and other forms of be are important because they are verbs.</p>
Publisher	New Content	9781610032438	Teacher	118	Add new bullet to Extensions list.	New text.	<p>• "Explore How an Author's Use of Language Contributes to Voice"</p>
Publisher	New Content	9781610032438	Teacher	129	Second paragraph of Step 2	Insert new paragraph following this sentence: She does not try to write about her whole childhood in one story.	<p>Explain that a short, true story about a single event, memory, or thing is called an anecdote and that anecdotes can serve different purposes. Some anecdotes are meant to make readers laugh while others tell stories of peoples’ pasts or make readers think more about an important topic.</p>
Publisher	New Content	9781610032438	Teacher	129	Second paragraph of Step 2	Revise this sentence: Invite the students to think and write about just one special memory, topic, or event during Writing Time today.	<p>Invite the students to think and write an anecdote about just one...</p>
Publisher	New Content	9781610032438	Teacher	130	First paragraph of Step 1	Revise this sentence: Remind the students that, in each of these narratives, the author writes about one small thing she remembers from her childhood.	<p>Remind the students that, in each of these narratives, or anecdotes, the author writes a true, short story about one small thing she remembers from her childhood.</p>
Publisher	New Content	9781610032438	Teacher	132	Add new paragraph after the "Students might say" note in Step 3.	New text.	<p>Remind the students that authors use anecdotes for different reasons. Some anecdotes are meant to make readers laugh while others tell stories of peoples’ pasts or make readers think more about an important topic. Ask:</p> <p>Q Why do you think Betsy Byars included this anecdote in her book The Moon and I? What makes you think that?</p>

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Publisher	New Content	9781610032438	Teacher	144	Add new Teacher Note next to the first paragraph in Step 2.	New text.	Teacher Note You might remind the students that a short, true story about a single event, memory, or thing is called an anecdote and that anecdotes can serve different purposes. Some anecdotes are meant to make readers laugh while others tell stories of peoples' pasts or make readers think more about an important topic.
Publisher	New Content	9781610032438	Teacher	149	Insert new Extension activity after the Technology Extension on page 149.	New text.	Explore How an Author's Use of Language Contributes to Voice Show the cover of Childtimes and review that earlier the students heard the personal narratives "Hot Rolls" and "Learning the Hard Way" by Lessie Jones Little. Explain that this author has a particular way of using language that helps readers get to know her better. Point out that Lessie Jones Little uses language that sounds like she grew up a long time ago in the countryside in the southern United States. Point out that it also sounds like she is speaking about her childhood instead of writing about it. Explain that you will reread "Hot Rolls." Ask the students to listen for language that suggests that the author is telling her stories aloud instead of writing them or that she grew up long ago in the countryside. Read "Hot Rolls" aloud. Ask: Q What words or phrases make the story sound as if Lessie Jones Little was talking aloud? Q What words or phrases might be used by someone who grew up in the countryside a long time ago? Teacher Note Words and phrases the students identify might include "some kind of good" and "good old hot rolls"; the fragments "And rolls," "Too long," and "Good old hot rolls with homemade butter and homemade preserves"; and sentences starting with "And" such as "And rolls" and "And that would be the end of that." As students identify words and phrases, write them where everyone can see them. Explain that you will read short passages from other stories in Childtimes by Lessie Jones Little, and ask the students to listen for words and phrases that sound spoken or like the author was born a long time ago in the countryside. Read the passages that follow aloud. After each, have the students identify words and phrases, and write them where everyone can see them.
Publisher	New Content	9781610035866	Teacher	169	Add new bullet to Extensions list.	New text.	• Exploring Plot Elements in The Princess and the Pizza
Publisher	New Content	9781610035866	Teacher	185	insert new question in the first position at the bottom of page 185.	New text.	Q What did you predict would happen in this story about Princess Paulina? Was your prediction correct? Explain your thinking.

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Publisher	New Content	9781610035866	Teacher	188	Add new Extension to the bottom of page 188.	New text.	<p>Exploring Plot Elements in The Princess and the Pizza</p> <p>Show the cover of The Princess and the Pizza and remind the students that they heard the story earlier. Ask:</p> <p>Q What is the plot of this story? What happens to Paulina, the main character in this story?</p> <p>If necessary, remind the students that in the story the main character, Paulina, enters a contest held by Queen Zelda to be chosen as the bride of the queen’s son, Prince Drupert. During one of the tests she is given, she accidentally invents pizza. She is chosen by Queen Zelda to marry the prince but decides to open a pizza restaurant instead.</p> <p>Tell the students that you will reread part of the book aloud and that you want them to listen for what happens in the plot during this part of the story. Read pages 18–25 aloud. Ask:</p> <p>Q What do you think is the most exciting or interesting event that happens in this part of the story?</p>
Publisher	New Content	9781610035866	Teacher	188	Add new Extension to the bottom of page 188.	New text.	<p>Have a few volunteers share their thinking. Explain that most fiction plots have a climax and that a climax is the place in the story where the action reaches its highest point. Point out that in The Princess and the Pizza, the climax is the part of the story where Paulina desperately tries to keep from getting beheaded by cooking the meal she had prepared and serving it to the prince. Explain that the events leading up to the moment of climax are called the rising action and the events that happen after the climax are called the falling action.</p> <p>Tell the students that noticing the climax, rising action, and falling action in a story makes the story more interesting and enjoyable to read. Encourage the students to notice these plot elements as they read and listen to stories.</p> <p>Teacher Note You might add the following terms and definitions to the “Important Elements of Stories” chart as sub-bullets under “plot”:</p> <ul style="list-style-type: none"> • climax: place in the story where the action reaches its highest point • rising action: events leading up to the climax • <u>falling action: events that happen after the climax</u>
Publisher	New Content	9781610032438	Teacher	192	Add new text to existing Skill Practice Note at the bottom of page 192.	New text.	<p>In addition to asking the students to proofread for spelling and run-on sentences, you might point out that the first word, the last word, and each important word in a title are capitalized. Short words such as articles, prepositions with fewer than five letters, and coordinating conjunctions, such as and and but, are not capitalized unless they are the first or last word of the title.</p> <p>If necessary, you might explain that the words am, is, was, and other forms of be are important because they are verbs. The word to is lowercase in titles whether it is a preposition (as in Coming to America) or part of the verb phrase (as in “How to Make Oobleck”).</p>
Publisher	New Content	9781610035866	Teacher	230	Insert new text after the last sentence in the second paragraph of the activity.	New text.	<p>Explain that secondhand accounts are often called secondary sources and that a secondary source is anything (for example, a book, article, or movie) that is created by a person not present when the event occurred.</p>

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Publisher	New Content	9781610035866	Teacher	231	Insert new text between the second and third questions on page 231.	New text.	<p>Tell the students that it is important to check whether a secondhand account, or secondary source, is written by someone who thoroughly researched the topic. Name several types of secondary sources, and have the students discuss whether they think the sources are credible, or believable. You might mention sources such as gossip magazines, wiki sites, science magazines, your local newspaper, or a favorite website you use with your students. Ask:</p> <p>Q Based on the excerpt from Jackie Robinson’s autobiography, is the book Teammates a credible, or believable, source for learning about Jackie Robinson? Why do you think that?</p>
Publisher	New Content	9781610035866	Teacher	288	Add new Extension to the bottom of page 288.	New text.	<p>Exploring Plot Elements in Hurricane</p> <p>Show the cover of Hurricane and remind the students that they heard the story earlier. Ask:</p> <p>Q What is the plot of this story? What happens to the characters in this story?</p> <p>Teacher Note If necessary, remind the students that in the story a hurricane blows a neighbor’s tree down in David and George’s yard. The boys enjoy playing in the tree until one day some men cut it up and remove the pieces. This deeply disappoints the boys. In the end their father says another hurricane is on the way, and the boys hope another tree will fall in their yard.</p> <p>Tell the students that you will reread part of the book aloud and that you want them to listen for what happens in the plot in this part of the story. Read pages 24–27 aloud, stopping after “. . . feeling as miserable as he had ever felt in his life.” Ask:</p> <p>Q What do you think is the most exciting or interesting event that happens in this part of the story?</p>
Publisher	New Content	9781610035866	Teacher	288	Add new Extension to the bottom of page 288.	New text.	<p>Have a few volunteers share their thinking. Explain that most fiction plots have a climax and that a climax is the place in the story where the action reaches its highest point. Point out that in Hurricane, the climax is the part of the story where the boys see men arriving with chainsaws. Explain that the events leading up to the moment of climax are called the rising action and the events that happen after the climax are called the falling action.</p> <p>Tell the students that noticing the climax, rising action, and falling action in a story makes the story more interesting and enjoyable to read. Encourage the students to notice these plot elements as they read and listen to stories.</p> <p>Teacher Note If you have not done so, you might add the following terms and definitions to the “Important Elements of Stories” chart as sub-bullets under “plot”:</p> <ul style="list-style-type: none"> • climax: place in the story where the action reaches its highest point • rising action: events leading up to the climax • falling action: events that happen after the climax

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Publisher	New Content	9781610032438	Teacher	313	Add new text to existing Skill Practice Note at the bottom of page 313.	New text.	<p>In addition to asking the students to proofread for speech punctuation, you might also point out that the first word, the last word, and each important word in a title are capitalized. You might explain that the words am, is, was, and other forms of be are important because they are verbs.</p> <p>You might further explain that short words such as articles, prepositions with fewer than five letters, and coordinating conjunctions, such as and and but, are not capitalized unless they are the first or last word of the title. The word to should always be lowercase in titles whether it is a preposition (as in Coming to America) or part of the verb phrase (as in “How to Make Oobleck”).</p>
Publisher	New Content	9781610035897	Teacher	367	Add new text to the end of the Technology Tip at the bottom of the margin on page 367.	New text.	Make sure the online dictionary you select features audio recordings that demonstrate correct word pronunciation.
Publisher	New Content	9781610035897	Teacher	367	Add new Teacher Note to the margin below the Technology Tip on page 367.	New Text.	<p>Teacher Note</p> <p>The use of a print dictionary is introduced in Week 5, Day 3, Steps 3–4.</p>
Publisher	New Content	9781610035897	Teacher	368	Insert new text to the revised (as shown in row 62) second paragraph on page 368.	New text.	<p>Explain that they will look at how the word is divided into syllables and use those divisions as a guide to help them try to pronounce the word; then they will listen to the provided recording of the word to check the pronunciation. After that, they will read the definition and discuss it.</p> <p>Teacher Note</p> <p>You might write the steps the pairs will follow where everyone can see them.</p>
Publisher	New Content	9781610035897	Teacher	368	Add new question between the two	New text.	Q Is the word pronounced the way you expected it to be? If not, what surprised you?
Publisher	New Content	9781610035873	Teacher	380	Add new Extension to the bottom of page 380.	New text.	<p>Exploring Plot Elements in Peppe the Lamplighter</p> <p>Show the cover of Peppe the Lamplighter and remind the students that they heard the story earlier. Ask:</p> <p>Q What is the plot of this story? What happens to the characters in this story?</p> <p>If necessary, remind the students that in the story Peppe gets a job lighting lamps, but his father is ashamed of him. One night Peppe stays home instead of lighting the lamps. That night, his sister Assunta does not come home. Peppe’s father begs him to light the lamps. He does so, and finds Assunta. Peppe’s father praises him, and Peppe goes back to lighting lamps.</p> <p>Tell the students that you will reread part of the book aloud and that you want them to listen for what happens in the plot during that part of the story. Read aloud the last paragraph on page 20 beginning with “Peppe sat in the kitchen . . .” and continue reading aloud through page 24. Ask:</p> <p>Q What do you think is the most exciting or interesting event that happens in this part of the story?</p>

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Publisher	New Content	9781610035873	Teacher	380	Add new Extension to the bottom of page 380.	New text.	<p>Have a few volunteers share their thinking. Explain that most fiction plots have a climax and that a climax is the place in the story where the action reaches its highest point. In Peppe the Lamplighter, the climax is the part of the story where Assunta does not come home as expected. Explain that the events leading up to the moment of climax are called the rising action and the events that happen after the climax are called the falling action.</p> <p>Tell the students that noticing the climax, rising action, and falling action in a story makes the story more interesting and enjoyable to read. Encourage the students to notice these plot elements as they read and listen to stories.</p> <p>Teacher Note If you have not done so, you might wish to add the following terms and definitions to the “Important Elements of Stories” chart as sub-bullets under “plot”:</p> <ul style="list-style-type: none">• climax: place in the story where the action reaches its highest point• rising action: events leading up to the climax• falling action: events that happen after the climax

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Publisher	New Content	9781610032445	Teacher	441	Add new text to existing Skill Practice Note at the	New text.	In addition to asking the students to proofread for spelling and run-on sentences, you might point out that the first word, the last word, and each important word in a title are
Publisher	New Content	9781610032445	Teacher	524	Add new Teacher Note at the top of the margin next to the first bulleted item on page 524.	New text.	Teacher Note You might point out that the first word, the last word, and each important word in the name of a game are capitalized. You might explain that the words am, is, was, and other forms of be are important because they are verbs. Short words such as articles, prepositions with fewer than five letters, and coordinating conjunctions, such as and and but, are not capitalized unless they are the first or last word of the title.
Publisher	New Content	9781610035873	Teacher	595	Add new Teacher Note at the top of the margin next to You might say note on page 595.	New text.	Teacher Note You might point out that the first word, the last word, and each important word in a title are capitalized. You might further explain that short words such as articles, prepositions with fewer than five letters, and coordinating conjunctions, such as and and but, are not capitalized unless they are the first or last word of the title.
Publisher	New Content	9781610032445	Teacher	603	Insert new question in the first position in Step 3.	New text.	Q Why is it important to use an appropriate speaking rate, or speak in a way that is not too fast or too slow, when you're sharing your opinion essay with the class?
Publisher	New Content	9781610032445	Teacher	606	Insert new question in the first position in Step 3.	New text.	Q Why is it important to use an appropriate speaking rate, or speak in a way that is not too fast or too slow, when you're sharing your opinion essay with the class?
Publisher	New Content	9781610035873	Teacher	615	Add new Teacher Note to the margin next to the third paragraph in Step 2 on pave 615.	New text.	Teacher Note You might point out that the first word, the last word, and each important word in a title are capitalized. You might explain that the words am, is, was, and other forms of be are important because they are verbs. You might further explain that short words such as articles, prepositions with fewer than five letters, and coordinating conjunctions, such as and and but, are not capitalized unless they are the first or last word of the title. The word to should always be lowercase in titles whether it is a preposition (as in Coming to America) or part of the verb phrase (as in "How to Make Oobleck").

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English Language Arts and Reading, Grade 5 <i>Collaborative Literacy, Grade 5</i> (ISBN 9781682464403)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032452	Teacher	2	Add bullet to Extension list on page 2	New text.	<ul style="list-style-type: none"> "Explore How an Author's Use of Language Contributes to Voice"
Publisher	Editorial Change	9781610032452	Teacher	102	Revise the second sentence in the fifth	Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary,	Tell the students that partners will choose one of the words they want to know about and search for the word in the online dictionary.
Publisher	Editorial Change	9781610032452	Teacher	102	Revise the first sentence in the sixth paragraph of	Give pairs a minute or two to choose a word, find it in the dictionary, and read and discuss the word's entry.	Have pairs choose a word, find it in the dictionary, and discuss it.
Publisher	Editorial Change	9781610035927	Teacher	116	Revise the first sentence in the sixth paragraph of the extension activity.	Give pairs a minute or two to choose a word, look it up in the online dictionary, and read and discuss the word entry.	Have pairs choose a word, find it in the online dictionary, and discuss it.
Publisher	Editorial Change	9781610032452	Teacher	118	Add bullet to Extension list on page 118	New text.	<ul style="list-style-type: none"> "Explore Stereotypes in 'Good Boy' "
Publisher	Editorial Change	9781610032452	Teacher	118	Add bullet to Extension list on page 118	New text.	<ul style="list-style-type: none"> "Explore Anecdotes"
Publisher	Editorial Change	9781610032452	Teacher	118	Add bullet to Extension list on page 118	New text.	<ul style="list-style-type: none"> "Explore Hyperbole in Knots in My Yo-yo String"
Publisher	Editorial Change	9781610035903	Teacher	154	Add bullet to Extension list on page 154.	New text.	<ul style="list-style-type: none"> "Using a Text Feature to Make Predictions"
Publisher	Editorial Change	9781610035903	Teacher	154	Add bullet to Extension list on page 154.	New text.	<ul style="list-style-type: none"> "Exploring Plot Elements in Tuck Everlasting"
Publisher	Editorial Change	9781610035903	Teacher	161	Revise first sentence of second paragraph in Step 2 on page 161 to remove the book title.	Read aloud the paragraphs on the back cover of Tuck Everlasting.	Read aloud the paragraphs on the back cover of the book.
Publisher	Editorial Change	9781610035903	Teacher	161	Delete "ask" from the end of the secondand immortality means "living forever." Ask:and immortality means "living forever."
Publisher	Editorial Change	9781610035903	Teacher	161	Delete last bullet in Students might say note in Step 2 on page 161. Replace with new bullet.	Delete: " I'm wondering if Winnie ends up drinking the water or not."	Replace with: "I predict that Winnie will drink the water and become immortal because in the fantasy stories I've read, normal kids have gotten magical powers."
Publisher	Editorial Change	9781610035903	Teacher	161	Revise first sentence of first paragraph in Step 3 on page 161.	Show the prologue on page 3 and explain that a prologue is "a short introduction before the first chapter."	Show the prologue on page 3 and explain that this section is called a prologue. Explain that a prologue is a "text feature that provides a short introduction to a book before the first chapter."
Publisher	Editorial Change	9781610035903	Teacher	162	Delete last bullet in Students might say note in Step 3 on page 162. Replace with new bullet.	Delete: " I think the author wants us to wonder how the three events might end up being connected so we'll want to keep reading to find out more."	Replace with: "I predict that the three events will end up being connected."
Publisher	Editorial Change	9781610035903	Teacher	188	Revise the last sentence in the third paragraph of Step 5.	Explain that characters often learn or change as a result of a story's conflicts.	Point out that characters often learn or change as a result of a story's conflicts.
Publisher	Editorial Change	9781610035903	Teacher	188	Revise the second question in Step 5.	Q How do you think Winnie might change as the story goes on?	Q What do you predict about how Winnie might change as the story goes on?
Publisher	Editorial Change	9781610035903	Teacher	204	Revise the last question in Step 3 on page 204.	Q What do you think might happen next?	Q What do you predict will happen next?
Publisher	Editorial Change	9781610032452	Teacher	205	Insert new bullet under "Technology Extensions" as the last bullet.	New text.	<ul style="list-style-type: none"> "Watch a Storyteller's Gestures"

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Publisher	Editorial Change	9781610035903	Teacher	205	Revise the second to last bullet in the "Students might say" note on page 205.	" I think Mae might attack the constable, too."	" I predict that Mae will attack the constable, too."
Publisher	Editorial Change	9781610035903	Teacher	207	Revise first sentence in the second paragraph.	Explain that most fiction plots have a climax and that a climax is a "point of great excitement and interest in a story."	Explain that most fiction plots have a climax and that a climax is the "place in the story where the action reaches its highest point."
Publisher	Editorial Change	9781610035903	Teacher	207	Revise the second sentence in the last paragraph of Step 1 on page 207.	Explain that this event is the climax of the story because it is a moment of great excitement and interest and also because it lets us know how the conflict between the Tucks and the man in the yellow suit ends.	Explain that this event is the climax of the story because it is place in the story where the action reaches its highest point and also because it lets us know how the conflict between the Tucks and the man in the yellow suit ends.
Publisher	Editorial Change	9781610035903	Teacher	222	Revise the first sentence of the last bullet in the "Students might say" note on page 222.	" I think Winnie is going to decide that Tuck has the right idea.	" I predict that Winnie is going to decide that Tuck has the right idea.
Publisher	Editorial Change	9781610035903	Teacher	223	Revise "climax" definition in chart on page 223.	– climax: point of great excitement and interest in a story	– climax: place in the story where the action reaches its highest point
Publisher	Editorial Change	9781610035903	Teacher	227	Revise "climax" definition in chart on page 223.	– climax: point of great excitement and interest in a story	– climax: place in the story where the action reaches its highest point
Publisher	Editorial Change	9781610035903	Teacher	229	Revise Step 4 heading	Revisit the Story's Big Question	Revisit the Story's Big Question and the Students' Predictions
Publisher	Editorial Change	9781610035934	Teacher	502	Revise "Extension" head	Delete: "Extension"	Insert: "Technology Extension"
Publisher	Editorial Change	9781610035934	Teacher	502	Revise bullet under "Extension" head.	Delete: "An Interesting Fact About Preposterous"	Insert: "Explore the Origins of Preposterous and Other Words"
Publisher	Editorial Change	9781610035934	Teacher	510	Delete existing extension "An Interesting Fact About Preposterous" and insert new Technology Extension	New text.	<p>Technology Extension</p> <p>Explore the Origins of Preposterous and Other Words</p> <p>Technology Tip</p> <p>To find an appropriate online dictionary, search online using the keywords "children's dictionary" or "online dictionary for students." Note that some children's dictionaries provide word origins only for selected words. For this reason you might wish to have your students use an etymological dictionary instead. Use the keywords "online etymological dictionary."</p> <p>Remind the students that they learned the word preposterous and review that it means "ridiculous, or very silly or foolish." Explain that the students will learn the origins of the word, or how it was formed.</p> <p>Have partners sit together at computers. Have the students navigate to the dictionary you selected. Direct their attention to the Search box. Ask them to type preposterous into the box and click the Search button or icon. Point out the feature that tells the origins of the word. Have a volunteer read aloud the information about the origins of preposterous.</p> <p>Teacher Note</p> <p>If necessary, explain key information about the origins of the word. For example, preposterous comes from the Latin prae ("before") and posteros ("coming after"). Literally, the word means "before-after." When someone does something first that should be done later, it is preposterous, or contrary to the way we think it should be done.</p> <p>Write the words <u>clamor</u>, <u>desert</u>, <u>pandemonium</u>, <u>prejudice</u>, <u>resilient</u>, <u>spectacle</u>, and</p>

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Publisher	Error Correction	9781610035927	Teacher	116	Capitalize "Audio" in the second bullet of the Extension activity "Use an Online Dictionary"	accessed through an audio button or icon	accessed through an Audio button or icon
Publisher	Error Correction	9781610035903	Teacher	159	Delete fourth Do Ahead bullet on page 159.	Delete text.	✓Prior to Day 1, you might wish to provide each student with a copy of Tuck Everlasting to read during the unit. For information about ordering class sets of the novel, visit the CCC Learning Hub (ccclearninghub.org).
Publisher	New Content	NA	Student	NA	Supplemental resource for student use that will be located on the Learning Portal.	New text.	See document using URL in column F.
Publisher	New Content	9781610032452	Teacher	9	Add sentence to the end of the first paragraph in Step 5 on page 9.	New text.	Point out that it is important to write legibly and to leave spaces between words so that their writing is easy to read.
Publisher	New Content	9781610032452	Teacher	10	Add new Teacher Note with an arrow pointing to the third line in the last paragraph in Step 5.	New text.	Teacher Note If your students have learned to write in cursive, you might encourage them to use cursive when they write in their notebooks and publish their writing this year.
Publisher	New Content	9781610032452	Teacher	13	Add sentence to the end of the first Teacher Note in the margin next to step 5.	New text.	If your students have learned to write in cursive, you might encourage them to use cursive when they write in their notebooks this year.
Publisher	New Content	9781610032452	Teacher	15	Add new Teacher Note with an arrow pointing to the 3rd line of this 1st para in Step 3.	New text.	Teacher Note If your students have learned to write in cursive, you might encourage them to use cursive.
Publisher	New Content	9781610032452	Teacher	15	Add new Extension activity to the bottom of page 15.	New text.	Explore How an Author’s Use of Language Contributes to Voice Show the cover of The Frog Prince Continued and review that earlier the students heard this story. Explain that the author, Jon Scieszka, uses language in a particular way that helps make the story funny. Explain that you will reread the first part of the story aloud. Ask the students to listen for what is funny about this part of the story. Read aloud the part of the story on pages 5–6 that begins “The princess kissed the frog. . .” and ends with “ . . . In fact, they were miserable.” Ask: Q What’s funny about this part of the story? Q What’s different about the language on the first page and the language on the second page? Students might say: “The words on the first page sound like fairy-tale language.” “Also, the second page sounds like the person telling the story is alive now. ‘Well, let’s just say’ and ‘Okay, so they weren’t happy’ aren’t language that would be used in a fairy tale.” “On the second page whoever’s telling the story sounds like they’re trying really hard to convince us that the prince and princess were happy, but they know they’re not being convincing.”

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Publisher	New Content	9781610032452	Teacher	15	Add new Extension activity to the bottom of page 15.	New text.	Point out that in The Frog Prince Continued the narrator goes back and forth between fairy-tale expressions like “happily ever after” and language that sounds like speech we use today. Explain that going back and forth in this way is part of the narrator’s voice and that in stories, voice means “the way language is used to show something about the person who is telling the story.” In this story, the voice shows that the narrator is trying to tell a traditional fairy tale but either chooses not to stick to fairy-tale language or is unable to do so. Encourage the students to notice the unique way that narrators use language and what their use of language shows about them.
Publisher	New Content	9781610032452	Teacher	102	Add sentence to the end of this Technology Tip at the top of the margin on page 102.	New text.	Make sure the online dictionary you select features audio recordings that demonstrate correct word pronunciation.
Publisher	New Content	9781610032452	Teacher	102	Insert new question in between last two questions in the "Use an Online Dictionary" activity.	New text.	Q Is the word pronounced the way you expected it to be? If not, what surprised you?
Publisher	New Content	9781610032452	Teacher	113	Insert new question in the first position in the list of questions at the top of page 113.	New text.	Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast or too slow, when you’re sharing your book with the class?
Publisher	New Content	9781610032452	Teacher	113	Insert a new Teacher Note with no arrow; top align the Teacher Note header with the first question.	New text.	Teacher Note You might tell the students that when they speak loud enough for everyone to hear them, they are using appropriate volume. You might also explain that when they speak in a clear voice, they enunciate, or pronounce their words clearly. You might also encourage the students to make eye contact with members of their audience as they read. Point out that eye contact keeps the audience interested and focused. Explain that authors can maintain good eye contact during an Author’s Chair sharing by pausing every two to three sentences in order to look up and make eye contact with one audience member before continuing to read aloud. Authors should make eye contact with a different audience member each time they pause. Explain that at first this may feel awkward but with repeated practice, it will start to feel natural. Ask the students to notice the effect this has on the quality of attention they receive from the audience.
Publisher	New Content	9781610032452	Teacher	113	Insert an ELL Note below the new Teacher Note mentioned in row 19; no arrow needed.	New text.	ELL Note The use of direct eye contact is framed differently depending on one's culture. Some cultures view it as inappropriate or impolite. Be sensitive to students whose cultures do not perceive eye contact to be a sign of interest and confidence, and adjust your expectations accordingly.
Publisher	New Content	9781610035927	Teacher	116	Add new sentence to the end of the Technology Tip in the margin at the top of page 116.	New text.	Make sure the online dictionary you select features audio recordings that demonstrate correct word pronunciation.
Publisher	New Content	9781610035927	Teacher	116	After the bulleted list in the Extension activity "Use an Online Dictionary" insert new text.	In front of "Then briefly discuss:" insert new text.	Point out any additional information or features, which may include lists of synonyms or antonyms, the etymology (history) of the word, or links to related words or other information.

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Publisher	New Content	9781610035927	Teacher	116	Revise the last sentence in the fifth paragraph of the extension activity and add new text.	Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.	<p>Tell the students that partners will choose one of the words they want to know about and search for the word in the online dictionary.</p> <p>They will look at how the word is divided into syllables and use those divisions as a guide to help them try to pronounce the word; then they will listen to the provided recording of the word to check the pronunciation. After that, they will read the definition and discuss it.</p> <p>Teacher Note You might write the steps the pairs will follow where everyone can see them.</p>
Publisher	New Content	9781610035927	Teacher	116	Insert new question between two existing questions at the end of the extension activity.	New text.	Q Is the word pronounced the way you expected it to be? If not, what surprised you?
Publisher	New Content	9781610032452	Teacher	141	Add new Extension activity below the existing extension on page 141.	New text.	<p>Explore Stereotypes in “Good Boy”</p> <p>Tell the students that one of the chapters in Jerry Spinelli’s book, Knots in My Yo-yo String, is titled “Good Boy.” Ask and discuss:</p> <p>Q What do you think of when you hear the words “good boy”? What is a “good boy”? Q What do you think of when you hear the words “bad boy”? What is a “bad boy”?</p> <p>Ask the students to listen for how Jerry Spinelli describes good boys and bad boys in the story. Read the first part of “Good Boy” aloud.</p> <p>When you reach the end of the first paragraph, stop and tell the students that the words Good Boy are capitalized each time they appear in the story. Point out that the words Bad Boy are also capitalized. Continue reading, stopping after the first sentence on page 37 that ends with “. . .go see Leonard Wilfong.” Ask:</p> <p>Q Why do you think Jerry Spinelli might have capitalized the words Good Boy and Bad Boy? Q In Jerry Spinelli’s opinion, what is a Good Boy?</p> <p>Explain that when Jerry Spinelli calls himself a Good Boy, he is using a stereotype. Explain that a stereotype is “an idea that many people have about a group and that may often be untrue or only partly true.” Ask:</p> <p>Q What are other stereotypes you have heard or read that are often untrue or only partly true?</p>

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Publisher	New Content	9781610032452	Teacher	141	Add new Extension activity below the existing extension on page 141.	New text.	<p>Explain that authors use stereotypes in their writing for different reasons. One reason is to connect with their audience. When Jerry Spinelli uses the terms Good Boy and Bad Boy, he knows his readers will be familiar with these stereotypes. By capitalizing the words, he draws attention to the fact that these are stereotypes.</p> <p>Explain that another reason authors use stereotypes is to break them, or allow characters to show qualities that do not fit with a stereotype. Authors do this to show that people are more interesting and complicated than the stereotypes suggest. Ask and discuss:</p> <p>Q What does Jerry Spinelli say about Good Boys that breaks out of the stereotype, or makes these boys more complicated than you might think at first?</p> <p>Encourage the students to experiment with breaking stereotypes in their own writing.</p>
Publisher	New Content	9781610032452	Teacher	141	Add new Extension activity below the new extension activity in row 24.	New text.	<p>Explore Anecdotes</p> <p>Show the cover of Knots in My Yo-yo String and review that earlier the students heard “Never the Monkey,” a personal narrative in the collection of stories by Jerry Spinelli. Ask and briefly discuss:</p> <p>Q What is this personal narrative about?</p> <p>Show pages 26–28 of Knots in My Yo-yo String to the students. Point out that without the photograph of Jerry Spinelli, the text is only about two pages long. Tell the students that a short, true story about a single event, memory, or thing is called an anecdote and that anecdotes can serve different purposes. Explain that some anecdotes are meant to make readers laugh while others tell stories of peoples’ pasts or make readers think more about an important topic.</p> <p>Point out that the students also heard the personal narrative “Mrs. Seaton’s Whistle” from the same collection of stories. Show the students pages 46–47 of the book and explain that this is the beginning of the story. Flip through the pages to the end of the story on page 56.</p> <p>Point out that this story would not be considered an anecdote because it is longer. Ask and briefly discuss:</p>
Publisher	New Content	9781610032452	Teacher	141	Add new Extension activity below the new extension activity in row 24.	New text.	<p>Q What is something in your own life that you might write as an anecdote, or a very short story?</p> <p>Q What is something in your own life that you might write as a longer personal narrative?</p> <p>Encourage the students to experiment with the length of their personal narratives, from short anecdotes to longer stories.</p>
Publisher	New Content	9781610032452	Teacher	159	Insert a new Teacher Note with no arrow; top align the Teacher Note header with the first question.	New text.	<p>Teacher Note</p> <p>You might also encourage the students to make eye contact with members of the audience as they read. Remind the students that eye contact keeps the audience interested and focused. Review that authors can maintain good eye contact during an Author’s Chair sharing by pausing every two to three sentences in order to look up and make eye contact with one audience member before continuing to read aloud. Authors should make eye contact with a different audience member each time they pause. Remind the students that with repeated practice, this begins to feel natural. Ask the students to notice the effect this has on the quality of attention they receive from the audience.</p>

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Publisher	New Content	9781610035903	Teacher	161	Add 2 new sentences to the beginning of thie 2nd para in Step 2 on page 161.	New text.	Point to the paragraphs on the back cover of Tuck Everlasting. Explain that the information on the back of a book, often called jacket copy, is a text feature that tells readers about the book. Explain that well-written jacket copy makes readers wonder about the book and begin making predictions about what might happen in the book.
Publisher	New Content	9781610035903	Teacher	161	Insert new paragraph after the second paragraph in Step 2 on page 161 (before the questions).	New text.	Explain that a fiction story that contains magical elements, like a spring that makes people live forever, is called a fantasy story. Explain that knowing what type of fiction story they are going to read also helps readers begin to make predictions about the story. Ask:
Publisher	New Content	9781610035903	Teacher	161	Add new question below the second question in Step 2 on page 161.	New text.	Q What do you predict might happen in this fantasy story?
Publisher	New Content	9781610035903	Teacher	162	Insert new question after the first question at the top of page 162.	New text.	Q After hearing the prologue, what else do you predict will happen in the story?
Publisher	New Content	9781610035903	Teacher	162	Add new paragraph and Teacher Note to the end of Step 3 on page 162.	New text.	Encourage the students to keep their predictions in mind during the coming weeks. Explain that after the students have finished reading the book, they will reflect on whether their predictions were correct. Teacher Note Throughout this unit, you might have the students jot down their predictions in their reading journals.
Publisher	New Content	9781610035903	Teacher	188	Insert new sentence after the last sentence in	New text.	Explain that readers often make predictions about how the characters in a story will continue to learn or change as they face conflicts.
Publisher	New Content	9781610035903	Teacher	188	Revise the last paragraph in Step 5 on page 188.	Explain that the students will continue to think in the coming weeks about how Winnie changes over the course of the story.	Tell the students that in the coming weeks they will continue to think about how Winnie changes throughout the story and to make new predictions as they hear more of the story.
Publisher	New Content	9781610032452	Teacher	196	Insert new question in the first position in the list of questions in Step 4.	New text.	Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast or too slow, when you're sharing your book with the class?

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Publisher	New Content	9781610032452	Teacher	196	Insert a new Teacher Note with arrow	New text.	Teacher Note You might also encourage the students to make eye contact with members of the
Publisher	New Content	9781610032452	Teacher	196	Insert an ELL Note below the new Teacher Note mentioned in row 28; no arrow needed.	New text.	ELL Note The use of direct eye contact is framed differently depending on one's culture. Some cultures view it as inappropriate or impolite. Be sensitive to students whose cultures do not perceive eye contact to be a sign of interest and confidence, and adjust your expectations accordingly.
Publisher	New Content	9781610035903	Teacher	204	Insert new sentence after the last sentence in the first full paragraph of Step 3 (before "Ask:").	New text.	Review that readers make predictions about how the characters in a story will continue to learn or change as they face conflicts.
Publisher	New Content	9781610035903	Teacher	205	Insert new paragraph at the end of Step 3 on page 205.	New text.	Ask the students to continue to check, as they hear more of the story, whether their predictions are correct.
Publisher	New Content	9781610035903	Teacher	206	Add new Extension at the end of the lesson on page 206.	New text.	Using a Text Feature to Make Predictions Review that earlier in the year, the students explored the use of text features in nonfiction texts. Review that text features help readers better understand texts. Explain that the students will explore a text feature in Tuck Everlasting. Reread the beginning of Chapter 5 aloud, starting on page 22 and continuing until you reach the blank space before the last paragraph on page 23. Show the students the blank space on page 23. Then continue reading through the first full paragraph on page 24. Ask and briefly discuss: Q Where is Winnie just before the blank space? Q Where is Winnie just after the blank space? Q Why do you think the author, Natalie Babbitt, left a blank space there? Students might say: “Before the blank space, Winnie is in her bed.” “After the blank space, Winnie is in the woods.” “I think the blank space shows that Winnie has moved from her bed to the woods.” “I agree with [Ramon]. After the blank space, Winnie is in a different place. The author is using the blank space to show the change instead of writing about how Winnie got out of bed and went to the woods.” Reread the beginning of Chapter 17 aloud, starting on page 81 and continuing until you reach the blank space on page 82. Show the students the blank space on page 82. Then continue reading through the first full paragraph below the blank space. Ask and briefly

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Publisher	New Content	9781610035903	Teacher	206	Add new Extension at the end of the lesson on page 206.	New text.	<p>Q Where is Winnie just before the blank space?</p> <p>Q Where is Winnie just after the blank space?</p> <p>Explain that authors sometimes insert a blank space in their stories to show a change in setting or to show the passage of time. For example, before the blank space on page 82, the characters are in one location. After the blank space, the characters are in a different location. Ask:</p> <p>Q Why do you think the author, Natalie Babbitt, chose to use a blank space instead of describing in detail how Winnie moved from one location to the next?</p> <p>Students might say: “Maybe she didn’t think that part was important. It would slow down the story and make it boring.” “I agree with [Becka]. I think the author wanted to keep the story as exciting as possible so she doesn’t want to drag it down with stuff that doesn’t matter.”</p> <p>Explain that in the coming days the students will hear and discuss the rest of Tuck Everlasting. Explain that the author inserts blank spaces in chapters 23 and 24. Ask the students to think as they read those chapters about where the characters are before and after the blank spaces. Encourage the students to notice the text features in other stories they read and to think about how those features help readers understand and enjoy the stories.</p>
Publisher	New Content	9781610035903	Teacher	222	Insert new paragraph after the third question in Step 2.	New text.	Explain that readers use what they know about a story’s characters and theme to make predictions. Ask:
Publisher	New Content	9781610035903	Teacher	222	Revise the fourth question in Step 2 on page 222.	Q How do you think Winnie will answer this question?	Q How do you predict Winnie will answer the question of whether immortality is a blessing or a curse? What makes you think that?
Publisher	New Content	9781610035903	Teacher	222	Add two new sentences to the end of the last paragraph on page 222.	New text.	Ask the students to keep in mind their predictions about how Winnie will answer the question of whether immortality is a blessing or a curse. Explain that they will talk later in the week about whether their predictions were correct.
Publisher	New Content	9781610035903	Teacher	227	Insert new sentence after the first question in Step 1.	New text.	Review that readers use what they are learning about story elements such as character and conflict to make predictions about what will happen next. Ask and briefly discuss:
Publisher	New Content	9781610035903	Teacher	227	Revise the second question after the first paragraph in Step 1.	Q How do you think the story will end?	Q How do you predict the story will end?

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Publisher	New Content	9781610035903	Teacher	229	Insert new text after the last paragraph in Step 4 on page 229.	New text.	<p>Review that the students made predictions about what would happen in Tuck Everlasting. Before they heard the story, they used the story’s genre (fantasy) and text features (the paragraphs on the back cover and the prologue) to begin predicting what would happen in the story. As they were hearing the story, they used what they were learning about story elements such as character and conflict to make predictions. Use “Think, Pair, Share” to discuss:</p> <p>Q What is a prediction you made that turned out to be correct? [pause] Turn to your partner.</p> <p>Q What is a prediction you made that turned out to be incorrect? [pause] Turn to your partner.</p> <p>Have volunteers share their thinking.</p> <p>Teacher Note If you had the students write down their predictions in their reading journals, you might have the students refer to their predictions during this discussion.</p>
Publisher	New Content	9781610035903	Teacher	234	Add new Extension activity aobve the existing extension on page 234.	New text.	<p>Exploring Plot Elements in Tuck Everlasting</p> <p>Review that most fiction plots have a climax and that a climax is “the place in the story where the action reaches its highest point.” Ask and briefly discuss:</p> <p>Q What is the climax in the novel Tuck Everlasting? What is the place in the story where the action reaches its highest point?</p> <p>Explain that the events leading up to the moment of climax are called the rising action and the events that happen after the climax are called the falling action. Ask and briefly discuss:</p> <p>Q What is the rising action in Tuck Everlasting? What are the events that lead up to the climax?</p> <p>Q What is the falling action in Tuck Everlasting? What are the events that happen after the climax?</p> <p>You might point out that in most fiction plots, the rising action continues for most of the story, the climax happens late in the story, and the falling action happens quickly.</p> <p>Explain that noticing the climax, rising action, and falling action in stories makes the stories more interesting and enjoyable to read. Encourage the students to notice these plot elements as they read and listen to stories.</p>
Publisher	New Content	9781610035903	Teacher	234	Add new Extension activity aobve the existing extension on page 234.	New text.	<p>Teacher Note You might wish to add the following terms and definitions to the “Important Elements of Fiction” chart:</p> <ul style="list-style-type: none">• rising action: the events leading up to the climax• falling action: the events that happen after the climax

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Publisher	New Content	9781610032452	Teacher	312	Insert a new Technology Extension below existig Technology Extension on page 312.	New text.	<p>Watch a Storyteller’s Gestures</p> <p>Align the Tech Tip head with the head above.</p> <p>Technology Tip Prior to doing this technology extension, search for and preview a video of a storyteller telling a story to children and using specific, expressive hand gestures that look natural and enhance the story. Use the keywords “videos of professional storytellers for kids.”</p> <p>Tell the students that they will read their stories aloud to their classmates. Explain that authors who read their stories aloud to others often use hand gestures, or movements, as they read. Explain that natural gestures help bring stories to life and make listening to stories even more interesting and enjoyable for audience members.</p> <p>Tell the students that they will watch a video that shows a storyteller (a person who tells stories aloud from memory) telling a story and using natural gestures as he or she speaks. Ask the students to notice what gestures the storyteller makes and how the gestures help listeners understand and enjoy the story. Show the video you selected to the students. After watching the video, facilitate a discussion about the storyteller’s use of gestures. Ask questions such as:</p> <p>Q What did you notice about the way the storyteller used gestures while telling the story?</p>
Publisher	New Content	9781610032452	Teacher	312	Insert a new Technology Extension below existig Technology Extension on page 312.	New text.	<p>Q Did seeing the storyteller’s gestures help you better understand or enjoy the story? Why do you say that? Q What is a gesture you might use when you read your story aloud? Point out that the most helpful hand gestures are those that directly support the meaning of the words and that are easy to understand.</p> <p>Demonstrate this by doing a few of the hand gestures from the video the students watched. Then have partners practice reading their stories to one another using natural hand gestures.[TN]</p> <p>Teacher Note You might point out that the students will be holding their stories in one hand and gesturing with the other hand. Alternatively, you might provide a music stand or a surface on which the student can place their stories so that they can gesture with both hands while reading aloud.</p>
Publisher	New Content	9781610032452	Teacher	330	Insert new question in the first position in Step 4.	New text.	Q Why is it important to use an appropriate speaking rate, or to speak in a way that is not too fast or too slow, when you’re sharing your book with the class?
Publisher	New Content	9781610032452	Teacher	330	Insert new Teacher Note next to the new question inserted into Step 4 (see row 32).	New text.	<p>Teacher Note You might also encourage the students to make eye contact with members of the audience as they read. Remind the students that eye contact keeps the audience interested and focused. Review that authors can maintain good eye contact during an Author’s Chair sharing by pausing every two to three sentences in order to look up and make eye contact with one audience member before continuing to read aloud. Authors should make eye contact with a different audience member each time they pause. Remind the students that with repeated practice, this begins to feel natural. Ask the students to notice the effect this has on the quality of attention they receive from the audience.</p>

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Publisher	New Content	9781610032452	Teacher	330	Insert an ELL Note below the new Teacher Note mentioned in row 33; no arrow needed.	New text.	ELL Note The use of direct eye contact is framed differently depending on one's culture. Some cultures view it as inappropriate or impolite. Be sensitive to students whose cultures do not perceive eye contact to be a sign of interest and confidence, and adjust your expectations accordingly.
Publisher	New Content	9781610032469	Teacher	464	Insert new Teacher Note next Step 4.	New text.	Teacher Note You might also encourage the students to make eye contact with members of the audience as they read. Remind the students that eye contact keeps the audience interested and focused. Review that authors can maintain good eye contact during an Author's Chair sharing by pausing every two to three sentences in order to look up and make eye contact with one audience member before continuing to read aloud. Authors should make eye contact with a different audience member each time they pause. Remind the students that with repeated practice, this begins to feel natural. Ask the students to notice the effect this has on the quality of attention they receive from the audience.
Publisher	New Content	9781610032469	Teacher	464	Insert an ELL Note below the new Teacher Note mentioned in row 35; no arrow needed.	New text.	ELL Note The use of direct eye contact is framed differently depending on one's culture. Some cultures view it as inappropriate or impolite. Be sensitive to students whose cultures do not perceive eye contact to be a sign of interest and confidence, and adjust your expectations accordingly.
Publisher	New Content	9781610032469	Teacher	534	Insert new Teacher Note at the top of the side margin on page 534	New text.	Teacher Note You might also encourage the students to make eye contact with members of the audience as they read. Remind the students that eye contact keeps the audience interested and focused. Review that authors can maintain good eye contact during an Author's Chair sharing by pausing every two to three sentences in order to look up and make eye contact with one audience member before continuing to read aloud. Authors should make eye contact with a different audience member each time they pause. Remind the students that with repeated practice, this begins to feel natural. Ask the students to notice the effect this has on the quality of attention they receive from the audience.
Publisher	New Content	9781610032469	Teacher	534	Insert an ELL Note below the new Teacher Note mentioned in row 38, no arrow needed.	New text.	ELL Note The use of direct eye contact is framed differently depending on one's culture. Some cultures view it as inappropriate or impolite. Be sensitive to students whose cultures do not perceive eye contact to be a sign of interest and confidence, and adjust your expectations accordingly.

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Publisher	New Content	9781610032469	Teacher	548	Insert new third paragraph into the About Opinion Writing note on page 548.	New text.	<p>If you decide to have the students support their positions with data, you might explain that opinion pieces supported by evidence, or facts gathered through research, are often called argumentative essays. Point out that the opinions they state are often called claims.</p> <p>Teacher Note You might also wish to have the students include bibliographies that list their sources. For instruction on writing bibliographies, see the Expository Nonfiction unit, Week 6, Day 3.</p>
Publisher	New Content	9781610032469	Teacher	553	Insert new Teacher Note next to the last question in Step 3 on page 553.	New text.	<p>Teacher Note You might point out that the essay “WARNING: Too Much TV is Hazardous to Your Health” includes evidence, or facts gathered through research (for example, there is a statistic in the second paragraph and references to research studies and researchers in the third, fourth, and fifth paragraphs). You might explain that when an opinion piece includes evidence it is often called an argumentative essay, and the opinion is called a claim.</p>
Publisher	New Content	9781610032469	Teacher	553	Insert new Teacher Note next to the last question in Step 3 on page 562.	New text.	<p>Teacher Note You might point out that both of the essays about animal testing include evidence, or facts gathered through research. You might explain that when an opinion piece includes evidence, it is often called an argumentative essay, and the opinion is called a claim. You might point out that to make an argumentative essay as strong as possible, it is also important to include a bibliography, or list of sources, at the end of the essay. For instruction on writing bibliographies, see the Expository Nonfiction unit, Week 6, Day 3.</p>