Proclamation 2020 State Review Panel Comments

Bedford, Freeman, & Worth Publishing Group

English Language Arts and Reading, English II
Advanced Language & Literature Student Edition and Teacher Edition, print (ISBN 9781319302955) and *Advanced Language & Literature Student and Teacher Edition Launchpad* , digital (ISBN 9781319302962)

http://www.highschool.bfwpub.com/launchpad/all1e

User Name: TexasProc2020@bfwpub.com
Password: Review2019!

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	978131302955	Teacher	N/A – General Comment	Entire Product	Entire Product	The generating the questions SEs could be easily fixed by changing some of the activities.	Part of the tension here is that whether to have students generate questions about a text before, during, or after reading is a decision for the classroom teacher, and not something that is best done at the behest of a textbook. Rather than freight the book with structures that would not be appropriate in a given classroom situation, we provide a more flexible framework by giving instruction and modeling in how to interrogate a text in Chapters 1-4 as a foundation for asking questions about context and content. Then in the Teacher's Edition we suggest places where students might generate questions. For instance, Close Reading p. 140 suggests that teachers "give space" for student questions while reading, in Teaching Idea p. 168 we suggest how to model asking questions of a visual text, and in Building Context notes on pp. 558 and 600 we suggest that students generate questions to build context prior to reading a text or set of texts. We strongly believe that this is the best way to handle getting students to ask questions of a text, by giving students the tools and giving teachers the opportunity.
State Review Panel	978131302955	Teacher	N/A – General Comment	Entire Product	Entire Product	The comprehension strand is very weak. It shows minimal metacognitive skills.	The purpose of Advanced Language & Literature is to get students to move from comprehension to engaging in analysis and close reading. Comprehension is a strong focus of the 9th grade book in this series, but in order to do the sort of analysis necessary for college readiness, this book necessarily moves forward to focus on more advanced forms of reading and study.

EMC Publishing, LLC

English Language Arts and Reading, English I
Mirrors & Windows: Connecting with Literature Print - Grade 9 (ISBN 9781533858719) and *Mirrors & Windows: Connecting with Literature Online Program - Grade 9* (ISBN 9781533858634)

https://www.emctxelareview.com/

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781533836670 9781533858689	Student	106	Writing Rubric	Writing Rubric	Focus on addresses informational structure not plot elements	No publisher response

English Language Arts and Reading, English II
Mirrors & Windows: Connecting with Literature Print - Grade 10 (ISBN 9781533858726) and *Mirrors & Windows: Connecting with Literature Online Program - Grade 10* (ISBN 9781533858641)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781533836670 9781533858689	Student	106	Writing Rubric	Writing Rubric	Focus on addresses informational structure not plot elements	No publisher response

EMC Publishing, LLC

English Language Arts and Reading, English III
Mirrors & Windows: Connecting with Literature Print - Grade 11 (ISBN 9781533858733) and *Mirrors & Windows: Connecting with Literature Online Program - Grade 11* (ISBN 9781533858658)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	978153858733	N/A – General Comment	N/A – General Comment	Entire Product	None	The textbook paper is extremely low quality. The pages are almost transparent and the images bled through. Citations were not always on the notated pages and the narratives were a stretch when it came to covering the TEKS- in multiple locations. Additionally, only one single activity was given for multiple citations that gave the reviewers minimal options.	The print textbooks provided for the state review were digitally printed preliminary sample copies not intended for classroom use. The final corrected copies will be web-printed on high quality paper. Any errors in the correlation citations will be corrected and comprehensive TEKS and ELPS correlations covering all selections in the textbook will be included in the final version of the Teacher's Edition.

English Language Arts and Reading, English IV
Mirrors & Windows: Connecting with Literature Print - Grade 12 (ISBN 9781533858740) and *Mirrors & Windows: Connecting with Literature Online Program - Grade 12* (ISBN 9781533858665)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781533858740 9781533858665	N/A – General Comment	N/A – General Comment	Entire Product	None	Repetition of activities created confusion and tedium. Some extension needs to be given to narratives to provide a more robust explanation and needs to move beyond simple definitions to meet level of SE. Additional technical difficulties occured in large differences between the student and teacher edition provided. While the problem was resolved, we suggest greater oversight in the future. Despite stated issues, we feel this is a decent product.	The print student textbooks initially provided for the state review were preliminary sample copies shipped by mistake. The updated version of the the SEs were shipped overnight and arrived at the review site on July 24th. Our apologies for any confusion or inconvenience. Comprehensive TEKS and ELPS correlations providing additional citations covering all selections in the textbook will be included in the final version of the Teacher's Edition.

Houghton Mifflin Harcourt Publishing Company

English Language Arts and Reading, English II
HMH Into Literature Texas Hybrid Classroom Package Grade 10 (ISBN 9780358172635) and *HMH Into Literature Texas Digital Classroom Package Grade 10* (ISBN 9780358173755)

hmhco.com/Txreview

User Name: TXLiteratureTeacher or TXLiteratureStudent
Password: Password1!

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781328474483 9781328474971	Student	215	Deliver a mulitmedia presentation: adapt your essay as a mulitmedia presentation planning chart	215: Deliver a Multimedia Presentation: Adapt Your Essay as a Multimedia Presentation: Multimedia Presentation Planning Chart	The section labeled "Effective Language and Organization" needs clarification or add addition information as to what should be simplified. Consider asking another question about what is appropriate to keep.	Thank you for this helpful suggestion. We will change the text in the chart to read: "Which parts of your essay should be simplified? What non-essential details can you omit? How might you summarize some sections for your presentation? Where can you link ideas with transitions such as first, second, and finally?"

Houghton Mifflin Harcourt Publishing Company							
English Language Arts and Reading, English III *HMH Into Literature Texas Hybrid Classroom Package Grade 11* (ISBN 9780358172642) and *HMH Into Literature Texas Digital Classroom Package Grade 11* (ISBN 9780358173762)							
Identified By	**Component ISBN**	**Item Type**	**Page Number**	**Specific Location**	**Hyperlink**	**Comment**	**Publisher Response**
State Review Panel	9781328474490	Teacher	312	5B i Collaborate and Compare: Compare Themes 1st Paragraph	None	Hawthorne and Poe are used as expamples for comparison. The next notes that both writers are representative of American Romanticism, but then goes on to state that Poe is a Gothic writer. A notation should be made that both writers are classified as Dark Romantists writers and the note of Poe being Gothic should be removed as it would cause possible confusion with students believing that a Dark Romantic and Gothic are the same.	Thank you for calling this to our attention. In the introduction to Unit 3, "The Individual and Society" (page 208), we discuss both Poe and Hawthorne as representative of the Dark Romantics and point out that both writers use elements of Gothic fiction in their work. Students should understand that Dark Romantic literature and Gothic literature can share similar literary characteristics (e.g., atmosphere, mood, tone, and setting) and thematic concerns (e.g., exploration of human behavior, strong emotion, and unknown forces). In the Collaborate and Compare on page 312, we discuss how "The Minister's Black Veil" and "The Pit and the Pendulum" are both products of American Romanticism but differ in their use of Gothic conventions to convey theme and character as both writers explore "the darker side of the human mind." In this context it is not incorrect to refer to Poe as a master of Gothic literature, which is commonly accepted. We believe this reference will not cause confusion for students or teachers.
English Language Arts and Reading, English IV *HMH Into Literature Texas Hybrid Classroom Package Grade 12* (ISBN 9780358172659) and *HMH Into Literature Texas Digital Classroom Package Grade 12* (ISBN 9780358173779)							
Identified By	**Component ISBN**	**Item Type**	**Page Number**	**Specific Location**	**Hyperlink**	**Comment**	**Publisher Response**
State Review Panel	9780358172659	N/A – General Comment	N/A – General Comment	N/A – General Comment	None	Links didn't work in document; had to have TEA rep go online and connect	We apologize for the inconvenience this link issue caused during the panel's review of Grade 12. We thoroughly check the links in the documents we submit to TEA to make sure they are working properly before they reach the SRPs. We will continue to check links with care and diligence and make sure effective processes are in place to prevent this complication from happening in future.
State Review Panel	9780358172659	N/A – General Comment	N/A – General Comment	Entire Product	None	Our panel says bravo on a high quality product. The quality, coverage of TEKS, and extent of ELPs support is phenomenal.	Many thanks to the SRP for including this very positive commendation regarding the qualiity of our English IV offering. We are delighted that this grade level received such high praise following the panel's rigorous and thorough review process.
McGraw-Hill School Division							
English Language Arts and Reading, English III *StudySync Grade 11, Texas* (ISBN 9780077013837)							
texas-review.studysync.com							
User Name: TXStudySyncHSpublic **Password**: studysync20							
Identified By	**Component ISBN**	**Item Type**	**Page Number**	**Specific Location**	**Hyperlink**	**Comment**	**Publisher Response**
State Review Panel	9780077013837	Student	N/A – General Comment	Entire Product	None	The integration of videos and graphics, the choice of text, and the ease of use were all positives. Unfortunately, we felt the ELPs integration was lacking. It was just a repetition of the ELP without any support.	Each of the six instructional units in a grade level includes an ELL unit in which students receive comprehensive instruction on the ELPs via skill lessons associated with ELL texts. Skill lessons support students in mastering the skills laid out in the ELPS by defining important concepts, instructing on vocabulary integral to understanding these concepts, modeling how to apply these concepts while speaking, listening, reading, and writing, and providing students practice. Students then get a chance to apply these skills to the ELL texts in Close Read lessons.

Proclamation 2020 State Review Panel Comments

Pearson Education, Inc., publishing as Prentice Hall

English Language Arts and Reading, English II
myPerspectives Texas English Language Arts - Hardcover + 8 year Online, Grade 10 (ISBN 9781418310868) and *myPerspectives Texas English Language Arts - 8 year Online, Grade 10* (ISBN 9781418307639)

User Name: txhsreview
Password: pearson1

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781418301989 9781418310783 `	Student	103	Title at the top of the page	https://assets.pearsonschool.com/file-vault/flipbooks/texasreview/literacy/testing/TX_myP_2020_G10_SE/html/html5forpc.html?page=126	The subtitle at the top of the page states "Literary/ Text Elements", but the TEK states "Informational Text". This confuses teachers and misleads students, as Literary and Informational are completely different genres. This applies throughout the textbook, as that subtitle is misleading and erroneously recursive.	This is a subheading and is not meant as a reference to genre; it is referencing literary and/or text elements. (The slash within the heading indicates "or.")
State Review Panel	9781418301989	Student	N/A – General Comment	Entire Product	https://assets.pearsonschool.com/file-vault/flipbooks/texasreview/literacy/testing/TX_myP_2020_G10_SE/html/html5forpc.html?page=126	On the surface, the alignment to the TEKS and ELPS is evident (as they are directly stated throughout the text). We enjoyed the online component, choice of literature, diversity, and three-tiered layout structure. However, with the absence of explanation, examples, and guidance there is a lack of sufficient opportunity for students to demonstrate their depth of thought and mastery of the content..	We appreciate the feedback from the committee.

English Language Arts and Reading, English III
myPerspectives Texas English Language Arts - Hardcover + 8 year Online, Grade 11 (ISBN 9781418310875) and *myPerspectives Texas English Language Arts - 8 year Online, Grade 11* (ISBN 9781418307646)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781418305604 9781418310837	Teacher	624B	English Learners	624B	Review ELPS connection on page because it's weak.	[In response to the reviewers' feedback, we will be making the following changes to the English Learners note:] [Change paragraph 1, sentence 3 to read:] Use the Word Map to help students become familiar with key words in the note, such as *crucible, witchcraft, accused, judge,* and *execution.* [At the end of the Intermediate paragraph, add this sentence:] Continue with additional words. [Change Advanced paragraph, sentence 2 to read:] Then, direct pairs to list unfamiliar words in the note and find their definitions. [Change Advanced High paragraph to read:] Have students independently read the Background note. Then, have them list words with unfamiliar meanings and pronunciations. Encourage students to use print or online tools to study the words, paraphrase the definitions, and complete their Word Maps.

COFB—September 2019
Item 2

Perfection Learning Corporation

English Language Arts and Reading, Communication Applications *Projects in Professional Communications (online only)* (ISBN 9781531149388) and *Projects in Professional Communications (print)* (ISBN 9781531149314)

https://ohw.perfectionlearning.com/auth/main

User Name: commtexasteacher1@plconline.com **Password**: Proc2020

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781682407561 9781531149505	Student	95	Projects in Professional Communications Student Edition: Adapting Language for Situation	[Student Book, page(s) 95](#)	The wording should reflect the breakout. Use occasion not situation	No publisher response
State Review Panel	9781682407561 9781531149505	Student	111	Projects in Professional Communications Student Edition: Standard vs Nonstandard English Chart	[Student Book, page(s) 111](#)	The wording in the chart should be formal and informal language	No publisher response
State Review Panel	9781682407578 9781531149321	Teacher	20	#1b	[ELL Resource, page 20](#)	The activity is great but the wording needs to be changed for clarity	No publisher response
State Review Panel	9781682407578 9781531149321	Teacher	H.4.a	Teacher ToolKit: Sending Clear and Appropriate Requests	[Teacher ToolKit, page(s) H.4.a](#)	Reword the narrative to be consistant with the TEK	No publisher response

English Language Arts and Reading, Debate I, II, III *Mastering Competitive Debate (online only)* (ISBN 9781531149307) and *Mastering Competitive Debate (print)* (ISBN 9781531149277)

https://ohw.perfectionlearning.com/auth/main

User Name: debatetexasteacher1@plconline.com **Password**: Proc2020

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781531149307 9781531149277	N/A – General Comment	N/A – General Comment	Entire Product	None	Activities with multiple parts to the questions need to be broken into separate questions. It is too confusing to have the same number each time and assume it will be read past the first part of the question.	No publisher response

English Language Arts and Reading, English II *Texas Connections, Grade 10 (online only)* (ISBN 9781531149227) and *Texas Connections, Grade 10 (print)* (ISBN 9781531149215)

https://ohw.perfectionlearning.com/auth/main

User Name: 10texas1@plconline.com **Password**: Proc2020

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781531149227 9781531149215	N/A – General Comment	N/A – General Comment	Entire Product	None	Navigation and organization of material presented was in disarray and hindered our ability to move through the product. Interface was overwhelming and not user-friendly which overshadowed the content.	No publisher response

Perfection Learning Corporation							
English Language Arts and Reading, English III *Texas Connections, Grade 11 (online only)* (ISBN 9781531149246) and *Texas Connections, Grade 11 (print)* (ISBN 9781531149239)							
https://ohw.perfectionlearning.com/auth/main							
User Name: 11texas1@plconline.com **Password:** Proc2020							
Identified By	**Component ISBN**	**Item Type**	**Page Number**	**Specific Location**	**Hyperlink**	**Comment**	**Publisher Response**
State Review Panel	9781531149246	N/A – General Comment	N/A – General Comment	Online books	Online books	The tabs in the platform all have the same title, wich makes it difficult for the user to distinguish between texts.	No publisher response
English Language Arts and Reading, English IV *Texas Connections, Grade 12 (online only)* (ISBN 9781531149260) and *Texas Connections, Grade 12 (print)* (ISBN 9781531149253)							
https://ohw.perfectionlearning.com/auth/main							
User Name: 12texas1@plconline.com **Password:** Proc2020							
Identified By	**Component ISBN**	**Item Type**	**Page Number**	**Specific Location**	**Hyperlink**	**Comment**	**Publisher Response**
State Review Panel	9781531149260 9781531149253	Student	N/A – General Comment	Entire Product	None	Quite a few of the citations did not go to the appropriate page, which greatly increased time needed to review the product. Often, if we read a few more pages, we would find the actual relevant content. However, in some cases, the material linked to text that was completely different than what the SE was referring to (ex. it might be a research SE, but it linked to students in a unit reading a narrative text). We weren't sure if this reflected errors or possible incorrect links.	No publisher response
Shmoop University							
English Language Arts and Reading, College Readiness and Study Skills *Reading for College Success* (ISBN 9781950468102)							
https://schools.shmoop.com/login.html?origin_page=%2Fcourses%2Freading-for-college-success%2F							
User Name: txproc2020public **Password:** Publicaccess1							
Identified By	**Component ISBN**	**Item Type**	**Page Number**	**Specific Location**	**Hyperlink**	**Comment**	**Publisher Response**
State Review Panel	9781950468386	Student	Activity 2.12	Step Three	https://schools.shmoop.com/courses/reading-for-college-success/1F80F95DE031459C8F9FFFA381EA53EB.html	I like this assignment, but I would like to see an option for students to choose a 3rd different source of their own.	No publisher response
State Review Panel	9781950468386	Student	Activity 3.10	Choose one	https://schools.shmoop.com/courses/reading-for-college-success/BD9E654575D0430BB629EE50BA730A60.html	Great assignment, but again, student choice is very lilmited. I would like to see more freedom of choice for the students.	No publisher response
State Review Panel	9781950468386	Student	Activity 1.10b	Listen to podcast/graphic organizer	https://schools.shmoop.com/courses/reading-for-college-success/A4FCB9CBF555430DA3D5F32C736649CE.html	Include some instruction to record new vocabulary.	No publisher response
State Review Panel	9781950468386	Student	Activity 1.02b	Discussion board	https://schools.shmoop.com/courses/reading-for-college-success/EAE9F90E18774C6E82E7E14A2BB506DA.html	We would like to see actual peer to peer discussion and have them use the words at a deeper more authentic level.	No publisher response

Proclamation 2020 State Review Panel Comments

	Shmoop University					
	English Language Arts and Reading, College Readiness and Study Skills *Reading for College Success* (ISBN 9781950468102)					
Identified By	**Component ISBN**	**Item Type**	**Page Number**	**Specific Location**	**Hyperlink**	**Comment**	**Publisher Response**
State Review Panel	9781950468386	Student	Activity 3.08a	Rhetorical devices	https://schools.shmoop.com/courses/reading-for-college-success/22974D62FF7B462FA0D409000A1AFB44.html	Modify the instruction to specify that students need to SPELL the words and define them based on the word parts.	No publisher response
State Review Panel	9781950468386	Student	Activity 1.01b	A Picture's Worth a Thousand Words	https://schools.shmoop.com/courses/reading-for-college-success/4274E2B27DC446F189827ACA8AD25781.html	Have students explain how at least a few of the words are from something they learned and something they have experienced.	No publisher response
State Review Panel	9781950468386	Student	Reading 3.09	Take note questions	https://schools.shmoop.com/courses/reading-for-college-success/70226F3219D3430FB970D849B20E54D0.html	Here the students are being told what to look for in a rhetorical sense as opposed to the student establishing an engaging reason to read.	No publisher response
State Review Panel	9781950468386	Student	Activity 3.07	Step Two and Three	https://schools.shmoop.com/courses/reading-for-college-success/15E5CCA6C8F647BD90994D80602A38E7.html	Be more direct in asking students to analyze the audience. Who is the speaker speaking to.	No publisher response
State Review Panel	9781950468386	Student	Activity 3.03b	The Hunting of the Snark	https://schools.shmoop.com/courses/reading-for-college-success/AFF64F57BFFB44C0934BFF14ACD9DD75.html	Add a 4th question: Which source is the most valid and why.	No publisher response
State Review Panel	9781950468386	Student	Activity 3.02b	Section 2	https://schools.shmoop.com/courses/reading-for-college-success/57EB1895C4064E8C8E9269E3D24099B4.html	Tone is always implied, but I am not sure that is what is meant by this SE. I was looking for more of an implication about a character or setting.	No publisher response
State Review Panel	9781950468386	Student	Activity 2.05	Step Three and Four	https://schools.shmoop.com/courses/reading-for-college-success/7AE1130B625F47029384B4343A1C0D4A.html	I would like to see some guided discussion, philosophical chairs something beyond a graphic organizer.	No publisher response
State Review Panel	9781950468386	Student	Activity 6.10	Make a Plan, Sam	https://schools.shmoop.com/courses/reading-for-college-success/0BB8345197914BC3AEC8502686893C9D.html	I would like to see reflection that goes beyond test type questions as well as "pre-test".	No publisher response

Shmoop University	

English Language Arts and Reading, English I
ELA 9: Introduction to Literature (ISBN 9781950468089)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781950468348	Student	Reading 2.04a	"The Colonel" (prose poem)	https://schools.shmoop.com/courses/ela-9-introduction-literature-semester-a/9A1FC263F9474514A07B04AFA0E48F3C.html	Inappropriate language in the poem "fuck"	No publisher response

English Language Arts and Reading, Journalism
Journalism (ISBN 9781950468072)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781950468331	Student	Activity 12.08	Your Front Page	https://schools.shmoop.com/courses/journalism-semester-b/C569DEC10DF24680B4751697EB6ABB93.html	Broadcast and digital media needs to be added to address the journalistic formats.	No publisher response
State Review Panel	9781950468324	Student	Reading 2.07a	Google	https://schools.shmoop.com/courses/journalism-semester-a/4AF25B185D504EACB30F9CE172965500.html	Add the other forms of research	No publisher response
State Review Panel	9781950468331	Student	Activity 10.01b	Write about photo	https://schools.shmoop.com/courses/journalism-semester-b/D5EDBC61398145E691A1F93BB68DB412.html	Captions should be less than 50 words	No publisher response
State Review Panel	9781950468324	Student	Activity 1.02	Step One	https://schools.shmoop.com/courses/journalism-semester-a/FCED830F53CF4A4B905A1B9FC35F91C7.html	Step One Replace the word ole with old.	No publisher response
State Review Panel	9781950468324	Student	2.11a	Interview	https://schools.shmoop.com/courses/journalism-semester-a/75A8054AB91A4AD3B2BB7849817AD540.html	Take a deep breath. Go back into the narrative and replace non specific words with the actual word. For example replace smallish with small.	No publisher response
State Review Panel	9781950468324	Student	Activity 4.08	Movie time	https://schools.shmoop.com/courses/journalism-semester-a/9D1A974D6F8645BF8F18DFA68AB9A067.html	Movie time; add class discussion rather than writing a summary	No publisher response
State Review Panel	9781950468324	Student	Activity 1.02	SRP: Step Six and Seven; Include acacemic vocabulary instructions for the assignment	https://schools.shmoop.com/courses/journalism-semester-a/FCED830F53CF4A4B905A1B9FC35F91C7.html	Include academic vocabulary in the instructions for the assignment	No publisher response
State Review Panel	9781950468324	Student	Activity 1.02	SRP: Step 4; Add grammatical emphasis to activity	https://schools.shmoop.com/courses/journalism-semester-a/FCED830F53CF4A4B905A1B9FC35F91C7.html	Add gramatical emphasis to activity	No publisher response

Proclamation 2020 State Review Panel Comments

StrongMind

English Language Arts and Reading, English II
10th Grade English Language Arts (ISBN 9781948544153)

https://courseware.strongmind.com

User Name: TEAStudent1
Password: TEAStudent1

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781948544153	Student	None	Title in top left of page: "ENG200 > Modules"	https://courseware.strongmind.com/courses/1473	The course title ENG200 was seen as potentially confusing for customers.	Title of course changed from ENG200 to English II to more accurately align with Texas naming conventions.

The College Board

English Language Arts and Reading, English I
SpringBoard, English Language Arts, English I, 2021 Texas Edition - Online with print components (ISBN 9781457311734) and *SpringBoard, English Language Arts, English I, 2021 Texas Edition , Online* (ISBN 9781457311383)

txesc.springboardonline.org

User Name: HSTE-ESC1 or HSSE-ESC1
Password: Password123$

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781457310218 9781457310140	Teacher	pg. 12	Index of skills subject/verb agreement	None	Nothing on Pg. 12 about subject/verb agreement. This occurred several times.	No change needed. The teacher wrap includes a note about using the sentence stem to illustrate subject-verb agreement.

English Language Arts and Reading, English III
SpringBoard, English Language Arts, English III, 2021 Texas Edition - Online with print components (ISBN 9781457311758) and *SpringBoard, English Language Arts, English III, 2021 Texas Edition , Online* (ISBN 9781457311406)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781457311758 9781457311406	Student	N/A – General Comment	Entire Product	None	The Springboard product possessed many relevant topics and texts, as well as challenging and adaptable narratives and activities. In addition, the posted TEKS and opportunity for continued relection are sure to create assessment ready students.	The publisher has reviewed and appreciates the feedback.
State Review Panel	9781457311758 9781457311406	Teacher	N/A – General Comment	Entire Product	None	The only suggestion for the future is bound correlations for the reviewers, as the instrument was difficult to navigate.	The publisher has reviewed and appreciates the feedback.

English Language Arts and Reading, English IV
SpringBoard, English Language Arts, English IV, 2021 Texas Edition - Online with print components (ISBN 9781457311765) and *SpringBoard, English Language Arts, English IV, 2021 Texas Edition , Online* (ISBN 9781457311413)

Identified By	Component ISBN	Item Type	Page Number	Specific Location	Hyperlink	Comment	Publisher Response
State Review Panel	9781457311482 9781457310171	Teacher	p.43 and p. 423	p.43--step ten, bullet 3; page 423, step 33, bullet 3	None	We would expect consistency in this use of language (diction instead of choice of words, syntax instead of sentence structure, etc.) It seems odd to use the explanatory language in the activity rather than in the narrative (the teaching component).	The bullet on page 423 was changed to match the terminology used earlier in the program: "diction" replaced "choice of words" and "syntax" replaced "sentence structure."
State Review Panel	9781457311482 9781457310171	Teacher	p.15	Row 2	None	The word "diffuse" is odd to use in that section. We didn't think that is an appopriate use of that word in this context.	The phrase "After diffusing the text" was changed to "After defining any unfamiliar words in the text."