

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

TPS Publishing Inc						
English Language Arts and Reading, Kindergarten TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051521)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052078	Teacher	3	Last but one line	,	Add comma after example
Publisher	9781788052078	Teacher	25	Last but one line	B	Capitalize animal
Publisher	9781788052078	Teacher	25	Last but one line	A	Capitalize brigade
Publisher	9781788052078	Teacher	28	Fifth line from bottom	,	Add comma after second them
Publisher	9781788052078	Teacher	28	Third line from bottom	,	Add comma after example
Publisher	9781788052078	Teacher	31	Fourth line	,	Add comma after class
Publisher	9781788052078	Teacher	31	Fifth line	,	Add comma after confident
Publisher	9781788052078	Teacher	31	Second line under Ideas for support	,	Add comma after classroom
Publisher	9781788052078	Teacher	31	Fourth line under Ideas for support	,	Add comma after mean
Publisher	9781788052078	Teacher	31	Second line under Ideas for Extension	,	Add comma after sooner
Publisher	9781788052078	Teacher	31	Second line from bottom	,	Add comma after language
Publisher	9781788052078	Teacher	31	Second line from bottom	,	Add comma after phonemes and remove 'and'
Publisher	9781788052078	Teacher	32	Fourth line under Summary Discussion	them	Change sound it out to sound them out
Publisher	9781788052078	Teacher	32	12 line from botton	e	Add e to On to make One
Publisher	9781788052078	Teacher	32	12 line from botton	,	Add comma after syllable
Publisher	9781788052078	Teacher	32	10 line from bottom	-	Add - between one syllable
Publisher	9781788052078	Teacher	32	10 line from bottom	,	Add comma after lesson
Publisher	9781788052078	Teacher	32	7 line from bottom	y	Change Kew to Key
Publisher	9781788052078	Teacher	32	Fourth line from bottom	,	Add comma after Then
Publisher	9781788052078	Teacher	32	Last line	.	Change ? To period
Publisher	9781788052078	Teacher	87	Second line under Other TPS Reading materials:	A	Capitalize animal
Publisher	9781788052078	Teacher	87	Second line under Other TPS Reading materials:	S	Capitalize shapes
Publisher	9781788052078	Teacher	87	First line under Reader Activity Book focus:	M	Capitalize magic

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Publisher	9781788052078	Teacher	87	First line under Reader Activity Book focus:	C	Capitalize carpet
Publisher	9781788052078	Teacher	91	Last line	'	Change to 'would you recommend this story to a friend?'
Publisher	9781788052078	Teacher	106	Second line under 'Other TPS Reading materials:'	Scarlett and	Scarlett Wendy and
Publisher	9781788052078	Teacher	143	Second line under Extension Activity:	to	
Publisher	9781788052078	Teacher	143	First line under Other TPS Reading materials:	animal shapes	Animal Shapes
Publisher	9781788052078	Teacher	149	Last but one line under Simple Stories	vocabular in	vocabulary in
Publisher	9781788052078	Teacher	171	First line after ELL	Use the	use the
Publisher	9781788052078	Teacher	203	Line 2	Life processes	Life Processes
Publisher	9781788052078	Teacher	203	First line after Reader Activity Book focus	projecting on classroom	projecting it on to the classroom
Publisher	9781788052078	Teacher	210	Last but one line under Lesson Plan	vocabular in	vocabulary in
Publisher	9781788052078	Teacher	283	Last but one line	have most	have the most
Publisher	9781788052078	Teacher	285	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788052078	Teacher	287	Fourth line in Part B	a film	a movie
Publisher	9781788052078	Teacher	289	First line in third bullet	asked, questions	asked, and questions
Publisher	9781788052078	Teacher	310	Lline 2	themselves and label all body	themselves, label all the body
Publisher	9781788052078	Teacher	310	Fist line after Reader Activity Book focus	and complete	and complete the
Publisher	9781788052078	Teacher	312	Second line	particularly finding	particularly to find
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Publisher	9781788052078	Teacher	285	Fourth line from bottom	focus, teacher	focus, the teacher
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Publisher	9781788052078	Teacher	32	10 line from bottom	,	Add comma after lesson
Publisher	9781788052078	Teacher	32	7 line from bottom	y	Change Kew to Key
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Publisher	9781788052078	Teacher	32	Last line	.	Change ? To period
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Publisher	9781788052078	Teacher	87	Second line under Other TPS Reading materials:	S	Capitalize shapes
Publisher	9781788052078	Teacher	87	First line under Reader Activity Book focus:	M	Capitalize magic
Publisher	9781788052078	Teacher	87	First line under Reader Activity Book focus:	C	Capitalize carpet

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Publisher	9781788052078	Teacher	91	Last line	'	Change to 'would you recommend this story to a friend?'
Publisher	9781788052078	Teacher	106	Second line under 'Other TPS Reading materials:'	Scarlett and	Scarlett Wendy and
Publisher	9781788052078	Teacher	143	Second line under Extension Activity:	to	
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Publisher	9781788052078	Teacher	149	Last but one line under Simple Stories	vocabular in	vocabulary in
Publisher	9781788052078	Teacher	171	First line after ELL	Use the	use the
Publisher	9781788052078	Teacher	203	Line 2	Life processes	Life Processes
Publisher	9781788052078	Teacher	203	First line after Reader Activity Book focus	projecting on classroom	projecting it on to the classroom
Publisher	9781788052078	Teacher	210	Last but one line under Lesson Plan	vocabular in	vocabulary in
Publisher	9781788052078	Teacher	283	Last but one line	have most	have the most
Publisher	9781788052078	Teacher	285	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788052078	Teacher	287	Fourth line in Part B	a film	a movie
Publisher	9781788052078	Teacher	289	First line in third bullet	asked, questions	asked, and questions
Publisher	9781788052078	Teacher	310	Lline 2	themselves and label all body	themselves, label all the body
Publisher	9781788052078	Teacher	310	Fist line after Reader Activity Book focus	and complete	and complete the
Publisher	9781788052078	Teacher	312	Second line	particularly finding	particularly to find
Publisher	9781788052078	Teacher	313	Fifth line	focus, teacher, and	focus, the teacher and

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. Creative English Language Arts & Reading Grade One - Print Class Set (9781788052214)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052153	Teacher	5	Third line from bottom	different to the	different from the
Publisher	9781788052153	Teacher	24	Line 2 under ELLS	spelling	Spelling
Publisher	9781788052153	Teacher	29	Number 14, line 5	words	word's
Publisher	9781788052153	Teacher	32	Line 4 under Ideas for ELL	language and they	language; they
Publisher	9781788052153	Teacher	59	Second line under Other TPS Reading materials:	weather effect	weather affect
Publisher	9781788052153	Teacher	60	Last line but one	students may not	students would not
Publisher	9781788052153	Teacher	61	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788052153	Teacher	63	Second line from bottom	and these	and then
Publisher	9781788052153	Teacher	86	Seconf line under Other TPS Reading materials:	who participate	which participate
Publisher	9781788052153	Teacher	88	Ghost story, line 5	and they should	and students should
Publisher	9781788052153	Teacher	88	TV news report, line 3	imagine they	imagine that they
Publisher	9781788052153	Teacher	91	Ideas for ELL, line 5	native language	first language
Publisher	9781788052153	Teacher	106	Last line	the alphabet book	the Alphabet Book
Publisher	9781788052153	Teacher	109	Line 8 after Teacher Background Notes	alphabetica,l	alphabetical,
Publisher	9781788052153	Teacher	112	Ideas for at home, line 1	activity is an at home activity	activity is one for at home
Publisher	9781788052153	Teacher	113	Bullet 4, line 1	vocabular	vocabulary
Publisher	9781788052153	Teacher	127	Community - Online library:. Line 2	the alphabet book	the Alphabet Book
Publisher	9781788052153	Teacher	133	Bullet 4	behave? can	behave? Can
Publisher	9781788052153	Teacher	158	Other TPS Reading materials:, line 1	Christopher and his Animal brigade	Christopher Stephen and his Animal Brigade
Publisher	9781788052153	Teacher	158	Reader Activity Book focus:, line 2	his animal brigade	his Animal Brigade
Publisher	9781788052153	Teacher	158	Interior and Northern Alaska Coloring Book:, line 2	in to	into
Publisher	9781788052153	Teacher	158	Interior and Northern Alaska Coloring Book:, line 3	isn't	is not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052153	Teacher	158	Interior and Northern Alaska Coloring Book:, line 5	make?	take?
Publisher	9781788052153	Teacher	159	Fourth line from bottom	utilised	utilized
Publisher	9781788052153	Teacher	163	Line 1	and	and are
Publisher	9781788052153	Teacher	164	Ideas for ELL, line 3	individuals from their countries of origin.	individuals significant to them.
Publisher	9781788052153	Teacher	192	Bullet 4, line 1	vocabular	vocabulary
Publisher	9781788052153	Teacher	210	Other TPS Reading materials:, line 1	animal shapes	Animal Shapes
Publisher	9781788052153	Teacher	210	Community - Online library:, line 1	shape	Shape
Publisher	9781788052153	Teacher	210	Reader Activity Book focus:, line 1	animal shapes	Animal Shapes
Publisher	9781788052153	Teacher	239	Community - Online library:, line 3	there is more	there are more
Publisher	9781788052153	Teacher	239	Reader Activity Book focus:, line 2	before just	before, just
Publisher	9781788052153	Teacher	264	Reader Activity Book focus:, line 2	What is his favorite animal.	What is his favorite animal?
Publisher	9781788052153	Teacher	266	Line 5 after numbered section	english conventions	English conventions
Publisher	9781788052153	Teacher	266	Line 7 after numbered section	conventions such	conventions, such
Publisher	9781788052153	Teacher	271	Cooperative Learning Interactions, line 5	interaction students	interaction, students
Publisher	9781788052153	Teacher	295	Community - Online library:, line 2	animals. Page 38 of above project and also discuss	animals (Page 38 of the above project). Also discuss
Publisher	9781788052153	Teacher	319	Community - Online library:, line 1	make Star	make a Star
Publisher	9781788052153	Teacher	319	Community - Online library:, line 2	Highlight it informs	Highlight that it informs

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Publisher	9781788052153	Teacher	5	Third line from bottom	different to the	different from the
Publisher	9781788052153	Teacher	24	Line 2 under ELLS	spelling	Spelling
Publisher	9781788052153	Teacher	29	Number 14, line 5	words	word's
Publisher	9781788052153	Teacher	32	Line 4 under Ideas for ELL	language and they	language; they
Publisher	9781788052153	Teacher	59	Second line under Other TPS Reading materials:	weather effect	weather affect
Publisher	9781788052153	Teacher	60	Last line but one	students may not	students would not
Publisher	9781788052153	Teacher	61	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788052153	Teacher	63	Second line from bottom	and these	and then
Publisher	9781788052153	Teacher	86	Seconf line under Other TPS Reading materials:	who participate	which participate
Publisher	9781788052153	Teacher	88	Ghost story, line 5	and they should	and students should
Publisher	9781788052153	Teacher	88	TV news report, line 3	imagine they	imagine that they
Publisher	9781788052153	Teacher	91	Ideas for ELL, line 5	native language	first language
Publisher	9781788052153	Teacher	106	Last line	the alphabet book	the Alphabet Book
Publisher	9781788052153	Teacher	109	Line 8 after Teacher Background Notes	alphabetica,l	alphabetical,
Publisher	9781788052153	Teacher	112	Ideas for at home, line 1	activity is an at home activity	activity is one for at home
Publisher	9781788052153	Teacher	113	Bullet 4, line 1	vocabular	vocabulary
Publisher	9781788052153	Teacher	127	Community - Online library:: Line 2	the alphabet book	the Alphabet Book
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Publisher	9781788052153	Teacher	266	Line 5 after numbered section	english conventions	English conventions
Publisher	9781788052153	Teacher	266	Line 7 after numbered section	conventions such	conventions, such
Publisher	9781788052153	Teacher	271	Cooperative Learning Interactions, line 5	interaction students	interaction, students
Publisher	9781788052153	Teacher	295	Community - Online library;, line 2	animals. Page 38 of above project and also discuss	animals (Page 38 of the above project). Also discuss
Publisher	9781788052153	Teacher	319	Community - Online library;, line 1	make Star	make a Star
Publisher	9781788052153	Teacher	319	Community - Online library;, line 2	Highlight it informs	Highlight that it informs

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print Class Set (9781788052276)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	3	Procedure, line 10	didn't	did not
Publisher	9781788050357	Teacher	3	Procedure, line 10	them this	them that this
Publisher	9781788050357	Teacher	3	Procedure, line 12	question they	question, they
Publisher	9781788050357	Teacher	4	Whole group – main discussion, line 8	‘by committee’ such	‘by committee’, such
Publisher	9781788050357	Teacher	22	Extension Activity:, line 1	complete Captain Confidence	complete the Captain Confidence
Publisher	9781788050357	Teacher	22	ABC I Love My Life - Online library, line 1	Within it they	Within it, they
Publisher	9781788050357	Teacher	22	ABC I Love My Life - Online library, line 3	provide	enable
Publisher	9781788050357	Teacher	30	Ideas for ELL, line 2	phonemes and	phonemes,
Publisher	9781788050357	Teacher	30	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050357	Teacher	53	Other TPS Reading Materials: line 2	the water cycle?	the water cycle.
Publisher	9781788050357	Teacher	53	Reader Activity Book focus: Olympic Reader Book 2: line 2	their home state.	their home state?
Publisher	9781788050357	Teacher	54	Objective line 1	have confidence	have the confidence
Publisher	9781788050357	Teacher	54	Objective line 1	ensure students	ensure that students
Publisher	9781788050357	Teacher	54	Objective line 3	show they	show that they
Publisher	9781788050357	Teacher	54	Objective line 7	application	applications
Publisher	9781788050357	Teacher	54	Objective line 8	project	projects
Publisher	9781788050357	Teacher	60	Daily reading line 2	Use the Amelia Rose, Lewis Family	Use the Amelia Rose and Lewis Family
Publisher	9781788050357	Teacher	61	Ideas for ELL, line 1	their native language	their first language
Publisher	9781788050357	Teacher	61	Ideas for at home, line1	3	2

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print Class Set (9781788052276)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	62	Summary Discussion, line 6	communications?	communications.
Publisher	9781788050357	Teacher	81	Scaffolding information, line 13	correctly pronounced, listen to	correctly pronounced, and to listen to
Publisher	9781788050357	Teacher	85	Ideas for ELL, line 5	their native language	their first language
Publisher	9781788050357	Teacher	96	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050357	Teacher	97	Line 4	this task then complete the activity	this task, then undertake the activity
Publisher	9781788050357	Teacher	101	Daily reading, line 10	expressions, basic	expressions, and basic
Publisher	9781788050357	Teacher	102	Ideas for at home, line 5	spend an additional 15 minutes	spend a further 15 minutes
Publisher	9781788050357	Teacher	102	Ideas for at home, line 7	and detail as more in English	and detail, as more English
Publisher	9781788050357	Teacher	116	Objective, line 2	texts that get increasingly more difficult	texts that become increasingly difficult
Publisher	9781788050357	Teacher	118	Teacher Lesson Notes, line 11	help them practice	help them to practice
Publisher	9781788050357	Teacher	119	No.6, line 6	owned one themself.	owned one themselves.
Publisher	9781788050357	Teacher	119	No.7, line 2	that isn't exactly said in the book,	that is not exactly stated in the book,
Publisher	9781788050357	Teacher	119	No.7, line 5	combine information so they	combine information; so they
Publisher	9781788050357	Teacher	120	Ideas for ELL, line 3	Key vocabulary should be available in both languages.	Key vocabulary should be available in different languages, as appropriate.
Publisher	9781788050357	Teacher	147	Line 7	Tell students it is important	Remind them that it is important
Publisher	9781788050357	Teacher	147	Line 8	statements that you make. Tell students to retell a text	statements that they make. Explain to students that to retell a text
Publisher	9781788050357	Teacher	147	Line 11	Tell students this means you	Reiterate that this means you
Publisher	9781788050357	Teacher	147	Line 12	don't	do not
Publisher	9781788050357	Teacher	147	Line 13	and condense the story in to bullet points.	and sometimes condense the story into bullet points.
Publisher	9781788050357	Teacher	147	Line 12	instead reword it in to your own	instead put it into your own
Publisher	9781788050357	Teacher	150	Daily reading, line 6	reading ensure students are developing their basic sight vocabulary, and	reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050357	Teacher	152	Bullet point 4, line 1	vocabular	vocabulary
Publisher	9781788050357	Teacher	171	Other TPS Reading Materials: line 1	carpet	Carpet
Publisher	9781788050357	Teacher	176	Daily reading, line 6	reading ensure students developing their basic sight vocabulary, and	reading, ensure that students developing their basic sight vocabulary, and are
Publisher	9781788050357	Teacher	197	Procedure, line 6	and in groups they	and, in groups, they

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print Class Set (9781788052276)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	204	Line 9	one sense such as an audiobook which or a videobook.	one sense, such as an audiobook or a videobook.
Publisher	9781788050357	Teacher	204	Line 10	non-fiction informational texts from the classroom library	non-fiction texts from the classroom library,
Publisher	9781788050357	Teacher	204	Line 14	pick out the parts	highlight the parts
Publisher	9781788050357	Teacher	227	Line 5	but all of which are in fear	but which are all in fear
Publisher	9781788050357	Teacher	227	Line 11	the reader visualize the story.	the reader to visualize the story.
Publisher	9781788050357	Teacher	228	Procedure, line 7	pictures help tell to the story?	pictures help to tell the story?
Publisher	9781788050357	Teacher	231	Ideas for ELL, line 3	language	languages
Publisher	9781788050357	Teacher	249	Other TPS Reading Materials: line 1	Poetry, is there repetition?	Poetry; is there repetition?
Publisher	9781788050357	Teacher	249	Interior and Northern Alaska Coloring Book:	this text, how the	this text, and how the
Publisher	9781788050357	Teacher	251	Scaffolding information, line 12	english	English
Publisher	9781788050357	Teacher	251	Scaffolding information, line 15	english	English
Publisher	9781788050357	Teacher	251	Scaffolding information, line 16	Grade 1 such as nouns that will help	Grade 1, such as nouns, that will help
Publisher	9781788050357	Teacher	251	Common misconceptions	english	English
Publisher	9781788050357	Teacher	256	Ideas for ELL, line 2	english	English
Publisher	9781788050357	Teacher	256	Ideas for at home, line 4	english	English
Publisher	9781788050357	Teacher	279	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050357	Teacher	279	Other TPS Reading materials: line 4	what	which
Publisher	9781788050357	Teacher	302	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050357	Teacher	303	Reader Activity Book focus: line 2	stay healthy	stay healthy?
Publisher	9781788050357	Teacher	305	Line 7	doesn't	does not
Publisher	9781788050357	Teacher	329	Other TPS Reading materials: line 2	help us stay healthy.	help us to stay healthy.

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with basic online class set (9781788050616)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	3	Procedure, line 10	didn't	did not
Publisher	9781788050357	Teacher	3	Procedure, line 10	them this	them that this
Publisher	9781788050357	Teacher	3	Procedure, line 12	question they	question, they
Publisher	9781788050357	Teacher	4	Whole group – main discussion, line 8	‘by committee’ such	‘by committee’, such
Publisher	9781788050357	Teacher	22	Extension Activity:, line 1	complete Captain Confidence	complete the Captain Confidence
Publisher	9781788050357	Teacher	22	ABC I Love My Life - Online library, line 1	Within it they	Within it, they
Publisher	9781788050357	Teacher	22	ABC I Love My Life - Online library, line 3	provide	enable
Publisher	9781788050357	Teacher	30	Ideas for ELL, line 2	phonemes and	phonemes,
Publisher	9781788050357	Teacher	30	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050357	Teacher	53	Other TPS Reading Materials: line 2	the water cycle?	the water cycle.
Publisher	9781788050357	Teacher	53	Reader Activity Book focus: Olympic Reader Book 2: line 2	their home state.	their home state?
Publisher	9781788050357	Teacher	54	Objective line 1	have confidence	have the confidence
Publisher	9781788050357	Teacher	54	Objective line 1	ensure students	ensure that students
Publisher	9781788050357	Teacher	54	Objective line 3	show they	show that they
Publisher	9781788050357	Teacher	54	Objective line 7	application	applications
Publisher	9781788050357	Teacher	54	Objective line 8	project	projects
Publisher	9781788050357	Teacher	60	Daily reading line 2	Use the Amelia Rose, Lewis Family	Use the Amelia Rose and Lewis Family
Publisher	9781788050357	Teacher	61	Ideas for ELL, line 1	their native language	their first language
Publisher	9781788050357	Teacher	61	Ideas for at home, line1	3	2

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with basic online class set (9781788050616)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	62	Summary Discussion, line 6	communications?	communications.
Publisher	9781788050357	Teacher	81	Scaffolding information, line 13	correctly pronounced, listen to	correctly pronounced, and to listen to
Publisher	9781788050357	Teacher	85	Ideas for ELL, line 5	their native language	their first language
Publisher	9781788050357	Teacher	96	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050357	Teacher	97	Line 4	this task then complete the activity	this task, then undertake the activity
Publisher	9781788050357	Teacher	101	Daily reading, line 10	expressions, basic	expressions, and basic
Publisher	9781788050357	Teacher	102	Ideas for at home, line 5	spend an additional 15 minutes	spend a further 15 minutes
Publisher	9781788050357	Teacher	102	Ideas for at home, line 7	and detail as more in English	and detail, as more English
Publisher	9781788050357	Teacher	116	Objective, line 2	texts that get increasingly more difficult	texts that become increasingly difficult
Publisher	9781788050357	Teacher	118	Teacher Lesson Notes, line 11	help them practice	help them to practice
Publisher	9781788050357	Teacher	119	No.6, line 6	owned one themself.	owned one themselves.
Publisher	9781788050357	Teacher	119	No.7, line 2	that isn't exactly said in the book,	that is not exactly stated in the book,
Publisher	9781788050357	Teacher	119	No.7, line 5	combine information so they	combine information; so they
Publisher	9781788050357	Teacher	120	Ideas for ELL, line 3	Key vocabulary should be available in both languages.	Key vocabulary should be available in different languages, as appropriate.
Publisher	9781788050357	Teacher	147	Line 7	Tell students it is important	Remind them that it is important
Publisher	9781788050357	Teacher	147	Line 8	statements that you make. Tell students to retell a text	statements that they make. Explain to students that to retell a text
Publisher	9781788050357	Teacher	147	Line 11	Tell students this means you	Reiterate that this means you
Publisher	9781788050357	Teacher	147	Line 12	don't	do not
Publisher	9781788050357	Teacher	147	Line 13	and condense the story in to bullet points.	and sometimes condense the story into bullet points.
Publisher	9781788050357	Teacher	147	Line 12	instead reword it in to your own	instead put it into your own
Publisher	9781788050357	Teacher	150	Daily reading, line 6	reading ensure students are developing their basic sight vocabulary, and	reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050357	Teacher	152	Bullet point 4, line 1	vocabular	vocabulary
Publisher	9781788050357	Teacher	171	Other TPS Reading Materials: line 1	carpet	Carpet
Publisher	9781788050357	Teacher	176	Daily reading, line 6	reading ensure students developing their basic sight vocabulary, and	reading, ensure that students developing their basic sight vocabulary, and are
Publisher	9781788050357	Teacher	197	Procedure, line 6	and in groups they	and, in groups, they

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with basic online class set (9781788050616)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	204	Line 9	one sense such as an audiobook which or a videobook.	one sense, such as an audiobook or a videobook.
Publisher	9781788050357	Teacher	204	Line 10	non-fiction informational texts from the classroom library	non-fiction texts from the classroom library,
Publisher	9781788050357	Teacher	204	Line 14	pick out the parts	highlight the parts
Publisher	9781788050357	Teacher	227	Line 5	but all of which are in fear	but which are all in fear
Publisher	9781788050357	Teacher	227	Line 11	the reader visualize the story.	the reader to visualize the story.
Publisher	9781788050357	Teacher	228	Procedure, line 7	pictures help tell to the story?	pictures help to tell the story?
Publisher	9781788050357	Teacher	231	Ideas for ELL, line 3	language	languages
Publisher	9781788050357	Teacher	249	Other TPS Reading Materials: line 1	Poetry, is there repetition?	Poetry; is there repetition?
Publisher	9781788050357	Teacher	249	Interior and Northern Alaska Coloring Book:	this text, how the	this text, and how the
Publisher	9781788050357	Teacher	251	Scaffolding information, line 12	english	English
Publisher	9781788050357	Teacher	251	Scaffolding information, line 15	english	English
Publisher	9781788050357	Teacher	251	Scaffolding information, line 16	Grade 1 such as nouns that will help	Grade 1, such as nouns, that will help
Publisher	9781788050357	Teacher	251	Common misconceptions	english	English
Publisher	9781788050357	Teacher	256	Ideas for ELL, line 2	english	English
Publisher	9781788050357	Teacher	256	Ideas for at home, line 4	english	English
Publisher	9781788050357	Teacher	279	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050357	Teacher	279	Other TPS Reading materials: line 4	what	which
Publisher	9781788050357	Teacher	302	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050357	Teacher	303	Reader Activity Book focus: line 2	stay healthy	stay healthy?
Publisher	9781788050357	Teacher	305	Line 7	doesn't	does not
Publisher	9781788050357	Teacher	329	Other TPS Reading materials: line 2	help us stay healthy.	help us to stay healthy.

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with Online Class Set (9781788052283) and Online Class Set (9781788052290)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	3	Procedure, line 10	them this	them that this
Publisher	9781788050357	Teacher	3	Procedure, line 12	question they	question, they
Publisher	9781788050357	Teacher	4	Whole group – main discussion, line 8	‘by committee’ such	‘by committee’, such
Publisher	9781788050357	Teacher	22	Extension Activity:, line 1	complete Captain Confidence	complete the Captain Confidence
Publisher	9781788050357	Teacher	22	ABC I Love My Life - Online library, line 1	Within it they	Within it, they
Publisher	9781788050357	Teacher	22	ABC I Love My Life - Online library, line 3	provide	enable
Publisher	9781788050357	Teacher	30	Ideas for ELL, line 2	phonemes and	phonemes,
Publisher	9781788050357	Teacher	30	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050357	Teacher	53	Other TPS Reading Materials: line 2	the water cycle?	the water cycle.
Publisher	9781788050357	Teacher	53	Reader Activity Book focus: Olympic Reader Book 2: line 2	their home state.	their home state?
Publisher	9781788050357	Teacher	54	Objective line 1	have confidence	have the confidence
Publisher	9781788050357	Teacher	54	Objective line 1	ensure students	ensure that students
Publisher	9781788050357	Teacher	54	Objective line 3	show they	show that they
Publisher	9781788050357	Teacher	54	Objective line 7	application	applications
Publisher	9781788050357	Teacher	54	Objective line 8	project	projects
Publisher	9781788050357	Teacher	60	Daily reading line 2	Use the Amelia Rose, Lewis Family	Use the Amelia Rose and Lewis Family
Publisher	9781788050357	Teacher	61	Ideas for ELL, line 1	their native language	their first language
Publisher	9781788050357	Teacher	61	Ideas for at home, line1	3	2
Publisher	9781788050357	Teacher	62	Summary Discussion, line 6	communications?	communications.

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with Online Class Set (9781788052283) and Online Class Set (9781788052290)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	81	Scaffolding information, line 13	correctly pronounced, listen to	correctly pronounced, and to listen to
Publisher	9781788050357	Teacher	85	Ideas for ELL, line 5	their native language	their first language
Publisher	9781788050357	Teacher	96	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050357	Teacher	97	Line 4	this task then complete the activity	this task, then undertake the activity
Publisher	9781788050357	Teacher	101	Daily reading, line 10	expressions, basic	expressions, and basic
Publisher	9781788050357	Teacher	102	Ideas for at home, line 5	spend an additional 15 minutes	spend a further 15 minutes
Publisher	9781788050357	Teacher	102	Ideas for at home, line 7	and detail as more in English	and detail, as more English
Publisher	9781788050357	Teacher	116	Objective, line 2	texts that get increasingly more difficult	texts that become increasingly difficult
Publisher	9781788050357	Teacher	118	Teacher Lesson Notes, line 11	help them practice	help them to practice
Publisher	9781788050357	Teacher	119	No.6, line 6	owned one themself.	owned one themselves.
Publisher	9781788050357	Teacher	119	No.7, line 2	that isn't exactly said in the book,	that is not exactly stated in the book,
Publisher	9781788050357	Teacher	119	No.7, line 5	combine information so they	combine information; so they
Publisher	9781788050357	Teacher	120	Ideas for ELL, line 3	Key vocabulary should be available in both languages.	Key vocabulary should be available in different languages, as appropriate.
Publisher	9781788050357	Teacher	147	Line 7	Tell students it is important	Remind them that it is important
Publisher	9781788050357	Teacher	147	Line 8	statements that you make. Tell students to retell a text	statements that they make. Explain to students that to retell a text
Publisher	9781788050357	Teacher	147	Line 11	Tell students this means you	Reiterate that this means you
Publisher	9781788050357	Teacher	147	Line 12	don't	do not
Publisher	9781788050357	Teacher	147	Line 13	and condense the story in to bullet points.	and sometimes condense the story into bullet points.
Publisher	9781788050357	Teacher	147	Line 12	instead reword it in to your own	instead put it into your own
Publisher	9781788050357	Teacher	150	Daily reading, line 6	reading ensure students are developing their basic sight vocabulary, and	reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050357	Teacher	152	Bullet point 4, line 1	vocabular	vocabulary
Publisher	9781788050357	Teacher	171	Other TPS Reading Materials: line 1	carpet	Carpet
Publisher	9781788050357	Teacher	176	Daily reading, line 6	reading ensure students developing their basic sight vocabulary, and	reading, ensure that students developing their basic sight vocabulary, and are
Publisher	9781788050357	Teacher	197	Procedure, line 6	and in groups they	and, in groups, they
Publisher	9781788050357	Teacher	204	Line 9	one sense such as an audiobook which or a videobook.	one sense, such as an audiobookor a videobook.

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with Online Class Set (9781788052283) and Online Class Set (9781788052290)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050357	Teacher	204	Line 10	non-fiction informational texts from the classroom library	non-fiction texts from the classroom library,
Publisher	9781788050357	Teacher	204	Line 14	pick out the parts	highlight the parts
Publisher	9781788050357	Teacher	227	Line 5	but all of which are in fear	but which are all in fear
Publisher	9781788050357	Teacher	227	Line 11	the reader visualize the story.	the reader to visualize the story.
Publisher	9781788050357	Teacher	228	Procedure, line 7	pictures help tell to the story?	pictures help to tell the story?
Publisher	9781788050357	Teacher	231	Ideas for ELL, line 3	language	languages
Publisher	9781788050357	Teacher	249	Other TPS Reading Materials: line 1	Poetry, is there repetition?	Poetry; is there repetition?
Publisher	9781788050357	Teacher	249	Interior and Northern Alaska Coloring Book:	this text, how the	this text, and how the
Publisher	9781788050357	Teacher	251	Scaffolding information, line 12	english	English
Publisher	9781788050357	Teacher	251	Scaffolding information, line 15	english	English
Publisher	9781788050357	Teacher	251	Scaffolding information, line 16	Grade 1 such as nouns that will help	Grade 1, such as nouns, that will help
Publisher	9781788050357	Teacher	251	Common misconceptions	english	English
Publisher	9781788050357	Teacher	256	Ideas for ELL, line 2	english	English
Publisher	9781788050357	Teacher	256	Ideas for at home, line 4	english	English
Publisher	9781788050357	Teacher	279	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050357	Teacher	279	Other TPS Reading materials: line 4	what	which
Publisher	9781788050357	Teacher	302	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050357	Teacher	303	Reader Activity Book focus: line 2	stay healthy	stay healthy?
Publisher	9781788050357	Teacher	305	Line 7	doesn't	does not
Publisher	9781788050357	Teacher	329	Other TPS Reading materials: line 2	help us stay healthy.	help us to stay healthy.

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print Class Set (9781788052337)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	2	Line 6	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050432	Teacher	2	Line 8	easily understood, make eye contact	easily understood, and make eye contact
Publisher	9781788050432	Teacher	2	Line 9	not too fast or slow or	not too quickly or slowly nor
Publisher	9781788050432	Teacher	2	Line 10	loud or too quiet, they want to be heard but not shouting.	loudly or quietly; they want to be heard but not shout.
Publisher	9781788050432	Teacher	4	Procedure, line 6	TV station	TV/radio station
Publisher	9781788050432	Teacher	4	Procedure, line 17/18	reminded that when working in their groups they should	reminded that, when working in their groups, they should
Publisher	9781788050432	Teacher	22	Reader Activity Book focus: line 2	chapter	Chapter
Publisher	9781788050432	Teacher	24	Line 11	Two	2
Publisher	9781788050432	Teacher	25	Lesson Topics, no.2, line 5	diphthongs	diphthongs
Publisher	9781788050432	Teacher	29	Ideas for support, line 2	classroom such as a visual alphabet with upper and lowercase letters	classroom, such as a visual alphabet with upper and lower case letters
Publisher	9781788050432	Teacher	29	Ideas fo ELL, line 4	native language and they could	native language. They could
Publisher	9781788050432	Teacher	29	Ideas for at home	always learning, it does	always learning; it does
Publisher	9781788050432	Teacher	49	ABC Activity Books - Online library: line 2	book	Book
Publisher	9781788050432	Teacher	49	Reader Activity Book focus: line 2	games	Games
Publisher	9781788050432	Teacher	53	Line 10	of	or
Publisher	9781788050432	Teacher	54	Ideas for at home: line 5	with	to
Publisher	9781788050432	Teacher	72	ELL, line 2	Then use of thesaurus.	Then, use of a thesaurus.
Publisher	9781788050432	Teacher	72	Other TPS Reading materials: line 2/3	create glossary cards if new.	create glossary cards if they are new.
Publisher	9781788050432	Teacher	72	Reader Activity Book focus: line 1	processes	Processes
Publisher	9781788050432	Teacher	74	Line 1	In this lesson, students will practice reading with accuracy, comprehension and prosody.	In this lesson, students will practice reading with the appropriate rate, accuracy, and prosody.
Publisher	9781788050432	Teacher	75	Procedure, line 3	standard to read with accuracy, comprehension and prosody.	standard to read with the appropriate rate, accuracy, and prosody.
Publisher	9781788050432	Teacher	77	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050432	Teacher	88	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050432	Teacher	88	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print Class Set (9781788052337)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	88	Interior and Northern Alaska Coloring Book:	fluently	fluently
Publisher	9781788050432	Teacher	91	Teacher Lesson Notes, line 1	books at or slightly above their	books at, or slightly above, their
Publisher	9781788050432	Teacher	104	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050432	Teacher	104	Interior and Northern Alaska Coloring Book:	Then	Finally,
Publisher	9781788050432	Teacher	106	Common Misconceptions, line 8	isn't	is not
Publisher	9781788050432	Teacher	108	Line 6		move text up
Publisher	9781788050432	Teacher	108	Line 21	aren't	are not
Publisher	9781788050432	Teacher	108	3rd line from the bottom	and why?	and why.
Publisher	9781788050432	Teacher	108	Bottom line	class?	class.
Publisher	9781788050432	Teacher	108	Bottom line	this is?	this is.
Publisher	9781788050432	Teacher	110	Daily reading, line 10	expressions, basic or	expressions, and basic or
Publisher	9781788050432	Teacher	111	Summary Discussion, 3rd paragraph, line 5	tp	to
Publisher	9781788050432	Teacher	135	ELL: line 2	Then use of	Then, use of a
Publisher	9781788050432	Teacher	135	Other TPS Reading materials: line 1	musical band.	Musical Band.
Publisher	9781788050432	Teacher	135	ABC Handling Data - How Do We Get To School	alphabet book	Alphabet Book
Publisher	9781788050432	Teacher	161	ELL: line 2	Work through rest of the page.	Work through the rest of the page.
Publisher	9781788050432	Teacher	163	Common Misconceptions, line 6	developing vocabulary	developing the vocabulary
Publisher	9781788050432	Teacher	163	Common Misconceptions, line 8	as a focus, teacher	as a focus, the teacher
Publisher	9781788050432	Teacher	165	Line 13	about how story mountains	about, the way in which story mountains
Publisher	9781788050432	Teacher	167	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050432	Teacher	181	Other TPS Reading materials: line 2	Emotions or Trees or Seasons?	Emotions, Trees or Seasons?
Publisher	9781788050432	Teacher	181	Reader Activity Book focus - The Davis Family:	discuss how usually their	discuss how, usually, their
Publisher	9781788050432	Teacher	184	Teacher Lesson Notes, last line	each one to create	them all to create
Publisher	9781788050432	Teacher	188	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print Class Set (9781788052337)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	213	Extension Activity: line 1	from the disaster scene from	from the disaster in
Publisher	9781788050432	Teacher	213	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050432	Teacher	214	Line 12	graphic	graphics
Publisher	9781788050432	Teacher	217	Procedure, paragraph 4, line 3	had	has
Publisher	9781788050432	Teacher	219	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050432	Teacher	221	Ideas for at home, line 1	Use a simple outline similar to the one below, plan	Use a simple outline, similar to the one below, to plan
Publisher	9781788050432	Teacher	221	Ideas for at home, line 2	Be ready to share your ideas with the class.	Students must be ready to share their ideas with the class.
Publisher	9781788050432	Teacher	221	Summary Discussion, line 2	stories.	stories?
Publisher	9781788050432	Teacher	243	Scaffolding Information, Line 13	english	English
Publisher	9781788050432	Teacher	246	Materials: line 1	of different nationalities	of different cultures and nationalities
Publisher	9781788050432	Teacher	270	Other TPS Reading materials: line 3	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050432	Teacher	292	Other TPS Reading materials: line 1	Have students Christopher Stephen	Have students read Christopher Stephen
Publisher	9781788050432	Teacher	296	7th line from the bottom	plagiarising,	plagiarizing,

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with basic online class set (9781788050623)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	2	Line 6	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050432	Teacher	2	Line 8	easily understood, make eye contact	easily understood, and make eye contact
Publisher	9781788050432	Teacher	2	Line 9	not too fast or slow or	not too quickly or slowly nor
Publisher	9781788050432	Teacher	2	Line 10	loud or too quiet, they want to be heard but not shouting.	loudly or quietly; they want to be heard but not shout.
Publisher	9781788050432	Teacher	4	Procedure, line 6	TV station	TV/radio station
Publisher	9781788050432	Teacher	4	Procedure, line 17/18	reminded that when working in their groups they should	reminded that, when working in their groups, they should
Publisher	9781788050432	Teacher	22	Reader Activity Book focus: line 2	chapter	Chapter
Publisher	9781788050432	Teacher	24	Line 11	Two	2
Publisher	9781788050432	Teacher	25	Lesson Topics, no.2, line 5	diphthongs	diphthongs
Publisher	9781788050432	Teacher	29	Ideas for support, line 2	classroom such as a visual alphabet with upper and lowercase letters	classroom, such as a visual alphabet with upper and lower case letters
Publisher	9781788050432	Teacher	29	Ideas fo ELL, line 4	native language and they could	native language. They could
Publisher	9781788050432	Teacher	29	Ideas for at home	always learning, it does	always learning; it does
Publisher	9781788050432	Teacher	49	ABC Activity Books - Online library: line 2	book	Book
Publisher	9781788050432	Teacher	49	Reader Activity Book focus: line 2	games	Games
Publisher	9781788050432	Teacher	53	Line 10	of	or
Publisher	9781788050432	Teacher	54	Ideas for at home: line 5	with	to
Publisher	9781788050432	Teacher	72	ELL, line 2	Then use of thesaurus.	Then, use of a thesaurus.
Publisher	9781788050432	Teacher	72	Other TPS Reading materials: line 2/3	create glossary cards if new.	create glossary cards if they are new.
Publisher	9781788050432	Teacher	72	Reader Activity Book focus: line 1	processes	Processes
Publisher	9781788050432	Teacher	74	Line 1	In this lesson, students will practice reading with accuracy, comprehension and prosody.	In this lesson, students will practice reading with the appropriate rate, accuracy, and prosody.
Publisher	9781788050432	Teacher	75	Procedure, line 3	standard to read with accuracy, comprehension and prosody.	standard to read with the appropriate rate, accuracy, and prosody.
Publisher	9781788050432	Teacher	77	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050432	Teacher	88	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050432	Teacher	88	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with basic online class set (9781788050623)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	88	Interior and Northern Alaska Coloring Book: line 2	fluently	fluently
Publisher	9781788050432	Teacher	91	Teacher Lesson Notes, line 1	books at or slightly above their	books at, or slightly above, their
Publisher	9781788050432	Teacher	104	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050432	Teacher	104	Interior and Northern Alaska Coloring Book: line 3	Then	Finally,
Publisher	9781788050432	Teacher	106	Common Misconceptions, line 8	isn't	is not
Publisher	9781788050432	Teacher	108	Line 6		move text up
Publisher	9781788050432	Teacher	108	Line 21	aren't	are not
Publisher	9781788050432	Teacher	108	3rd line from the bottom	and why?	and why.
Publisher	9781788050432	Teacher	108	Bottom line	class?	class.
Publisher	9781788050432	Teacher	108	Bottom line	this is?	this is.
Publisher	9781788050432	Teacher	110	Daily reading, line 10	expressions, basic or	expressions, and basic or
Publisher	9781788050432	Teacher	111	Summary Discussion, 3rd paragrph, line 5	tp	to
Publisher	9781788050432	Teacher	135	ELL: line 2	Then use of	Then, use of a
Publisher	9781788050432	Teacher	135	Other TPS Reading materials: line 1	musical band.	Musical Band.
Publisher	9781788050432	Teacher	135	ABC Handling Data - How Do We Get To School page 9 - Online library: line 2	alphabet book	Alphabet Book
Publisher	9781788050432	Teacher	161	ELL: line 2	Work through rest of the page.	Work through the rest of the page.
Publisher	9781788050432	Teacher	163	Common Misconceptions, line 6	developing vocabulary	developing the vocabulary
Publisher	9781788050432	Teacher	163	Common Misconceptions, line 8	as a focus, teacher	as a focus, the teacher
Publisher	9781788050432	Teacher	165	Line 13	about how story mountains	about, the way in which story mountains
Publisher	9781788050432	Teacher	167	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050432	Teacher	181	Other TPS Reading materials: line 2	Emotions or Trees or Seasons?	Emotions, Trees or Seasons?

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with basic online class set (9781788050623)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	181	Reader Activity Book focus - The Davis Family: line 1	discuss how usually their	discuss how, usually, their
Publisher	9781788050432	Teacher	184	Teacher Lesson Notes, last line	each one to create	them all to create
Publisher	9781788050432	Teacher	188	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050432	Teacher	213	Extension Activity: line 1	from the disaster scene from	from the disaster in
Publisher	9781788050432	Teacher	213	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050432	Teacher	214	Line 12	graphic	graphics
Publisher	9781788050432	Teacher	217	Procedure, paragraph 4, line 3	had	has
Publisher	9781788050432	Teacher	219	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050432	Teacher	221	Ideas for at home, line 1	Use a simple outline similar to the one below, plan	Use a simple outline, similar to the one below, to plan
Publisher	9781788050432	Teacher	221	Ideas for at home, line 2	Be ready to share your ideas with the class.	Students must be ready to share their ideas with the class.
Publisher	9781788050432	Teacher	221	Summary Discussion, line 2	stories.	stories?
Publisher	9781788050432	Teacher	243	Scaffolding Information, Line 13	english	English
Publisher	9781788050432	Teacher	246	Materials: line 1	of different nationalities	of different cultures and nationalities
Publisher	9781788050432	Teacher	270	Other TPS Reading materials: line 3	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050432	Teacher	292	Other TPS Reading materials: line 1	Have students Christopher Stephen	Have students read Christopher Stephen
Publisher	9781788050432	Teacher	296	7th line from the bottom	plagiarising,	plagiarizing,

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with Online Class Set (9781788052344) and Online Class Set (9781788052351)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	2	Line 6	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050432	Teacher	2	Line 8	easily understood, make eye contact	easily understood, and make eye contact
Publisher	9781788050432	Teacher	2	Line 9	not too fast or slow or	not too quickly or slowly nor
Publisher	9781788050432	Teacher	2	Line 10	loud or too quiet, they want to be heard but not shouting.	loudly or quietly; they want to be heard but not shout.
Publisher	9781788050432	Teacher	4	Procedure, line 6	TV station	TV/radio station
Publisher	9781788050432	Teacher	4	Procedure, line 17/18	reminded that when working in their groups they should	reminded that, when working in their groups, they should
Publisher	9781788050432	Teacher	22	Reader Activity Book focus: line 2	chapter	Chapter
Publisher	9781788050432	Teacher	24	Line 11	Two	2
Publisher	9781788050432	Teacher	25	Lesson Topics, no.2, line 5	diphthongs	diphthongs
Publisher	9781788050432	Teacher	29	Ideas for support, line 2	classroom such as a visual alphabet with upper and lowercase letters	classroom, such as a visual alphabet with upper and lower case letters
Publisher	9781788050432	Teacher	29	Ideas fo ELL, line 4	native language and they could	native language. They could
Publisher	9781788050432	Teacher	29	Ideas for at home	always learning, it does	always learning; it does
Publisher	9781788050432	Teacher	49	ABC Activity Books - Online library: line 2	book	Book
Publisher	9781788050432	Teacher	49	Reader Activity Book focus: line 2	games	Games
Publisher	9781788050432	Teacher	53	Line 10	of	or
Publisher	9781788050432	Teacher	54	Ideas for at home: line 5	with	to
Publisher	9781788050432	Teacher	72	ELL, line 2	Then use of thesaurus.	Then, use of a thesaurus.
Publisher	9781788050432	Teacher	72	Other TPS Reading materials: line 2/3	create glossary cards if new.	create glossary cards if they are new.
Publisher	9781788050432	Teacher	72	Reader Activity Book focus: line 1	processes	Processes
Publisher	9781788050432	Teacher	74	Line 1	In this lesson, students will practice reading with accuracy, comprehension and prosody.	In this lesson, students will practice reading with the appropriate rate, accuracy, and prosody.
Publisher	9781788050432	Teacher	75	Procedure, line 3	standard to read with accuracy, comprehension and prosody.	standard to read with the appropriate rate, accuracy, and prosody.
Publisher	9781788050432	Teacher	77	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050432	Teacher	88	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050432	Teacher	88	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with Online Class Set (9781788052344) and Online Class Set (9781788052351)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	88	Interior and Northern Alaska Coloring Book: line 2	fluently	fluently
Publisher	9781788050432	Teacher	91	Teacher Lesson Notes, line 1	books at or slightly above their	books at, or slightly above, their
Publisher	9781788050432	Teacher	104	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050432	Teacher	104	Interior and Northern Alaska Coloring Book: line 3	Then	Finally,
Publisher	9781788050432	Teacher	106	Common Misconceptions, line 8	isn't	is not
Publisher	9781788050432	Teacher	108	Line 6		move text up
Publisher	9781788050432	Teacher	108	Line 21	aren't	are not
Publisher	9781788050432	Teacher	108	3rd line from the bottom	and why?	and why.
Publisher	9781788050432	Teacher	108	Bottom line	class?	class.
Publisher	9781788050432	Teacher	108	Bottom line	this is?	this is.
Publisher	9781788050432	Teacher	110	Daily reading, line 10	expressions, basic or	expressions, and basic or
Publisher	9781788050432	Teacher	111	Summary Discussion, 3rd paragraph, line 5	tp	to
Publisher	9781788050432	Teacher	135	ELL: line 2	Then use of	Then, use of a
Publisher	9781788050432	Teacher	135	Other TPS Reading materials: line 1	musical band.	Musical Band.
Publisher	9781788050432	Teacher	135	ABC Handling Data - How Do We Get To School page 9 - Online library: line 2	alphabet book	Alphabet Book
Publisher	9781788050432	Teacher	161	ELL: line 2	Work through rest of the page.	Work through the rest of the page.
Publisher	9781788050432	Teacher	163	Common Misconceptions, line 6	developing vocabulary	developing the vocabulary
Publisher	9781788050432	Teacher	163	Common Misconceptions, line 8	as a focus, teacher	as a focus, the teacher
Publisher	9781788050432	Teacher	165	Line 13	about how story mountains	about, the way in which story mountains
Publisher	9781788050432	Teacher	167	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050432	Teacher	181	Other TPS Reading materials: line 2	Emotions or Trees or Seasons?	Emotions, Trees or Seasons?

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with Online Class Set (9781788052344) and Online Class Set (9781788052351)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050432	Teacher	181	Reader Activity Book focus - The Davis Family: line 1	discuss how usually their	discuss how, usually, their
Publisher	9781788050432	Teacher	184	Teacher Lesson Notes, last line	each one to create	them all to create
Publisher	9781788050432	Teacher	188	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050432	Teacher	213	Extension Activity: line 1	from the disaster scene from	from the disaster in
Publisher	9781788050432	Teacher	213	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050432	Teacher	214	Line 12	graphic	graphics
Publisher	9781788050432	Teacher	217	Procedure, paragraph 4, line 3	had	has
Publisher	9781788050432	Teacher	219	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050432	Teacher	221	Ideas for at home, line 1	Use a simple outline similar to the one below, plan	Use a simple outline, similar to the one below, to plan
Publisher	9781788050432	Teacher	221	Ideas for at home, line 2	Be ready to share your ideas with the class.	Students must be ready to share their ideas with the class.
Publisher	9781788050432	Teacher	221	Summary Discussion, line 2	stories.	stories?
Publisher	9781788050432	Teacher	243	Scaffolding Information, Line 13	english	English
Publisher	9781788050432	Teacher	246	Materials: line 1	of different nationalities	of different cultures and nationalities
Publisher	9781788050432	Teacher	270	Other TPS Reading materials: line 3	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050432	Teacher	292	Other TPS Reading materials: line 1	Have students Christopher Stephen	Have students read Christopher Stephen
Publisher	9781788050432	Teacher	296	7th line from the bottom	plagiarising,	plagiarizing,

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English Language Arts and Reading, Grade 4 TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print Class Set (9781788052399)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	22	Scaffolding information, line 11	Three	3
Publisher	9781788050517	Teacher	24	Line 2	diphthongs	diphthongs
Publisher	9781788050517	Teacher	27	Ideas for ELL, line 2	of some phonemes and	of some phonemes,
Publisher	9781788050517	Teacher	27	Ideas for ELL, line 4	with sounds in their native language and they could teach students	with sounds in their first language; they could also teach other students
Publisher	9781788050517	Teacher	48	ABC Projects - Online library: line 2	book.	Book.
Publisher	9781788050517	Teacher	50	Common Misconceptions, line 8	a focus, teacher	a focus, the teacher
Publisher	9781788050517	Teacher	51	Procedure, penultimate line	then elements	then add elements
Publisher	9781788050517	Teacher	71	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with appropriate rate, accuracy, and prosody.
Publisher	9781788050517	Teacher	72	Procedure, line 3	to read with accuracy, comprehension and prosody.	to read with appropriate rate, accuracy, and prosody.
Publisher	9781788050517	Teacher	72	Procedure, line 4	the three adjectives used to define	the three words used to define
Publisher	9781788050517	Teacher	73	Daily reading, line 11	expressions, basic or	expressions, and basic or
Publisher	9781788050517	Teacher	74	Ideas for ELL	native language	first language
Publisher	9781788050517	Teacher	84	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050517	Teacher	84	ABC Activity Books: line 1	books	Books
Publisher	9781788050517	Teacher	84	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050517	Teacher	87	Teacher Lesson Notes, line 1/2	pre-approved books at or slightly above their reading ability.	pre-approved books at, or slightly above, their reading ability.
Publisher	9781788050517	Teacher	90	Line 3	vocabular	vocabulary
Publisher	9781788050517	Teacher	101	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050517	Teacher	107	Line 10 from the bottom	help you understand	help you to understand
Publisher	9781788050517	Teacher	129	ABC Activity Books: line 3	unsafe.	unsafe?
Publisher	9781788050517	Teacher	134	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050517	Teacher	135	Simple stories, last bullet, line 1	vocabular	vocabulary
Publisher	9781788050517	Teacher	156	Extension Activity: line 4	moon	Moon
Publisher	9781788050517	Teacher	156	Other TPS Reading materials: line 4	humans, live	humans, to live

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English Language Arts and Reading, Grade 4 TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print Class Set (9781788052399)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	156	Reader Activity Book focus - Rufus At The Olympics: no.4	How many daylight hours?	How many daylight hours are there?
Publisher	9781788050517	Teacher	159	Teacher Lesson Notes, line 3	or at the end when	or, at the end, when
Publisher	9781788050517	Teacher	162	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure students are developing their basic sight vocabulary, and are
Publisher	9781788050517	Teacher	163	Peer activity, 3rd line from bottom	difficult, did not	difficult, and did not
Publisher	9781788050517	Teacher	178	Extension Activity: line 2	thought to be in existence but	thought to be already in existence, but
Publisher	9781788050517	Teacher	178	ELL: line 1	work on Troubleshooting	work on the Troubleshooting
Publisher	9781788050517	Teacher	178	Interior and Northern Alaska Coloring Book: line 6	they undergo for example when the	they undergo, for example, when the
Publisher	9781788050517	Teacher	184	Peer activity, 3rd line from bottom	difficult, did not enjoy	difficult, and did not enjoy
Publisher	9781788050517	Teacher	204	Reader Activity Book focus - Rufus At The Olympics: line 3	dumb.	mute.
Publisher	9781788050517	Teacher	228	Extension Activity: line 1	space	space,
Publisher	9781788050517	Teacher	258	Extension Activity: line 5	in the 1990's, by NASA, to Jupiter, it was	in the 1990s, by NASA to Jupiter, and it was
Publisher	9781788050517	Teacher	258	Extension Activity: line 6	The reason was current day	The reason for this was that current day
Publisher	9781788050517	Teacher	262	Teacher Lesson Notes, line 1	three	four
Publisher	9781788050517	Teacher	280	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050517	Teacher	280	Reader Activity Book focus - Rufus At The Olympics: line 2	games	Games
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 4	here.	here too.
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 7	developing vocabulary	developing the vocabulary
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 9	focus, teacher,	focus, the teacher,
Publisher	9781788050517	Teacher	283	Teacher Lesson Notes, line 1	introducing the topic	introducing a link tothe topic
Publisher	9781788050517	Teacher	305	Other TPS Reading materials: line 1	ALASKA	Alaska'

Proclamation 2019 Report of Required Corrections—Additional Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 4 TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print Class Set (9781788052399)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	305	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	imagine they are	imagine that they are
Publisher	9781788050517	Teacher	305	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	100	100 +

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English Language Arts and Reading, Grade 4 TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with basic online class set (9781788050951)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	22	Scaffolding information, line 11	Three	3
Publisher	9781788050517	Teacher	24	Line 2	diphthongs	diphthongs
Publisher	9781788050517	Teacher	27	Ideas for ELL, line 2	of some phonemes and	of some phonemes,
Publisher	9781788050517	Teacher	27	Ideas for ELL, line 4	with sounds in their native language and they could teach students	with sounds in their first language; they could also teach other students
Publisher	9781788050517	Teacher	48	ABC Projects - Online library: line 2	book.	Book.
Publisher	9781788050517	Teacher	50	Common Misconceptions, line 8	a focus, teacher	a focus, the teacher
Publisher	9781788050517	Teacher	51	Procedure, penultimate line	then elements	then add elements
Publisher	9781788050517	Teacher	71	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with appropriate rate, accuracy, and prosody.
Publisher	9781788050517	Teacher	72	Procedure, line 3	to read with accuracy, comprehension and prosody.	to read with appropriate rate, accuracy, and prosody.
Publisher	9781788050517	Teacher	72	Procedure, line 4	the three adjectives used to define	the three words used to define
Publisher	9781788050517	Teacher	73	Daily reading, line 11	expressions, basic or	expressions, and basic or
Publisher	9781788050517	Teacher	74	Ideas for ELL	native language	first language
Publisher	9781788050517	Teacher	84	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050517	Teacher	84	ABC Activity Books: line 1	books	Books
Publisher	9781788050517	Teacher	84	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050517	Teacher	87	Teacher Lesson Notes, line 1/2	pre-approved books at or slightly above their reading ability.	pre-approved books at, or slightly above, their reading ability.
Publisher	9781788050517	Teacher	90	Line 3	vocabular	vocabulary
Publisher	9781788050517	Teacher	101	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050517	Teacher	107	Line 10 from the bottom	help you understand	help you to understand
Publisher	9781788050517	Teacher	129	ABC Activity Books: line 3	unsafe.	unsafe?
Publisher	9781788050517	Teacher	134	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050517	Teacher	135	Simple stories, last bullet, line 1	vocabular	vocabulary
Publisher	9781788050517	Teacher	156	Extension Activity: line 4	moon	Moon
Publisher	9781788050517	Teacher	156	Other TPS Reading materials: line 4	humans, live	humans, to live

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English Language Arts and Reading, Grade 4 TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with basic online class set (9781788050951)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	156	Reader Activity Book focus - Rufus At The Olympics: no.4	How many daylight hours?	How many daylight hours are there?
Publisher	9781788050517	Teacher	159	Teacher Lesson Notes, line 3	or at the end when	or, at the end, when
Publisher	9781788050517	Teacher	162	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure students are developing their basic sight vocabulary, and are
Publisher	9781788050517	Teacher	163	Peer activity, 3rd line from bottom	difficult, did not	difficult, and did not
Publisher	9781788050517	Teacher	178	Extension Activity: line 2	thought to be in existence but	thought to be already in existence, but
Publisher	9781788050517	Teacher	178	ELL: line 1	work on Troubleshooting	work on the Troubleshooting
Publisher	9781788050517	Teacher	178	Interior and Northern Alaska Coloring Book: line 6	they undergo for example when the	they undergo, for example, when the
Publisher	9781788050517	Teacher	184	Peer activity, 3rd line from bottom	difficult, did not enjoy	difficult, and did not enjoy
Publisher	9781788050517	Teacher	204	Reader Activity Book focus - Rufus At The Olympics: line 3	dumb.	mute.
Publisher	9781788050517	Teacher	228	Extension Activity: line 1	space	space,
Publisher	9781788050517	Teacher	258	Extension Activity: line 5	in the 1990's, by NASA, to Jupiter, it was	in the 1990s, by NASA to Jupiter, and it was
Publisher	9781788050517	Teacher	258	Extension Activity: line 6	The reason was current day	The reason for this was that current day
Publisher	9781788050517	Teacher	262	Teacher Lesson Notes, line 1	three	four
Publisher	9781788050517	Teacher	280	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050517	Teacher	280	Reader Activity Book focus - Rufus At The Olympics: line 2	games	Games
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 4	here.	here too.
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 7	developing vocabulary	developing the vocabulary
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 9	focus, teacher,	focus, the teacher,
Publisher	9781788050517	Teacher	283	Teacher Lesson Notes, line 1	introducing the topic	introducing a link tothe topic
Publisher	9781788050517	Teacher	305	Other TPS Reading materials: line 1	ALASKA	Alaska'

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TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with basic online class set (9781788050951)						
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Publisher	9781788050517	Teacher	305	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	imagine they are	imagine that they are
Publisher	9781788050517	Teacher	305	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	100	100 +

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English Language Arts and Reading, Grade 4 TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with Online Class Set (9781788052405) and Online Class Set (9781788052412)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	22	Scaffolding information, line 11	Three	3
Publisher	9781788050517	Teacher	24	Line 2	diphthongs	diphthongs
Publisher	9781788050517	Teacher	27	Ideas for ELL, line 2	of some phonemes and	of some phonemes,
Publisher	9781788050517	Teacher	27	Ideas for ELL, line 4	with sounds in their native language and they could teach students	with sounds in their first language; they could also teach other students
Publisher	9781788050517	Teacher	48	ABC Projects - Online library: line 2	book.	Book.
Publisher	9781788050517	Teacher	50	Common Misconceptions, line 8	a focus, teacher	a focus, the teacher
Publisher	9781788050517	Teacher	51	Procedure, penultimate line	then elements	then add elements
Publisher	9781788050517	Teacher	71	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with appropriate rate, accuracy, and prosody.
Publisher	9781788050517	Teacher	72	Procedure, line 3	to read with accuracy, comprehension and prosody.	to read with appropriate rate, accuracy, and prosody.
Publisher	9781788050517	Teacher	72	Procedure, line 4	the three adjectives used to define	the three words used to define
Publisher	9781788050517	Teacher	73	Daily reading, line 11	expressions, basic or	expressions, and basic or
Publisher	9781788050517	Teacher	74	Ideas for ELL	native language	first language
Publisher	9781788050517	Teacher	84	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050517	Teacher	84	ABC Activity Books: line 1	books	Books
Publisher	9781788050517	Teacher	84	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050517	Teacher	87	Teacher Lesson Notes, line 1/2	pre-approved books at or slightly above their reading ability.	pre-approved books at, or slightly above, their reading ability.
Publisher	9781788050517	Teacher	90	Line 3	vocabulary	vocabulary
Publisher	9781788050517	Teacher	101	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050517	Teacher	107	Line 10 from the bottom	help you understand	help you to understand
Publisher	9781788050517	Teacher	129	ABC Activity Books: line 3	unsafe.	unsafe?
Publisher	9781788050517	Teacher	134	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050517	Teacher	135	Simple stories, last bullet, line 1	vocabulary	vocabulary
Publisher	9781788050517	Teacher	156	Extension Activity: line 4	moon	Moon
Publisher	9781788050517	Teacher	156	Other TPS Reading materials: line 4	humans, live	humans, to live

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English Language Arts and Reading, Grade 4 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with Online Class Set (9781788052405) and Online Class Set (9781788052412)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	156	Reader Activity Book focus - Rufus At The Olympics: no.4	How many daylight hours?	How many daylight hours are there?
Publisher	9781788050517	Teacher	159	Teacher Lesson Notes, line 3	or at the end when	or, at the end, when
Publisher	9781788050517	Teacher	162	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure students are developing their basic sight vocabulary, and are
Publisher	9781788050517	Teacher	163	Peer activity, 3rd line from bottom	difficult, did not	difficult, and did not
Publisher	9781788050517	Teacher	178	Extension Activity: line 2	thought to be in existence but	thought to be already in existence, but
Publisher	9781788050517	Teacher	178	ELL: line 1	work on Troubleshooting	work on the Troubleshooting
Publisher	9781788050517	Teacher	178	Interior and Northern Alaska Coloring Book: line 6	they undergo for example when the	they undergo, for example, when the
Publisher	9781788050517	Teacher	184	Peer activity, 3rd line from bottom	difficult, did not enjoy	difficult, and did not enjoy
Publisher	9781788050517	Teacher	204	Reader Activity Book focus - Rufus At The Olympics: line 3	dumb.	mute.
Publisher	9781788050517	Teacher	228	Extension Activity: line 1	space	space,
Publisher	9781788050517	Teacher	258	Extension Activity: line 5	in the 1990's, by NASA, to Jupiter, it was	in the 1990s, by NASA to Jupiter, and it was
Publisher	9781788050517	Teacher	258	Extension Activity: line 6	The reason was current day	The reason for this was that current day
Publisher	9781788050517	Teacher	262	Teacher Lesson Notes, line 1	three	four
Publisher	9781788050517	Teacher	280	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050517	Teacher	280	Reader Activity Book focus - Rufus At The Olympics: line 2	games	Games
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 4	here.	here too.
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 7	developing vocabulary	developing the vocabulary
Publisher	9781788050517	Teacher	282	Common Misconceptions, line 9	focus, teacher,	focus, the teacher,
Publisher	9781788050517	Teacher	283	Teacher Lesson Notes, line 1	introducing the topic	introducing a link tothe topic
Publisher	9781788050517	Teacher	305	Other TPS Reading materials: line 1	ALASKA	Alaska'

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English Language Arts and Reading, Grade 4						
TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with Online Class Set (9781788052405) and Online Class Set (9781788052412)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050517	Teacher	305	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	imagine they are	imagine that they are
Publisher	9781788050517	Teacher	305	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	100	100 +

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English Language Arts and Reading, Grade 5 TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print Class Set (9781788052450)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050319	Teacher	2	Common Misconceptions, line 5	lesson encourage	lesson, encourage
Publisher	9781788050319	Teacher	2	Common Misconceptions, line 9	as a focus, teacher,	as a focus, the teacher,
Publisher	9781788050319	Teacher	21	Reader Activity Book focus:, line 2	Olympic games	Olympic Games
Publisher	9781788050319	Teacher	28	Ideas for support, line 2	classroom such	classroom, such
Publisher	9781788050319	Teacher	28	Ideas for support, line 4	mean like	mean, like
Publisher	9781788050319	Teacher	28	Ideas for support, line 5	alliteration and	alliteration, and
Publisher	9781788050319	Teacher	28	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050319	Teacher	48	Reader Activity Book focus - Rufus At The Olympics:, line 1	attend	attends
Publisher	9781788050319	Teacher	48	Reader Activity Book focus - Rufus At The Olympics:, line 3	labelled	labeled
Publisher	9781788050319	Teacher	53	Last bullet, line 1	vocabular	vocabulary
Publisher	9781788050319	Teacher	73	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050319	Teacher	74	Procedure, line 3	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050319	Teacher	75	Ideas for ELL, line 1	class as	class, as
Publisher	9781788050319	Teacher	75	Ideas for ELL, line 5	native language	first language
Publisher	9781788050319	Teacher	86	Line 3	movies?	movies.
Publisher	9781788050319	Teacher	86	ABC Activity Books - Online library:, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050319	Teacher	86	Reader Activity Book focus - 21st Century Families:, line 5	used have	used, have
Publisher	9781788050319	Teacher	86	Reader Activity Book focus - 21st Century Families:, line 6	task then	task, then
Publisher	9781788050319	Teacher	87	Objective, line 4	should by now have	should, by now, have
Publisher	9781788050319	Teacher	87	Fifth line from bottom	writing by creating	writing skills by creating
Publisher	9781788050319	Teacher	87	Third line from bottom	of reading at	of practice at
Publisher	9781788050319	Teacher	88	Common Misconceptions, line 1	Students	Many students

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English Language Arts and Reading, Grade 5 TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print Class Set (9781788052450)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050319	Teacher	92	Ideas for at home, line 4	doing additional reading	doing extra reading
Publisher	9781788050319	Teacher	92	Summary Discussion, line 5	discussion consider	discussion, consider
Publisher	9781788050319	Teacher	92	Summary Discussion, line 6	elaborated	elaborate
Publisher	9781788050319	Teacher	104	ELL:, line 1	students using any	students, using any
Publisher	9781788050319	Teacher	104	ABC Activity Books - Online library:, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050319	Teacher	106	Common Misconceptions, line 3	it is important to	it is crucial to
Publisher	9781788050319	Teacher	108	Daily reading, line 6	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050319	Teacher	108	Daily reading, line 10	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050319	Teacher	110	Simple Stories, line 4	in wrong place	move this sentence up to end of line 3
Publisher	9781788050319	Teacher	110	Fourth bullet	vocabulary	vocabulary
Publisher	9781788050319	Teacher	138	Line 7	theatre	theater
Publisher	9781788050319	Teacher	183	ELL:, line 1	on Troubleshooting	on the Troubleshooting
Publisher	9781788050319	Teacher	190	Daily reading, line 6	reading ensure	reading, ensure
Publisher	9781788050319	Teacher	190	Daily reading, line 6	and	and are
Publisher	9781788050319	Teacher	211	ABC Human and Other Animals Senses in the sports field on page 69 - Online library:, line 2	or if it	or, if it
Publisher	9781788050319	Teacher	211	Reader Activity Book focus - 21st Century Families:, line 1	Century families	Century Families
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 1	film	movie
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 2	film	movie
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 4	film	movie
Publisher	9781788050319	Teacher	240	Procedure, line 1	film	movie
Publisher	9781788050319	Teacher	241	Line 19	film	movie
Publisher	9781788050319	Teacher	242	Ideas for Extension, line 3	themselves	them

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English Language Arts and Reading, Grade 5						
TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print Class Set (9781788052450)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050319	Teacher	242	Ideas for ELL, line 1	film	movie
Publisher	9781788050319	Teacher	243	Summary Discussion, line 2	film	movie
Publisher	9781788050319	Teacher	290	Line 9	magic carpet	Magic Carpet
Publisher	9781788050319	Teacher	296	Line 8	earth	Eearth
Publisher	9781788050319	Teacher	297	Line 4	plagiarise	plagiarize
Publisher	9781788050319	Teacher	319	Line 13	wants granted?	wants to be granted?
Publisher	9781788050319	Teacher	319	Line 21	First they	First, they
Publisher	9781788050319	Teacher	319	Line 22	Then they	Then, they
Publisher	9781788050319	Teacher	319	Line 24	different	difference
Publisher	9781788050319	Teacher	319	Line 27	present your findings	present their findings

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English Language Arts and Reading, Grade 5 TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print with basic online class set (9781788050968)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050319	Teacher	2	Common Misconceptions, line 5	lesson encourage	lesson, encourage
Publisher	9781788050319	Teacher	2	Common Misconceptions, line 9	as a focus, teacher,	as a focus, the teacher,
Publisher	9781788050319	Teacher	21	Reader Activity Book focus:, line 2	Olympic games	Olympic Games
Publisher	9781788050319	Teacher	28	Ideas for support, line 2	classroom such	classroom, such
Publisher	9781788050319	Teacher	28	Ideas for support, line 4	mean like	mean, like
Publisher	9781788050319	Teacher	28	Ideas for support, line 5	alliteration and	alliteration, and
Publisher	9781788050319	Teacher	28	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050319	Teacher	48	Reader Activity Book focus - Rufus At The Olympics:, line 1	attend	attends
Publisher	9781788050319	Teacher	48	Reader Activity Book focus - Rufus At The Olympics:, line 3	labelled	labeled
Publisher	9781788050319	Teacher	53	Last bullet, line 1	vocabular	vocabulary
Publisher	9781788050319	Teacher	73	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050319	Teacher	74	Procedure, line 3	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050319	Teacher	75	Ideas for ELL, line 1	class as	class, as
Publisher	9781788050319	Teacher	75	Ideas for ELL, line 5	native language	first language
Publisher	9781788050319	Teacher	86	Line 3	movies?	movies.
Publisher	9781788050319	Teacher	86	ABC Activity Books - Online library:, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050319	Teacher	86	Reader Activity Book focus - 21st Century Families:, line 5	used have	used, have
Publisher	9781788050319	Teacher	86	Reader Activity Book focus - 21st Century Families:, line 6	task then	task, then
Publisher	9781788050319	Teacher	87	Objective, line 4	should by now have	should, by now, have
Publisher	9781788050319	Teacher	87	Fifth line from bottom	writing by creating	writing skills by creating
Publisher	9781788050319	Teacher	87	Third line from bottom	of reading at	of practice at
Publisher	9781788050319	Teacher	88	Common Misconceptions, line 1	Students	Many students

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Publisher	9781788050319	Teacher	92	Ideas for at home, line 4	doing additional reading	doing extra reading
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Publisher	9781788050319	Teacher	92	Summary Discussion, line 6	elaborated	elaborate
Publisher	9781788050319	Teacher	104	ELL:, line 1	students using any	students, using any
Publisher	9781788050319	Teacher	104	ABC Activity Books - Online library:, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050319	Teacher	106	Common Misconceptions, line 3	it is important to	it is crucial to
Publisher	9781788050319	Teacher	108	Daily reading, line 6	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050319	Teacher	108	Daily reading, line 10	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050319	Teacher	110	Simple Stories, line 4	in wrong place	move this sentence up to end of line 3
Publisher	9781788050319	Teacher	110	Fourth bullet	vocabular	vocabulary
Publisher	9781788050319	Teacher	138	Line 7	theatre	theater
Publisher	9781788050319	Teacher	183	ELL:, line 1	on Troubleshooting	on the Troubleshooting
Publisher	9781788050319	Teacher	190	Daily reading, line 6	reading ensure	reading, ensure
Publisher	9781788050319	Teacher	190	Daily reading, line 6	and	and are
Publisher	9781788050319	Teacher	211	ABC Human and Other Animals Senses in the sports field on page 69 - Online library:, line 2	or if it	or, if it
Publisher	9781788050319	Teacher	211	Reader Activity Book focus - 21st Century Families:, line 1	Century families	Century Families
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 1	film	movie
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 2	film	movie
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 4	film	movie
Publisher	9781788050319	Teacher	240	Procedure, line 1	film	movie
Publisher	9781788050319	Teacher	241	Line 19	film	movie
Publisher	9781788050319	Teacher	242	Ideas for Extension, line 3	themselves	them

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TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print with basic online class set (9781788050968)						
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Publisher	9781788050319	Teacher	290	Line 8	earth	Eearth
Publisher	9781788050319	Teacher	296	Line 4	plagiarise	plagiarize
Publisher	9781788050319	Teacher	297	Line 13	wants granted?	wants to be granted?
Publisher	9781788050319	Teacher	319	Line 21	First they	First, they
Publisher	9781788050319	Teacher	319	Line 22	Then they	Then, they
Publisher	9781788050319	Teacher	319	Line 24	different	difference
Publisher	9781788050319	Teacher	319	Line 27	present your findings	present their findings

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English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print with Online Class Set (9781788052467) and Online Class Set (9781788052191)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050319	Teacher	2	Common Misconceptions, line 5	lesson encourage	lesson, encourage
Publisher	9781788050319	Teacher	2	Common Misconceptions, line 9	as a focus, teacher,	as a focus, the teacher,
Publisher	9781788050319	Teacher	21	Reader Activity Book focus:, line 2	Olympic games	Olympic Games
Publisher	9781788050319	Teacher	28	Ideas for support, line 2	classroom such	classroom, such
Publisher	9781788050319	Teacher	28	Ideas for support, line 4	mean like	mean, like
Publisher	9781788050319	Teacher	28	Ideas for support, line 5	alliteration and	alliteration, and
Publisher	9781788050319	Teacher	28	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050319	Teacher	48	Reader Activity Book focus - Rufus At The Olympics:, line 1	attend	attends
Publisher	9781788050319	Teacher	48	Reader Activity Book focus - Rufus At The Olympics:, line 3	labelled	labeled
Publisher	9781788050319	Teacher	53	Last bullet, line 1	vocabular	vocabulary
Publisher	9781788050319	Teacher	73	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050319	Teacher	74	Procedure, line 3	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050319	Teacher	75	Ideas for ELL, line 1	class as	class, as
Publisher	9781788050319	Teacher	75	Ideas for ELL, line 5	native language	first language
Publisher	9781788050319	Teacher	86	Line 3	movies?	movies.
Publisher	9781788050319	Teacher	86	ABC Activity Books - Online library:, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050319	Teacher	86	Reader Activity Book focus - 21st Century Families:, line 5	used have	used, have
Publisher	9781788050319	Teacher	86	Reader Activity Book focus - 21st Century Families:, line 6	task then	task, then
Publisher	9781788050319	Teacher	87	Objective, line 4	should by now have	should, by now, have
Publisher	9781788050319	Teacher	87	Fifth line from bottom	writing by creating	writing skills by creating
Publisher	9781788050319	Teacher	87	Third line from bottom	of reading at	of practice at
Publisher	9781788050319	Teacher	88	Common Misconceptions, line 1	Students	Many students

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English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print with Online Class Set (9781788052467) and Online Class Set (9781788052191)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050319	Teacher	92	Ideas for at home, line 4	doing additional reading	doing extra reading
Publisher	9781788050319	Teacher	92	Summary Discussion, line 5	discussion consider	discussion, consider
Publisher	9781788050319	Teacher	92	Summary Discussion, line 6	elaborated	elaborate
Publisher	9781788050319	Teacher	104	ELL:, line 1	students using any	students, using any
Publisher	9781788050319	Teacher	104	ABC Activity Books - Online library:, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050319	Teacher	106	Common Misconceptions, line 3	it is important to	it is crucial to
Publisher	9781788050319	Teacher	108	Daily reading, line 6	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050319	Teacher	108	Daily reading, line 10	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050319	Teacher	110	Simple Stories, line 4	in wrong place	move this sentence up to end of line 3
Publisher	9781788050319	Teacher	110	Fourth bullet	vocabular	vocabulary
Publisher	9781788050319	Teacher	138	Line 7	theatre	theater
Publisher	9781788050319	Teacher	183	ELL:, line 1	on Troubleshooting	on the Troubleshooting
Publisher	9781788050319	Teacher	190	Daily reading, line 6	reading ensure	reading, ensure
Publisher	9781788050319	Teacher	190	Daily reading, line 6	and	and are
Publisher	9781788050319	Teacher	211	ABC Human and Other Animals Senses in the sports field on page 69 - Online library:, line 2	or if it	or, if it
Publisher	9781788050319	Teacher	211	Reader Activity Book focus - 21st Century Families:, line 1	Century families	Century Families
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 1	film	movie
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 2	film	movie
Publisher	9781788050319	Teacher	240	Teacher Lesson Notes, line 4	film	movie
Publisher	9781788050319	Teacher	240	Procedure, line 1	film	movie
Publisher	9781788050319	Teacher	241	Line 19	film	movie
Publisher	9781788050319	Teacher	242	Ideas for Extension, line 3	themselves	them

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English Language Arts and Reading, Grade 5						
TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print with Online Class Set (9781788052467) and Online Class Set (9781788052191)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050319	Teacher	242	Ideas for ELL, line 1	film	movie
Publisher	9781788050319	Teacher	243	Summary Discussion, line 2	film	movie
Publisher	9781788050319	Teacher	290	Line 9	magic carpet	Magic Carpet
Publisher	9781788050319	Teacher	296	Line 8	earth	Eearth
Publisher	9781788050319	Teacher	297	Line 4	plagiarise	plagiarize
Publisher	9781788050319	Teacher	319	Line 13	wants granted?	wants to be granted?
Publisher	9781788050319	Teacher	319	Line 21	First they	First, they
Publisher	9781788050319	Teacher	319	Line 22	Then they	Then, they
Publisher	9781788050319	Teacher	319	Line 24	different	difference
Publisher	9781788050319	Teacher	319	Line 27	present your findings	present their findings

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print Class Set (9781788051880)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you or to each other, or to a recording or video,
Publisher	9781788050050	Teacher	2	A. line 3	confirm information	confirm the information
Publisher	9781788050050	Teacher	2	B whole section	Student's must follow spoken instructions and give spoken instructions and the instructions should be for multiple steps that are carrying out an action such as how to make a sandwich.	Students must both follow, and give, spoken instructions and the instructions should be for multiple steps that are carrying out an action, such as how to make a sandwich.
Publisher	9781788050050	Teacher	2	C. line 2	not too fast or slow or loud or soft, using natural	not too quickly or slowly, nor too loudly or softly, using natural
Publisher	9781788050050	Teacher	2	D. line 1	part in and lead a discussion	part in, and lead, a discussion
Publisher	9781788050050	Teacher	3	Line 3	participation	participatiing
Publisher	9781788050050	Teacher	3	Common Misconceptions, 2nd bullet, line 1	you're	you are
Publisher	9781788050050	Teacher	3	Common Misconceptions, 4th bullet, line 1	ideas,	ideas;
Publisher	9781788050050	Teacher	4	Teacher Lesson Notes, line 1	their ideas for an invention	their ideas, with the group, for an invention
Publisher	9781788050050	Teacher	5	Procedure, no.6, line 1	Tell students that today they will	Tell students, that today, they will
Publisher	9781788050050	Teacher	6	No.14, line 8	Remind students when communicating their idea they	Remind students that, when communicating their idea, they
Publisher	9781788050050	Teacher	8	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	9	Summary Discussion, line 1	think about and share with a partner what makes	think about, and share with a partner, what makes
Publisher	9781788050050	Teacher	28	Extension Activity, line 1	ask for and answer questions	ask for, and answer, questions
Publisher	9781788050050	Teacher	29	Objective, line 4	scientic	scientific
Publisher	9781788050050	Teacher	29	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050050	Teacher	30	A. line 1	digital resources such as dictionaries and	digital resources, such as dictionaries,
Publisher	9781788050050	Teacher	30	A. line 2	thesaurus'	thesauruses
Publisher	9781788050050	Teacher	30	B. line 3	Use the definition	Students will use the definition
Publisher	9781788050050	Teacher	30	B. line 4	An analogy is to compare	An analogy is used to compare
Publisher	9781788050050	Teacher	30	B. line 5	testing the student	testing that the student
Publisher	9781788050050	Teacher	30	C. line 3	sentence and the	sentence; the

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print Class Set (9781788051880)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	30	C. line 6	you	students
Publisher	9781788050050	Teacher	30	C. line 6	you	they
Publisher	9781788050050	Teacher	31	English Language Arts and Reading Focus, B, line 1	clarify meaning	clarify the meaning
Publisher	9781788050050	Teacher	31	English Language Arts and Reading Focus, C, line 1	Eng	English
Publisher	9781788050050	Teacher	32	Teacher Lesson Notes, line 6	For Part II it is critical that before the lesson you find	For Part II, it is critical that, before the lesson, you find
Publisher	9781788050050	Teacher	33	Procedure, bullet 4, line 3	you decode	you to decode
Publisher	9781788050050	Teacher	33	Procedure, bullet 5, line 4	Debrief the activity as a class using a random calling system.	Debrief the activity, as a class, using a random calling system.
Publisher	9781788050050	Teacher	34	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	34	Ideas for support, bullet 8, line 2	refer them	refer to them
Publisher	9781788050050	Teacher	35	Ideas for ELL, line 2	production a support	production to support
Publisher	9781788050050	Teacher	56	Classroom Art projects: line 2	an	and
Publisher	9781788050050	Teacher	56	ELL: line 3	Vocabulry	Vocabulary
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 3	masy	many
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write out the word, count how many syllables it has, research the
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 5	and if any	and determine if any
Publisher	9781788050050	Teacher	57	How Not To Die Hunting in Alaska, line 2	no	number
Publisher	9781788050050	Teacher	59	Common Misconceptions, 1st bullet, line 2	don't	do not
Publisher	9781788050050	Teacher	59	Common Misconceptions, 4th bullet, line 1	you're	are
Publisher	9781788050050	Teacher	61	Procedure, bullet 5, line 3	aware of and interested in their	aware of, and interested in, their
Publisher	9781788050050	Teacher	62	Daily reading, line 8	expressions, basic	expressions, and basic
Publisher	9781788050050	Teacher	63	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	64	4th bullet, line 1	vocabular	vocabulary

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	83	Classroom Art projects: line 3	poetry reading in front of the	poetry reading for performing in front of the
Publisher	9781788050050	Teacher	83	Extension Activity: line 2	cover it up and have them	cover it up then have them
Publisher	9781788050050	Teacher	83	Extension Activity: line 3	Then	Next,
Publisher	9781788050050	Teacher	83	Other TPS Reading materials: line 2	students make	students to make
Publisher	9781788050050	Teacher	83	Other TPS Reading materials: line 3	to memory so that in future they are	to memory, so that, in future, they are
Publisher	9781788050050	Teacher	84	Objective, line 6	connection	connections
Publisher	9781788050050	Teacher	85	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050050	Teacher	86	Teacher Lesson Notes, 5th bullet	lives	Lives
Publisher	9781788050050	Teacher	86	Teacher Lesson Notes, 1st line under bullets	science themed	science-themed
Publisher	9781788050050	Teacher	86	4th line from the bottom	Science themed	science-themed
Publisher	9781788050050	Teacher	87	Line 9	accountability, effort, and promote growth.	accountability, and effort, and to promote growth.
Publisher	9781788050050	Teacher	87	Materials; 1st bullet	Science themed	Science-themed
Publisher	9781788050050	Teacher	89	Daily reading, line 7	expressions, basic or	expressions, and basic or
Publisher	9781788050050	Teacher	89	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	90	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050050	Teacher	90	Ideas for at home, line 1	As students finish books they can design a book jacket cover of the book	As students finish books, they can design a jacket cover for the book
Publisher	9781788050050	Teacher	90	Ideas for at home, line 2	telling	describing
Publisher	9781788050050	Teacher	91	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050050	Teacher	105	line 3	Tell them it needs	Tell them that it needs
Publisher	9781788050050	Teacher	105	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050050	Teacher	106	Scaffolding information, line 3	Grade 5 students created reading records and read books from start to finish but	Grade 5, students created reading records and read books from start to finish, but
Publisher	9781788050050	Teacher	106	Scaffolding information, line 4	and make and check predictions	and made and checked predictions
Publisher	9781788050050	Teacher	107	A. line 1	yourself	themselves
Publisher	9781788050050	Teacher	107	A. line 2	assigned to you for reading and the differences.	assigned to them for reading, and the differences between these two.
Publisher	9781788050050	Teacher	107	B. line 4	and then once they have finished as	and then, once they have finished, as

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	107	C. line 5	contents, anything	contents or anything
Publisher	9781788050050	Teacher	107	C. line 7	fits in to and why they think that and	fits into and why they think that, and
Publisher	9781788050050	Teacher	107	E. line 4	other texts so think about other texts of a similar nature and perhaps genre, this can	other texts, so they should think about other texts of a similar nature and perhaps genre; this can
Publisher	9781788050050	Teacher	108	I. line 1/2/3	their work so if they make an incorrect prediction or statement or answer a question incorrectly or if they do not understand something in the text they	their work, so if they make an incorrect prediction or statement, or answer a question incorrectly, or if they do not understand something in the text, they
Publisher	9781788050050	Teacher	108	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050050	Teacher	109	Line 4	english	English
Publisher	9781788050050	Teacher	109	Line 7	them understand	them to understand
Publisher	9781788050050	Teacher	110	Common Misconceptions, bullet 3	you're	you are
Publisher	9781788050050	Teacher	112	Precedure, line 3	source	sources
Publisher	9781788050050	Teacher	113	Line 1	don't	do not
Publisher	9781788050050	Teacher	114	3rd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	142	Extension Activity: line 1	times of famous physicist Galileo.	times of the famous physicist, Galileo.
Publisher	9781788050050	Teacher	143	Objective, line 5	nonrenewable	non-renewable
Publisher	9781788050050	Teacher	144	B. line 4	comedy, drama, romance.	comedy, drama, or adventure.
Publisher	9781788050050	Teacher	144	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050050	Teacher	144	H. line 3	don't	do not
Publisher	9781788050050	Teacher	145	Line 4	reflect on and adjust their responses	reflect on, and adjust, their responses
Publisher	9781788050050	Teacher	147	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050050	Teacher	149	Bullet 1, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	150	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050050	Teacher	150	Summary Discussion, line 1	Propose the idea that often a good solution has unintended consequences. Ask	Propose the idea that, often, a good solution has unintended consequences. Ask:
Publisher	9781788050050	Teacher	181	Objective, line 2	nonfiction	non-fiction
Publisher	9781788050050	Teacher	181	Objective, line 3	to end WWII	to end World War Two (WWII)
Publisher	9781788050050	Teacher	181	Scaffolding information, line 4	shakespeare	Shakespeare

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	181	Scaffolding information, line 5	Student's also looked at	Students also studied
Publisher	9781788050050	Teacher	181	Scaffolding information, line 7	nonfiction	non-fiction
Publisher	9781788050050	Teacher	182	A. line 5	and in each text they must	and, in each, text they must
Publisher	9781788050050	Teacher	182	B. line 3	body so for example if a	body so, for example, if a
Publisher	9781788050050	Teacher	182	B. line 7	responses external and internal can	responses', both external and internal, can
Publisher	9781788050050	Teacher	182	C. line 6	Then there are nonlinear elements	Then, there are non-linear elements,
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 1	nonfiction x 2	non-fiction x 2
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 4	don't	do not
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 9	aims as a focus, teacher	aims as a focus, the teacher
Publisher	9781788050050	Teacher	185	Procedure, bullet 5, penultimate line	don't	do not
Publisher	9781788050050	Teacher	186	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050050	Teacher	187	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	188	Summary Discussion, line 1	think about and discuss with a partner who played	think about, and discuss with a partner, who played
Publisher	9781788050050	Teacher	214	Classroom Art projects: line 1	Earthquake	earthquake
Publisher	9781788050050	Teacher	214	ABC Activity book: line 4	students if they were going to write a story based on their family who would	students, if they were going to write a story based on their family, who would
Publisher	9781788050050	Teacher	214	ABC Activity book: line 5	the characters be and where would it	the characters be and where would it be set.
Publisher	9781788050050	Teacher	215	Objective, line 4	a	and
Publisher	9781788050050	Teacher	215	Scaffolding information, line 1	develop	developed
Publisher	9781788050050	Teacher	215	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050050	Teacher	216	A. line 1	different	various
Publisher	9781788050050	Teacher	216	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050050	Teacher	216	A. line 3	story	stories
Publisher	9781788050050	Teacher	216	A. line 3	story	stories
Publisher	9781788050050	Teacher	216	A. line 4	a story about a crime	stories often about a crime

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print Class Set (9781788051880)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	216	A. line 4	book	books
Publisher	9781788050050	Teacher	216	B. line 1	don't	do not
Publisher	9781788050050	Teacher	216	B. line 2	be in different size verses and	be in a range of verse sizes and
Publisher	9781788050050	Teacher	216	B. line 2	different,	different;
Publisher	9781788050050	Teacher	216	B. line 3	every line, some it	every line, and some, it
Publisher	9781788050050	Teacher	216	B. line 6	and pattern	and the pattern
Publisher	9781788050050	Teacher	216	D. line 2	all	usually
Publisher	9781788050050	Teacher	217	Common Misconceptions, bullet 1, line 2	don't	do not
Publisher	9781788050050	Teacher	217	Common Misconceptions, bullet 4	you're	you are
Publisher	9781788050050	Teacher	219	Procedure, 2nd bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050050	Teacher	219	Procedure, 1st paragraph under bullets, line 1	there are many different creation stories	there are numerous creation stories
Publisher	9781788050050	Teacher	219	Procedure, 3rd line from the bottom	write comment.	write a comment.
Publisher	9781788050050	Teacher	219	Procedure, 2nd line from the bottom	don't	do not
Publisher	9781788050050	Teacher	220	1st bullet, 2nd line	a	and
Publisher	9781788050050	Teacher	221	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050050	Teacher	221	Ideas for support, last bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	256	Scaffolding information, line 1	and techniques	and the techniques
Publisher	9781788050050	Teacher	257	A. line 2	exists?	exists.
Publisher	9781788050050	Teacher	257	B. line 2	educate they might bullet point the text or if the genre is a poem it may be structured	educate, authors might bullet point the text or, if the genre is a poem, it may be structured
Publisher	9781788050050	Teacher	257	F. last line	were	as
Publisher	9781788050050	Teacher	258	Line 7	nonfiction	non-fiction
Publisher	9781788050050	Teacher	261	Bullet 2, line 1	don't	do not
Publisher	9781788050050	Teacher	262	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print Class Set (9781788051880)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	262	Ideas for Extension, line 2	developed, that competed	developed by IBM, that competed
Publisher	9781788050050	Teacher	288	Classroom Art projects: line 3	point of view, any metaphors are used	point of view, and any metaphors or personification that are used
Publisher	9781788050050	Teacher	288	Other TPS Reading materials: line 3	of view, any metaphors	of view, and any metaphors
Publisher	9781788050050	Teacher	290	B. line 1	in	into
Publisher	9781788050050	Teacher	290	C. line 4	all declarative simple sentences it could be	all declarative, simple sentences, it could be
Publisher	9781788050050	Teacher	290	D. line 2	aren't any	are no
Publisher	9781788050050	Teacher	290	D. bullet 3, line 2	can't	cannot
Publisher	9781788050050	Teacher	291	Line 2	In this lesson students	Students
Publisher	9781788050050	Teacher	291	Common Misconceptions, line 2	often	usually
Publisher	9781788050050	Teacher	293	Teacher instruction, line 4	moon	Moon
Publisher	9781788050050	Teacher	293	Teacher lesson Notes, line 5	provided in the research	the
Publisher	9781788050050	Teacher	294	Procedure, line 2	moon	Moon
Publisher	9781788050050	Teacher	294	Produce, 7th line from bottom	you	they
Publisher	9781788050050	Teacher	295	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	296	Summary Discussion, line 1	hook	attract
Publisher	9781788050050	Teacher	331	Extension Activity: line 1	Have students in their groups perform	Have students, in their groups, perform
Publisher	9781788050050	Teacher	331	Other TPS Reading materials: line 4	why?	why.
Publisher	9781788050050	Teacher	331	ABC Activity book: line 2	It's	It is
Publisher	9781788050050	Teacher	331	ABC Activity book: line 2	games	Games
Publisher	9781788050050	Teacher	331	ABC Activity book: last line	and ask them to detail	and then, to detail
Publisher	9781788050050	Teacher	332	Scaffolding Information, line 3	previously for example they wrote	previously, for example, they wrote
Publisher	9781788050050	Teacher	333	A. line 2	from someones perspective such as	from someone's perspective, such as
Publisher	9781788050050	Teacher	333	B. line 1	the reader such as in	the reader, such as
Publisher	9781788050050	Teacher	333	C. line 3	argumentative	argumentative text
Publisher	9781788050050	Teacher	333	D. line 1	is when you communicate with someone	is communicating with someone

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print Class Set (9781788051880)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050050	Teacher	333	D. line 5	english	English
Publisher	9781788050050	Teacher	334	4th line from the bottom	a focus, teacher	a focus, the teacher
Publisher	9781788050050	Teacher	335	Teacher Lesson Notes, line 2	moon	M
Publisher	9781788050050	Teacher	336	Procedure bullet 4	then have each group debate.	then each have a group debate.
Publisher	9781788050050	Teacher	336	Penultimate line	exploration essay either expressing	exploration essay, expressing
Publisher	9781788050050	Teacher	337	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	367	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050050	Teacher	368	Objective, 3rd line	kew	key
Publisher	9781788050050	Teacher	369	F. line 2	understand	understanding
Publisher	9781788050050	Teacher	369	H. line 4	can't	cannot
Publisher	9781788050050	Teacher	369	I. line 1/2	Ethically means to treat something	Acting ethically means treating something
Publisher	9781788050050	Teacher	370	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050050	Teacher	374	1st bullet, line 4	that as they learn about the topic they	that, as they learn about the topic, they
Publisher	9781788050050	Teacher	374	5th bullet, 1st asterisk	Belong	Belonging
Publisher	9781788050050	Teacher	374	5th bullet, 2nd asterisk	Have	Having
Publisher	9781788050050	Teacher	374	5th bullet, 3rd asterisk	Have	Having
Publisher	9781788050050	Teacher	374	5th bullet, penultimate line	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050050	Teacher	376	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	407	Classroom Art projects: line 1	sketch out and label a new	sketch out, and label, a new
Publisher	9781788050050	Teacher	407	Other TPS Reading materials: line 3	subject matter and they can	subject matter; they can also

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you or to each other, or to a recording or video,
Publisher	9781788050050	Teacher	2	A. line 3	confirm information	confirm the information
Publisher	9781788050050	Teacher	2	B whole section	Student's must follow spoken instructions and give spoken instructions and the instructions should be for multiple steps that are carrying out an action such as how to make a sandwich.	Students must both follow, and give, spoken instructions and the instructions should be for multiple steps that are carrying out an action, such as how to make a sandwich.
Publisher	9781788050050	Teacher	2	C. line 2	not too fast or slow or loud or soft, using natural	not too quickly or slowly, nor too loudly or softly, using natural
Publisher	9781788050050	Teacher	2	D. line 1	part in and lead a discussion	part in, and lead, a discussion
Publisher	9781788050050	Teacher	3	Line 3	participation	participatiing
Publisher	9781788050050	Teacher	3	Common Misconceptions, 2nd bullet, line 1	you're	you are
Publisher	9781788050050	Teacher	3	Common Misconceptions, 4th bullet, line 1	ideas,	ideas;
Publisher	9781788050050	Teacher	4	Teacher Lesson Notes, line 1	their ideas for an invention	their ideas, with the group, for an invention
Publisher	9781788050050	Teacher	5	Procedure, no.6, line 1	Tell students that today they will	Tell students, that today, they will
Publisher	9781788050050	Teacher	6	No.14, line 8	Remind students when communicating their idea they	Remind students that, when communicating their idea, they
Publisher	9781788050050	Teacher	8	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	9	Summary Discussion, line 1	think about and share with a partner what makes	think about, and share with a partner, what makes
Publisher	9781788050050	Teacher	28	Extension Activity, line 1	ask for and answer questions	ask for, and answer, questions
Publisher	9781788050050	Teacher	29	Objective, line 4	scientic	scientific
Publisher	9781788050050	Teacher	29	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050050	Teacher	30	A. line 1	digital resources such as dictionaries and	digital resources, such as dictionaries,
Publisher	9781788050050	Teacher	30	A. line 2	thesaurus'	thesauruses
Publisher	9781788050050	Teacher	30	B. line 3	Use the definition	Students will use the definition
Publisher	9781788050050	Teacher	30	B. line 4	An analogy is to compare	An analogy is used to compare
Publisher	9781788050050	Teacher	30	B. line 5	testing the student	testing that the student
Publisher	9781788050050	Teacher	30	C. line 3	sentence and the	sentence; the
Publisher	9781788050050	Teacher	30	C. line 6	you	students

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	30	C. line 6	you	they
Publisher	9781788050050	Teacher	31	English Language Arts and Reading Focus, B, line 1	clarify meaning	clarify the meaning
Publisher	9781788050050	Teacher	31	English Language Arts and Reading Focus, C, line 1	Eng	English
Publisher	9781788050050	Teacher	32	Teacher Lesson Notes, line 6	For Part II it is critical that before the lesson you find	For Part II, it is critical that, before the lesson, you find
Publisher	9781788050050	Teacher	33	Procedure, bullet 4, line 3	you decode	you to decode
Publisher	9781788050050	Teacher	33	Procedure, bullet 5, line 4	Debrief the activity as a class using a random calling system.	Debrief the activity, as a class, using a random calling system.
Publisher	9781788050050	Teacher	34	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	34	Ideas for support, bullet 8, line 2	refer them	refer to them
Publisher	9781788050050	Teacher	35	Ideas for ELL, line 2	production a support	production to support
Publisher	9781788050050	Teacher	56	Classroom Art projects: line 2	an	and
Publisher	9781788050050	Teacher	56	ELL: line 3	Vocabulry	Vocabulary
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 3	masy	many
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write out the word, count how many syllables it has, research the
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 5	and if any	and determine if any
Publisher	9781788050050	Teacher	57	How Not To Die Hunting in Alaska, line 2	no	number
Publisher	9781788050050	Teacher	59	Common Misconceptions, 1st bullet, line 2	don't	do not
Publisher	9781788050050	Teacher	59	Common Misconceptions, 4th bullet, line 1	you're	are
Publisher	9781788050050	Teacher	61	Procedure, bullet 5, line 3	aware of and interested in their	aware of, and interested in, their
Publisher	9781788050050	Teacher	62	Daily reading, line 8	expressions, basic	expressions, and basic
Publisher	9781788050050	Teacher	63	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	64	4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050050	Teacher	83	Classroom Art projects: line 3	poetry reading in front of the	poetry reading for performing in front of the

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	83	Extension Activity: line 2	cover it up and have them	cover it up then have them
Publisher	9781788050050	Teacher	83	Extension Activity: line 3	Then	Next,
Publisher	9781788050050	Teacher	83	Other TPS Reading materials: line 2	students make	students to make
Publisher	9781788050050	Teacher	83	Other TPS Reading materials: line 3	to memory so that in future they are	to memory, so that, in future, they are
Publisher	9781788050050	Teacher	84	Objective, line 6	connection	connections
Publisher	9781788050050	Teacher	85	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050050	Teacher	86	Teacher Lesson Notes, 5th bullet	lives	Lives
Publisher	9781788050050	Teacher	86	Teacher Lesson Notes, 1st line under bullets	science themed	science-themed
Publisher	9781788050050	Teacher	86	4th line from the bottom	Science themed	science-themed
Publisher	9781788050050	Teacher	87	Line 9	accountability, effort, and promote growth.	accountability, and effort, and to promote growth.
Publisher	9781788050050	Teacher	87	Materials; 1st bullet	Science themed	Science-themed
Publisher	9781788050050	Teacher	89	Daily reading, line 7	expressions, basic or	expressions, and basic or
Publisher	9781788050050	Teacher	89	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	90	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050050	Teacher	90	Ideas for at home, line 1	As students finish books they can design a book jacket cover of the book	As students finish books, they can design a jacket cover for the book
Publisher	9781788050050	Teacher	90	Ideas for at home, line 2	telling	describing
Publisher	9781788050050	Teacher	91	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050050	Teacher	105	line 3	Tell them it needs	Tell them that it needs
Publisher	9781788050050	Teacher	105	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050050	Teacher	106	Scaffolding information, line 3	Grade 5 students created reading records and read books from start to finish but	Grade 5, students created reading records and read books from start to finish, but
Publisher	9781788050050	Teacher	106	Scaffolding information, line 4	and make and check predictions	and made and checked predictions
Publisher	9781788050050	Teacher	107	A. line 1	yourself	themselves
Publisher	9781788050050	Teacher	107	A. line 2	assigned to you for reading and the differences.	assigned to them for reading, and the differences between these two.
Publisher	9781788050050	Teacher	107	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050050	Teacher	107	C. line 5	contents, anything	contents or anything

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	107	C. line 7	fits in to and why they think that and	fits into and why they think that, and
Publisher	9781788050050	Teacher	107	E. line 4	other texts so think about other texts of a similar nature and perhaps genre, this can	other texts, so they should think about other texts of a similar nature and perhaps genre; this can
Publisher	9781788050050	Teacher	108	I. line 1/2/3	their work so if they make an incorrect prediction or statement or answer a question incorrectly or if they do not understand something in the text they	their work, so if they make an incorrect prediction or statement, or answer a question incorrectly, or if they do not understand something in the text, they
Publisher	9781788050050	Teacher	108	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050050	Teacher	109	Line 4	english	English
Publisher	9781788050050	Teacher	109	Line 7	them understand	them to understand
Publisher	9781788050050	Teacher	110	Common Misconceptions, bullet 3	you're	you are
Publisher	9781788050050	Teacher	112	Precedure, line 3	source	sources
Publisher	9781788050050	Teacher	113	Line 1	don't	do not
Publisher	9781788050050	Teacher	114	3rd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	142	Extension Activity: line 1	times of famous physicist Galileo.	times of the famous physicist, Galileo.
Publisher	9781788050050	Teacher	143	Objective, line 5	nonrenewable	non-renewable
Publisher	9781788050050	Teacher	144	B. line 4	comedy, drama, romance.	comedy, drama, or adventure.
Publisher	9781788050050	Teacher	144	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050050	Teacher	144	H. line 3	don't	do not
Publisher	9781788050050	Teacher	145	Line 4	reflect on and adjust their responses	reflect on, and adjust, their responses
Publisher	9781788050050	Teacher	147	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050050	Teacher	149	Bullet 1, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	150	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050050	Teacher	150	Summary Discussion, line 1	Propose the idea that often a good solution has unintended consequences. Ask	Propose the idea that, often, a good solution has unintended consequences. Ask:
Publisher	9781788050050	Teacher	181	Objective, line 2	nonfiction	non-fiction
Publisher	9781788050050	Teacher	181	Objective, line 3	to end WWII	to end World War Two (WWII)
Publisher	9781788050050	Teacher	181	Scaffolding information, line 4	shakespeare	Shakespeare
Publisher	9781788050050	Teacher	181	Scaffolding information, line 5	Student's also looked at	Students also studied

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	181	Scaffolding information, line 7	nonfiction	non-fiction
Publisher	9781788050050	Teacher	182	A. line 5	and in each text they must	and, in each, text they must
Publisher	9781788050050	Teacher	182	B. line 3	body so for example if a	body so, for example, if a
Publisher	9781788050050	Teacher	182	B. line 7	responses external and internal can	responses', both external and internal, can
Publisher	9781788050050	Teacher	182	C. line 6	Then there are nonlinear elements	Then, there are non-linear elements,
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 1	nonfiction x 2	non-fiction x 2
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 4	don't	do not
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 9	aims as a focus, teacher	aims as a focus, the teacher
Publisher	9781788050050	Teacher	185	Procedure, bullet 5, penultimate line	don't	do not
Publisher	9781788050050	Teacher	186	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050050	Teacher	187	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	188	Summary Discussion, line 1	think about and discuss with a partner who played	think about, and discuss with a partner, who played
Publisher	9781788050050	Teacher	214	Classroom Art projects: line 1	Earthquake	earthquake
Publisher	9781788050050	Teacher	214	ABC Activity book: line 4	students if they were going to write a story based on their family who would	students, if they were going to write a story based on their family, who would
Publisher	9781788050050	Teacher	214	ABC Activity book: line 5	the characters be and where would it	the characters be and where would it be set.
Publisher	9781788050050	Teacher	215	Objective, line 4	a	and
Publisher	9781788050050	Teacher	215	Scaffolding information, line 1	develop	developed
Publisher	9781788050050	Teacher	215	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050050	Teacher	216	A. line 1	different	various
Publisher	9781788050050	Teacher	216	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050050	Teacher	216	A. line 3	story	stories
Publisher	9781788050050	Teacher	216	A. line 3	story	stories
Publisher	9781788050050	Teacher	216	A. line 4	a story about a crime	stories often about a crime
Publisher	9781788050050	Teacher	216	A. line 4	book	books

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	216	B. line 1	don't	do not
Publisher	9781788050050	Teacher	216	B. line 2	be in different size verses and	be in a range of verse sizes and
Publisher	9781788050050	Teacher	216	B. line 2	different,	different;
Publisher	9781788050050	Teacher	216	B. line 3	every line, some it	every line, and some, it
Publisher	9781788050050	Teacher	216	B. line 6	and pattern	and the pattern
Publisher	9781788050050	Teacher	216	D. line 2	all	usually
Publisher	9781788050050	Teacher	217	Common Misconceptions, bullet 1, line 2	don't	do not
Publisher	9781788050050	Teacher	217	Common Misconceptions, bullet 4	you're	you are
Publisher	9781788050050	Teacher	219	Procedure, 2nd bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050050	Teacher	219	Procedure, 1st paragraph under bullets, line 1	there are many different creation stories	there are numerous creation stories
Publisher	9781788050050	Teacher	219	Procedure, 3rd line from the bottom	write comment.	write a comment.
Publisher	9781788050050	Teacher	219	Procedure, 2nd line from the bottom	don't	do not
Publisher	9781788050050	Teacher	220	1st bullet, 2nd line	a	and
Publisher	9781788050050	Teacher	221	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050050	Teacher	221	Ideas for support, last bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	256	Scaffolding information, line 1	and techniques	and the techniques
Publisher	9781788050050	Teacher	257	A. line 2	exists?	exists.
Publisher	9781788050050	Teacher	257	B. line 2	educate they might bullet point the text or if the genre is a poem it may be structured	educate, authors might bullet point the text or, if the genre is a poem, it may be structured
Publisher	9781788050050	Teacher	257	F. last line	were	as
Publisher	9781788050050	Teacher	258	Line 7	nonfiction	non-fiction
Publisher	9781788050050	Teacher	261	Bullet 2, line 1	don't	do not
Publisher	9781788050050	Teacher	262	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	262	Ideas for Extension, line 2	developed, that competed	developed by IBM, that competed

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	288	Classroom Art projects: line 3	point of view, any metaphors are used	point of view, and any metaphors or personification that are used
Publisher	9781788050050	Teacher	288	Other TPS Reading materials: line 3	of view, any metaphors	of view, and any metaphors
Publisher	9781788050050	Teacher	290	B. line 1	in	into
Publisher	9781788050050	Teacher	290	C. line 4	all declarative simple sentences it could be	all declarative, simple sentences, it could be
Publisher	9781788050050	Teacher	290	D. line 2	aren't any	are no
Publisher	9781788050050	Teacher	290	D. bullet 3, line 2	can't	cannot
Publisher	9781788050050	Teacher	291	Line 2	In this lesson students	Students
Publisher	9781788050050	Teacher	291	Common Misconceptions, line 2	often	usually
Publisher	9781788050050	Teacher	293	Teacher instruction, line 4	moon	Moon
Publisher	9781788050050	Teacher	293	Teacher lesson Notes, line 5	provided in the research	the
Publisher	9781788050050	Teacher	294	Procedure, line 2	moon	Moon
Publisher	9781788050050	Teacher	294	Produce, 7th line from bottom	you	they
Publisher	9781788050050	Teacher	295	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	296	Summary Discussion, line 1	hook	attract
Publisher	9781788050050	Teacher	331	Extension Activity: line 1	Have students in their groups perform	Have students, in their groups, perform
Publisher	9781788050050	Teacher	331	Other TPS Reading materials: line 4	why?	why.
Publisher	9781788050050	Teacher	331	ABC Activity book: line 2	It's	It is
Publisher	9781788050050	Teacher	331	ABC Activity book: line 2	games	Games
Publisher	9781788050050	Teacher	331	ABC Activity book: last line	and ask them to detail	and then, to detail
Publisher	9781788050050	Teacher	332	Scaffolding Information, line 3	previously for example they wrote	previously, for example, they wrote
Publisher	9781788050050	Teacher	333	A. line 2	from someones perspective such as	from someone's perspective, such as
Publisher	9781788050050	Teacher	333	B. line 1	the reader such as in	the reader, such as
Publisher	9781788050050	Teacher	333	C. line 3	argumentative	argumentative text
Publisher	9781788050050	Teacher	333	D. line 1	is when you communicate with someone	is communicating with someone
Publisher	9781788050050	Teacher	333	D. line 5	english	English

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (9781788050975)</i>						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	334	4th line from the bottom	a focus, teacher	a focus, the teacher
Publisher	9781788050050	Teacher	335	Teacher Lesson Notes, line 2	moon	M
Publisher	9781788050050	Teacher	336	Procedure bullet 4	then have each group debate.	then each have a group debate.
Publisher	9781788050050	Teacher	336	Penultimate line	exploration essay either expressing	exploration essay, expressing
Publisher	9781788050050	Teacher	337	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	367	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050050	Teacher	368	Objective, 3rd line	kew	key
Publisher	9781788050050	Teacher	369	F. line 2	understand	understanding
Publisher	9781788050050	Teacher	369	H. line 4	can't	cannot
Publisher	9781788050050	Teacher	369	I. line 1/2	Ethically means to treat something	Acting ethically means treating something
Publisher	9781788050050	Teacher	370	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050050	Teacher	374	1st bullet, line 4	that as they learn about the topic they	that, as they learn about the topic, they
Publisher	9781788050050	Teacher	374	5th bullet, 1st asterisk	Belong	Belonging
Publisher	9781788050050	Teacher	374	5th bullet, 2nd asterisk	Have	Having
Publisher	9781788050050	Teacher	374	5th bullet, 3rd asterisk	Have	Having
Publisher	9781788050050	Teacher	374	5th bullet, penultimate line	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050050	Teacher	376	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	407	Classroom Art projects: line 1	sketch out and label a new	sketch out, and label, a new
Publisher	9781788050050	Teacher	407	Other TPS Reading materials: line 3	subject matter and they can	subject matter; they can also

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you or to each other, or to a recording or video,
Publisher	9781788050050	Teacher	2	A. line 3	confirm information	confirm the information
Publisher	9781788050050	Teacher	2	B whole section	Student's must follow spoken instructions and give spoken instructions and the instructions should be for multiple steps that are carrying out an action such as how to make a sandwich.	Students must both follow, and give, spoken instructions and the instructions should be for multiple steps that are carrying out an action, such as how to make a sandwich.
Publisher	9781788050050	Teacher	2	C. line 2	not too fast or slow or loud or soft, using natural	not too quickly or slowly, nor too loudly or softly, using natural
Publisher	9781788050050	Teacher	2	D. line 1	part in and lead a discussion	part in, and lead, a discussion
Publisher	9781788050050	Teacher	3	Line 3	participation	participatiing
Publisher	9781788050050	Teacher	3	Common Misconceptions, 2nd bullet, line 1	you're	you are
Publisher	9781788050050	Teacher	3	Common Misconceptions, 4th bullet, line 1	ideas,	ideas;
Publisher	9781788050050	Teacher	4	Teacher Lesson Notes, line 1	their ideas for an invention	their ideas, with the group, for an invention
Publisher	9781788050050	Teacher	5	Procedure, no.6, line 1	Tell students that today they will	Tell students, that today, they will
Publisher	9781788050050	Teacher	6	No.14, line 8	Remind students when communicating their idea they	Remind students that, when communicating their idea, they
Publisher	9781788050050	Teacher	8	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	9	Summary Discussion, line 1	think about and share with a partner what makes	think about, and share with a partner, what makes
Publisher	9781788050050	Teacher	28	Extension Activity, line 1	ask for and answer questions	ask for, and answer, questions
Publisher	9781788050050	Teacher	29	Objective, line 4	scientic	scientific
Publisher	9781788050050	Teacher	29	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050050	Teacher	30	A. line 1	digital resources such as dictionaries and	digital resources, such as dictionaries,
Publisher	9781788050050	Teacher	30	A. line 2	thesaurus'	thesauruses
Publisher	9781788050050	Teacher	30	B. line 3	Use the definition	Students will use the definition
Publisher	9781788050050	Teacher	30	B. line 4	An analogy is to compare	An analogy is used to compare
Publisher	9781788050050	Teacher	30	B. line 5	testing the student	testing that the student
Publisher	9781788050050	Teacher	30	C. line 3	sentence and the	sentence; the
Publisher	9781788050050	Teacher	30	C. line 6	you	students

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	30	C. line 6	you	they
Publisher	9781788050050	Teacher	31	English Language Arts and Reading Focus, B, line 1	clarify meaning	clarify the meaning
Publisher	9781788050050	Teacher	31	English Language Arts and Reading Focus, C, line 1	Eng	English
Publisher	9781788050050	Teacher	32	Teacher Lesson Notes, line 6	For Part II it is critical that before the lesson you find	For Part II, it is critical that, before the lesson, you find
Publisher	9781788050050	Teacher	33	Procedure, bullet 4, line 3	you decode	you to decode
Publisher	9781788050050	Teacher	33	Procedure, bullet 5, line 4	Debrief the activity as a class using a random calling system.	Debrief the activity, as a class, using a random calling system.
Publisher	9781788050050	Teacher	34	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	34	Ideas for support, bullet 8, line 2	refer them	refer to them
Publisher	9781788050050	Teacher	35	Ideas for ELL, line 2	production a support	production to support
Publisher	9781788050050	Teacher	56	Classroom Art projects: line 2	an	and
Publisher	9781788050050	Teacher	56	ELL: line 3	Vocabulry	Vocabulary
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 3	masy	many
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write out the word, count how many syllables it has, research the
Publisher	9781788050050	Teacher	56	Other TPS Reading materials: line 5	and if any	and determine if any
Publisher	9781788050050	Teacher	57	How Not To Die Hunting in Alaska, line 2	no	number
Publisher	9781788050050	Teacher	59	Common Misconceptions, 1st bullet, line 2	don't	do not
Publisher	9781788050050	Teacher	59	Common Misconceptions, 4th bullet, line 1	you're	are
Publisher	9781788050050	Teacher	61	Procedure, bullet 5, line 3	aware of and interested in their	aware of, and interested in, their
Publisher	9781788050050	Teacher	62	Daily reading, line 8	expressions, basic	expressions, and basic
Publisher	9781788050050	Teacher	63	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	64	4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050050	Teacher	83	Classroom Art projects: line 3	poetry reading in front of the	poetry reading for performing in front of the

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	83	Extension Activity: line 2	cover it up and have them	cover it up then have them
Publisher	9781788050050	Teacher	83	Extension Activity: line 3	Then	Next,
Publisher	9781788050050	Teacher	83	Other TPS Reading materials: line 2	students make	students to make
Publisher	9781788050050	Teacher	83	Other TPS Reading materials: line 3	to memory so that in future they are	to memory, so that, in future, they are
Publisher	9781788050050	Teacher	84	Objective, line 6	connection	connections
Publisher	9781788050050	Teacher	85	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050050	Teacher	86	Teacher Lesson Notes, 5th bullet	lives	Lives
Publisher	9781788050050	Teacher	86	Teacher Lesson Notes, 1st line under bullets	science themed	science-themed
Publisher	9781788050050	Teacher	86	4th line from the bottom	Science themed	science-themed
Publisher	9781788050050	Teacher	87	Line 9	accountability, effort, and promote growth.	accountability, and effort, and to promote growth.
Publisher	9781788050050	Teacher	87	Materials; 1st bullet	Science themed	Science-themed
Publisher	9781788050050	Teacher	89	Daily reading, line 7	expressions, basic or	expressions, and basic or
Publisher	9781788050050	Teacher	89	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	90	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050050	Teacher	90	Ideas for at home, line 1	As students finish books they can design a book jacket cover of the book	As students finish books, they can design a jacket cover for the book
Publisher	9781788050050	Teacher	90	Ideas for at home, line 2	telling	describing
Publisher	9781788050050	Teacher	91	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050050	Teacher	105	line 3	Tell them it needs	Tell them that it needs
Publisher	9781788050050	Teacher	105	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050050	Teacher	106	Scaffolding information, line 3	Grade 5 students created reading records and read books from start to finish but	Grade 5, students created reading records and read books from start to finish, but
Publisher	9781788050050	Teacher	106	Scaffolding information, line 4	and make and check predictions	and made and checked predictions
Publisher	9781788050050	Teacher	107	A. line 1	yourself	themselves
Publisher	9781788050050	Teacher	107	A. line 2	assigned to you for reading and the differences.	assigned to them for reading, and the differences between these two.
Publisher	9781788050050	Teacher	107	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050050	Teacher	107	C. line 5	contents, anything	contents or anything

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	107	C. line 7	fits in to and why they think that and	fits into and why they think that, and
Publisher	9781788050050	Teacher	107	E. line 4	other texts so think about other texts of a similar nature and perhaps genre, this can	other texts, so they should think about other texts of a similar nature and perhaps genre; this can
Publisher	9781788050050	Teacher	108	I. line 1/2/3	their work so if they make an incorrect prediction or statement or answer a question incorrectly or if they do not understand something in the text they	their work, so if they make an incorrect prediction or statement, or answer a question incorrectly, or if they do not understand something in the text, they
Publisher	9781788050050	Teacher	108	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050050	Teacher	109	Line 4	english	English
Publisher	9781788050050	Teacher	109	Line 7	them understand	them to understand
Publisher	9781788050050	Teacher	110	Common Misconceptions, bullet 3	you're	you are
Publisher	9781788050050	Teacher	112	Precedure, line 3	source	sources
Publisher	9781788050050	Teacher	113	Line 1	don't	do not
Publisher	9781788050050	Teacher	114	3rd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	142	Extension Activity: line 1	times of famous physicist Galileo.	times of the famous physicist, Galileo.
Publisher	9781788050050	Teacher	143	Objective, line 5	nonrenewable	non-renewable
Publisher	9781788050050	Teacher	144	B. line 4	comedy, drama, romance.	comedy, drama, or adventure.
Publisher	9781788050050	Teacher	144	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050050	Teacher	144	H. line 3	don't	do not
Publisher	9781788050050	Teacher	145	Line 4	reflect on and adjust their responses	reflect on, and adjust, their responses
Publisher	9781788050050	Teacher	147	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050050	Teacher	149	Bullet 1, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	150	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050050	Teacher	150	Summary Discussion, line 1	Propose the idea that often a good solution has unintended consequences. Ask	Propose the idea that, often, a good solution has unintended consequences. Ask:
Publisher	9781788050050	Teacher	181	Objective, line 2	nonfiction	non-fiction
Publisher	9781788050050	Teacher	181	Objective, line 3	to end WWII	to end World War Two (WWII)
Publisher	9781788050050	Teacher	181	Scaffolding information, line 4	shakespeare	Shakespeare
Publisher	9781788050050	Teacher	181	Scaffolding information, line 5	Student's also looked at	Students also studied

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	181	Scaffolding information, line 7	nonfiction	non-fiction
Publisher	9781788050050	Teacher	182	A. line 5	and in each text they must	and, in each, text they must
Publisher	9781788050050	Teacher	182	B. line 3	body so for example if a	body so, for example, if a
Publisher	9781788050050	Teacher	182	B. line 7	responses external and internal can	responses', both external and internal, can
Publisher	9781788050050	Teacher	182	C. line 6	Then there are nonlinear elements	Then, there are non-linear elements,
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 1	nonfiction x 2	non-fiction x 2
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 4	don't	do not
Publisher	9781788050050	Teacher	183	Common Misconceptions, line 9	aims as a focus, teacher	aims as a focus, the teacher
Publisher	9781788050050	Teacher	185	Procedure, bullet 5, penultimate line	don't	do not
Publisher	9781788050050	Teacher	186	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050050	Teacher	187	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	188	Summary Discussion, line 1	think about and discuss with a partner who played	think about, and discuss with a partner, who played
Publisher	9781788050050	Teacher	214	Classroom Art projects: line 1	Earthquake	earthquake
Publisher	9781788050050	Teacher	214	ABC Activity book: line 4	students if they were going to write a story based on their family who would	students, if they were going to write a story based on their family, who would
Publisher	9781788050050	Teacher	214	ABC Activity book: line 5	the characters be and where would it	the characters be and where would it be set.
Publisher	9781788050050	Teacher	215	Objective, line 4	a	and
Publisher	9781788050050	Teacher	215	Scaffolding information, line 1	develop	developed
Publisher	9781788050050	Teacher	215	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050050	Teacher	216	A. line 1	different	various
Publisher	9781788050050	Teacher	216	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050050	Teacher	216	A. line 3	story	stories
Publisher	9781788050050	Teacher	216	A. line 3	story	stories
Publisher	9781788050050	Teacher	216	A. line 4	a story about a crime	stories often about a crime
Publisher	9781788050050	Teacher	216	A. line 4	book	books

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	216	B. line 1	don't	do not
Publisher	9781788050050	Teacher	216	B. line 2	be in different size verses and	be in a range of verse sizes and
Publisher	9781788050050	Teacher	216	B. line 2	different,	different;
Publisher	9781788050050	Teacher	216	B. line 3	every line, some it	every line, and some, it
Publisher	9781788050050	Teacher	216	B. line 6	and pattern	and the pattern
Publisher	9781788050050	Teacher	216	D. line 2	all	usually
Publisher	9781788050050	Teacher	217	Common Misconceptions, bullet 1, line 2	don't	do not
Publisher	9781788050050	Teacher	217	Common Misconceptions, bullet 4	you're	you are
Publisher	9781788050050	Teacher	219	Procedure, 2nd bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050050	Teacher	219	Procedure, 1st paragraph under bullets, line 1	there are many different creation stories	there are numerous creation stories
Publisher	9781788050050	Teacher	219	Procedure, 3rd line from the bottom	write comment.	write a comment.
Publisher	9781788050050	Teacher	219	Procedure, 2nd line from the bottom	don't	do not
Publisher	9781788050050	Teacher	220	1st bullet, 2nd line	a	and
Publisher	9781788050050	Teacher	221	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050050	Teacher	221	Ideas for support, last bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	256	Scaffolding information, line 1	and techniques	and the techniques
Publisher	9781788050050	Teacher	257	A. line 2	exists?	exists.
Publisher	9781788050050	Teacher	257	B. line 2	educate they might bullet point the text or if the genre is a poem it may be structured	educate, authors might bullet point the text or, if the genre is a poem, it may be structured
Publisher	9781788050050	Teacher	257	F. last line	were	as
Publisher	9781788050050	Teacher	258	Line 7	nonfiction	non-fiction
Publisher	9781788050050	Teacher	261	Bullet 2, line 1	don't	do not
Publisher	9781788050050	Teacher	262	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	262	Ideas for Extension, line 2	developed, that competed	developed by IBM, that competed

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	288	Classroom Art projects: line 3	point of view, any metaphors are used	point of view, and any metaphors or personification that are used
Publisher	9781788050050	Teacher	288	Other TPS Reading materials: line 3	of view, any metaphors	of view, and any metaphors
Publisher	9781788050050	Teacher	290	B. line 1	in	into
Publisher	9781788050050	Teacher	290	C. line 4	all declarative simple sentences it could be	all declarative, simple sentences, it could be
Publisher	9781788050050	Teacher	290	D. line 2	aren't any	are no
Publisher	9781788050050	Teacher	290	D. bullet 3, line 2	can't	cannot
Publisher	9781788050050	Teacher	291	Line 2	In this lesson students	Students
Publisher	9781788050050	Teacher	291	Common Misconceptions, line 2	often	usually
Publisher	9781788050050	Teacher	293	Teacher instruction, line 4	moon	Moon
Publisher	9781788050050	Teacher	293	Teacher lesson Notes, line 5	provided in the research	the
Publisher	9781788050050	Teacher	294	Procedure, line 2	moon	Moon
Publisher	9781788050050	Teacher	294	Produce, 7th line from bottom	you	they
Publisher	9781788050050	Teacher	295	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	296	Summary Discussion, line 1	hook	attract
Publisher	9781788050050	Teacher	331	Extension Activity: line 1	Have students in their groups perform	Have students, in their groups, perform
Publisher	9781788050050	Teacher	331	Other TPS Reading materials: line 4	why?	why.
Publisher	9781788050050	Teacher	331	ABC Activity book: line 2	It's	It is
Publisher	9781788050050	Teacher	331	ABC Activity book: line 2	games	Games
Publisher	9781788050050	Teacher	331	ABC Activity book: last line	and ask them to detail	and then, to detail
Publisher	9781788050050	Teacher	332	Scaffolding Information, line 3	previously for example they wrote	previously, for example, they wrote
Publisher	9781788050050	Teacher	333	A. line 2	from someones perspective such as	from someone's perspective, such as
Publisher	9781788050050	Teacher	333	B. line 1	the reader such as in	the reader, such as
Publisher	9781788050050	Teacher	333	C. line 3	argumentative	argumentative text
Publisher	9781788050050	Teacher	333	D. line 1	is when you communicate with someone	is communicating with someone
Publisher	9781788050050	Teacher	333	D. line 5	english	English

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051897) and Online Class Set (9781788051903)						
Publisher	9781788050050	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050050	Teacher	334	4th line from the bottom	a focus, teacher	a focus, the teacher
Publisher	9781788050050	Teacher	335	Teacher Lesson Notes, line 2	moon	M
Publisher	9781788050050	Teacher	336	Procedure bullet 4	then have each group debate.	then each have a group debate.
Publisher	9781788050050	Teacher	336	Penultimate line	exploration essay either expressing	exploration essay, expressing
Publisher	9781788050050	Teacher	337	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	367	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050050	Teacher	368	Objective, 3rd line	kew	key
Publisher	9781788050050	Teacher	369	F. line 2	understand	understanding
Publisher	9781788050050	Teacher	369	H. line 4	can't	cannot
Publisher	9781788050050	Teacher	369	I. line 1/2	Ethically means to treat something	Acting ethically means treating something
Publisher	9781788050050	Teacher	370	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050050	Teacher	374	1st bullet, line 4	that as they learn about the topic they	that, as they learn about the topic, they
Publisher	9781788050050	Teacher	374	5th bullet, 1st asterisk	Belong	Belonging
Publisher	9781788050050	Teacher	374	5th bullet, 2nd asterisk	Have	Having
Publisher	9781788050050	Teacher	374	5th bullet, 3rd asterisk	Have	Having
Publisher	9781788050050	Teacher	374	5th bullet, penultimate line	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050050	Teacher	376	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050050	Teacher	407	Classroom Art projects: line 1	sketch out and label a new	sketch out, and label, a new
Publisher	9781788050050	Teacher	407	Other TPS Reading materials: line 3	subject matter and they can	subject matter; they can also

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (9781788051941)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	1	Scaffolding Information, line 1	the	a
Publisher	9781788050135	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you, each other, or a recording or video,
Publisher	9781788050135	Teacher	2	A. line 6	others ideas which means in discussion they listen	others ideas, which means, in discussion, they listen
Publisher	9781788050135	Teacher	2	B.	Student's must follow complex spoken instructions and give complex spoken instructions and the instructions should either be for specific tasks, answering questions or solving problems.	Students must both follow, and give, complex spoken instructions; these instructions should be for specific tasks, answering questions or solving problems.
Publisher	9781788050135	Teacher	2	C. line3/4/5	they shouldn't stare but also shouldn't just read from a piece of paper, they need to get the balance right. They should speak clearly, not too fast or slow or loud or soft.	they should not stare but neither should they just read from a piece of paper; they need to get the balance right. They should speak clearly, not too quickly or slowly, nor too loudly or softly.
Publisher	9781788050135	Teacher	2	C. line 6	understand	understood
Publisher	9781788050135	Teacher	2	D. line 1	means to have a conversation	means having a conversation
Publisher	9781788050135	Teacher	2	D. line 3/4/5	Feedback is to respond on the success or failure of someones ideas and to give your opinion and any suggestions.	Giving feedback is responding to the success or failure of someone's ideas and giving your opinion and any suggestions.
Publisher	9781788050135	Teacher	2	D. line 5/6	Constructive feedback is feedback that is positive and helpful.	Constructive feedback is both positive and helpful.
Publisher	9781788050135	Teacher	3	Line 1	the	their
Publisher	9781788050135	Teacher	3	Line 2	participation	participating
Publisher	9781788050135	Teacher	3	Line 3	presentation and providing and accepting feedback are incorporated	presentating and providing and accepting feedback, are all incorporated
Publisher	9781788050135	Teacher	3	Line 8	opportunity in this lesson to build	opportunity, in this lesson, to build
Publisher	9781788050135	Teacher	3	Common Misconceptions, 3rd bullet, line 1	don't	do not
Publisher	9781788050135	Teacher	4	Line 3	this	these
Publisher	9781788050135	Teacher	5	Teacher Lesson Notes, line 3	are	is
Publisher	9781788050135	Teacher	5	Teacher Lesson Notes, bullet 4, line 2	are	is
Publisher	9781788050135	Teacher	6	Procedure, bullet 3, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050135	Teacher	7	4th bullet, line 2	contribute to	work toward
Publisher	9781788050135	Teacher	8	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	28	Extension Activity: line 3	or failure and what they	or failure; they should also include what they
Publisher	9781788050135	Teacher	29	Objective, line 5	tools	the tools

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (9781788051941)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	30	A. line 1	resources such as dictionaries and	resources, such as dictionaries
Publisher	9781788050135	Teacher	30	A.line 2	thesaurus'	thesauruses,
Publisher	9781788050135	Teacher	30	B. line 3	Use	They should use
Publisher	9781788050135	Teacher	30	B. line 5	and effect is a sentence that has two related clauses perhaps	and effect refers to is a sentence that has two related clauses, perhaps
Publisher	9781788050135	Teacher	30	B. line 7	about testing the student	about testing that the student
Publisher	9781788050135	Teacher	30	C. line 2	looked up it often shows the	looked up, it often also shows the
Publisher	9781788050135	Teacher	30	C. line 3	sentence and the words	sentence. The words
Publisher	9781788050135	Teacher	30	C. line 4	they	students
Publisher	9781788050135	Teacher	31	Line 5	in comprehension of science text.	in the comprehension of science texts.
Publisher	9781788050135	Teacher	32	Teacher Lesson Notes, line 3	in sentences and use them to understand	in sentences. Students then use these to understand
Publisher	9781788050135	Teacher	32	Teacher Lesson Notes, line 4	the text and comprehension.	the text and to improve comprehension.
Publisher	9781788050135	Teacher	33	Procedure, bullet 3, line 2	each example have them think about and share with a partner their understanding	each example, have them think about, and share with a partner, their understanding
Publisher	9781788050135	Teacher	33	Procedure, bullet 4, line 2	help them identify	help them to identify
Publisher	9781788050135	Teacher	33	Procedure, 5th line from the bottom	don't	do not
Publisher	9781788050135	Teacher	34	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	35	Ideas for at home, line 1	five total,	five in total,
Publisher	9781788050135	Teacher	57	Extension Activity: line 2	also	, then
Publisher	9781788050135	Teacher	57	ELL: line 3	exercise	Exercise
Publisher	9781788050135	Teacher	57	ELL: line 3	Vocabulry	Vocabulary
Publisher	9781788050135	Teacher	57	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write it out, count how many syllables it has, then and research the
Publisher	9781788050135	Teacher	57	Other TPS Reading materials: line 5	if	whether
Publisher	9781788050135	Teacher	59	Line 1	they've	they have
Publisher	9781788050135	Teacher	59	Common Misconceptions, bullet 1, line 2	don't	do not

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (9781788051941)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	59	Common Misconceptions, bullet 4, line 1	you're	you are
Publisher	9781788050135	Teacher	60	Teacher Lesson Notes, bullet 4	monotone	monotonous
Publisher	9781788050135	Teacher	61	Procedure, 1st bullet, line 2	reading?	reading.
Publisher	9781788050135	Teacher	61	Procedure, bullet 2, 2nd line from bottom	you've	you have
Publisher	9781788050135	Teacher	61	Procedure, bullet 3, 3rd line from bottom	monotone	monotonous
Publisher	9781788050135	Teacher	61	Procedure, bullet 3, last line	non active	non-active
Publisher	9781788050135	Teacher	61	Procedure, bullet 4, last line	skills during and immediately following reading.	skills during, and immediately following, reading.
Publisher	9781788050135	Teacher	62	Bullet 1, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	62	Bullet 3, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	62	Daily reading, line 8	expressions, basic or	expressions, and basic or
Publisher	9781788050135	Teacher	63	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	64	Simple stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050135	Teacher	78	Extension Activity: line 2	help students make	help students to make
Publisher	9781788050135	Teacher	78	Extension Activity: line 3	so that in future they are	so that, in future, they are
Publisher	9781788050135	Teacher	78	How Not To Die Hunting in Alaska, line 2	fluenty	fluently
Publisher	9781788050135	Teacher	80	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, bullet 5	lives	Lives
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, 7th line from bottom	science themed	science-themed
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, 4th line from bottom	Science themed	science-themed
Publisher	9781788050135	Teacher	83	Materials, 1st bullet	Science themed	Science-themed
Publisher	9781788050135	Teacher	84	1st bullet, line 1	Help students learn	Help students to learn
Publisher	9781788050135	Teacher	84	5th bullet, line 1	Explain that in the Active Reading section they will	Explain that, in the Active Reading section, they will
Publisher	9781788050135	Teacher	85	Daily reading, line 7	expressions, basic	expressions, and basic

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	85	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	86	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050135	Teacher	87	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050135	Teacher	101	Classroom Art projects: line 4	add	add;
Publisher	9781788050135	Teacher	101	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050135	Teacher	101	How Not To Die Hunting in Alaska, line 3	chaoter	chapter
Publisher	9781788050135	Teacher	103	A. line 1	yourself	themselves
Publisher	9781788050135	Teacher	103	A. line 2	to you for reading and the	to them for reading, and the
Publisher	9781788050135	Teacher	103	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050135	Teacher	103	C. line 5	contents, anything	contents, and anything
Publisher	9781788050135	Teacher	103	C. line 7	fits into, why they	,
Publisher	9781788050135	Teacher	103	D. line 2	reading to deepen understanding	reading and to deepen understanding.
Publisher	9781788050135	Teacher	103	E. line 4	texts so think about other texts	texts, so consider other texts
Publisher	9781788050135	Teacher	103	E. line 4	genre,	genre;
Publisher	9781788050135	Teacher	103	E. line 5	Finally they should try and think	Finally, they should try to think
Publisher	9781788050135	Teacher	103	E. line 6	the text	it
Publisher	9781788050135	Teacher	103	F. line 3	stating	suggesting
Publisher	9781788050135	Teacher	104	I. line 4	knowledge, ask questions	knowledge. They should then ask questions
Publisher	9781788050135	Teacher	104	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050135	Teacher	104	Last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050135	Teacher	105	Common Misconceptions, 3rd bullet	you're	you are
Publisher	9781788050135	Teacher	107	Materials, 4th bullet	Procedure	procedure
Publisher	9781788050135	Teacher	107	5th line from bottom	don't	do not

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (9781788051941)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	109	Ideas for Extension, line 3	nonliving	non-living
Publisher	9781788050135	Teacher	110	Simpet stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050135	Teacher	110	Summary Discussion, line 1	discuss with a partner something	discuss, with a partner, something
Publisher	9781788050135	Teacher	139	A. line 3	you	one
Publisher	9781788050135	Teacher	139	B. line 4	romance.	or adventure.
Publisher	9781788050135	Teacher	139	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050135	Teacher	139	H. line 2	speaking voice not too deep or high;	speaking voice which is not too deep or high;
Publisher	9781788050135	Teacher	139	H. line 3/4	how you express yourself, don't have an angry tone to your voice; and voice - your opinion, your stance on the topic, first	how they express themselves, not having an angry tone to their voice; and voice - their opinion, their stance on the topic, using first
Publisher	9781788050135	Teacher	139	I. line 1	Students should lastly reflect and	Students should, lastly, reflect and
Publisher	9781788050135	Teacher	142	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050135	Teacher	143	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050135	Teacher	144	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	145	Top of page	Additional line at the top of the page	delete line
Publisher	9781788050135	Teacher	145	Summary Discussion, line 1	Propose the idea that sometimes reasonable	Propose the idea that, sometimes, reasonable
Publisher	9781788050135	Teacher	176	ABC Activity book: line 4	discuss how natural systems help control flooding.	how natural systems help to control flooding.
Publisher	9781788050135	Teacher	177	Objective, line 4	nonfiction	non-fiction
Publisher	9781788050135	Teacher	177	Scaffolding, line 1	nonfiction	non-fiction
Publisher	9781788050135	Teacher	177	Scaffolding, line 2	WWII	World War Two
Publisher	9781788050135	Teacher	178	A. line 4/5/6	This means students must read and analyze several texts not just one and in each text they must identify more than one theme and then have evidence from the text to support their claim or inference.	This means that students must read and analyze several texts and, in each text, they must identify more than one theme and then have evidence from the text to support their claim or inference.
Publisher	9781788050135	Teacher	178	B. line 4	their	that
Publisher	9781788050135	Teacher	178	B. line 5/6	This can stilt the plot so an event needs to occur so that the conflict is resolved.	This can stilt the plot, so an event needs to occur to enable the conflict to be resolved.
Publisher	9781788050135	Teacher	178	C. line 6	include foreshadowing which is	include: foreshadowing, which is
Publisher	9781788050135	Teacher	178	D. line 1/2	The setting of a story is the place and time and type of surroundings that it is set in.	The setting of a story is the place, time and type of surroundings in which it is set.

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (9781788051941)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	178	D. line 4/5	For example if the main characters are trying to find a city or town or village the plot would change depending on whether they were in a forest or desert.	For example, if the main characters are trying to find a city, town or village, the plot would change, depending on whether they were in a forest or desert.
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 4	don't	do not
Publisher	9781788050135	Teacher	181	Materials, 2nd bullet	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	181	Procedure, bullet 5, line 1	term	terms
Publisher	9781788050135	Teacher	181	Procedure, bullet 5, line 1	definition	definitions
Publisher	9781788050135	Teacher	181	Procedure, bullet 6, line 1	Graphic	graphic
Publisher	9781788050135	Teacher	182	1st line	don't	do not
Publisher	9781788050135	Teacher	183	Bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	210	ABC Activity book: line 3	exosystems	ecosystems
Publisher	9781788050135	Teacher	211	Objective, line 2	non-fiction,	non-fiction;
Publisher	9781788050135	Teacher	211	Scaffolding, line 6	scheme	schemes
Publisher	9781788050135	Teacher	212	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050135	Teacher	212	A. line 3	story	stories
Publisher	9781788050135	Teacher	212	A. line 3	a made up story set in the past;	made up stories set in the past;
Publisher	9781788050135	Teacher	212	A. line 4	a story about a crime to be solved;	stories often about a crime to be solved;
Publisher	9781788050135	Teacher	212	A. line 4	book	books
Publisher	9781788050135	Teacher	212	B. line 1	don't	do not
Publisher	9781788050135	Teacher	212	B. line 2	be in different size verses and their rhyming schemes are different,	be in different sized verses and their rhyming schemes vary,
Publisher	9781788050135	Teacher	212	B. line 6	and pattern	and the pattern
Publisher	9781788050135	Teacher	212	D. line 2	They include	They may include
Publisher	9781788050135	Teacher	212	E. line 5	aiming	aimed

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (9781788051941)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	213	Common Misconceptions, no.2	don't	do not
Publisher	9781788050135	Teacher	213	Common Misconceptions, no.5, line 1	you're	you are
Publisher	9781788050135	Teacher	215	Materials, 3rd bullet	index	Index
Publisher	9781788050135	Teacher	215	Procedure, bullet 4, line 2	evaluate whether:	evaluate the following:
Publisher	9781788050135	Teacher	216	1st bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050135	Teacher	216	3rd diamond, line 1	don't	do not
Publisher	9781788050135	Teacher	217	Daily reading, line 4	During daily reading ensure students	During daily reading, ensure that students
Publisher	9781788050135	Teacher	217	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	218	Ideas for at home, line 2	why?	why.
Publisher	9781788050135	Teacher	248	Classroom Art projects: line 3	Students should include if the Louis Pasteur movie uses staging and dialogue?	Students should consider whether the Louis Pasteur movie uses staging and dialogue.
Publisher	9781788050135	Teacher	249	Objective, line 2	that purpose.	that purpose within a text.
Publisher	9781788050135	Teacher	249	Scaffolding, line 2	purpse	purpose
Publisher	9781788050135	Teacher	250	F. line 7	were	was
Publisher	9781788050135	Teacher	250	G. line 3	doesn't	does not
Publisher	9781788050135	Teacher	250	G. last 2 lines	Sweeping generalizations are like stereotypes when something is attributed to or assumed of a lot of people, based on the events of one person.	Sweeping generalizations are like stereotypes, when something is attributed to, or assumed of, a lot of people, based on the events of one person.
Publisher	9781788050135	Teacher	251	Line 3	nonfiction	non-fiction
Publisher	9781788050135	Teacher	253	Procedure, 1st bullet, line 1	Ask students to share with a partner what is an author's	Ask students to share, with a partner, what is an author's
Publisher	9781788050135	Teacher	253	Procedure, 1st bullet, line 4	identify the following author's purpose for each:	identify the author's purpose for each of the following:
Publisher	9781788050135	Teacher	253	Procedure, 5th bullet, line 3	three	four
Publisher	9781788050135	Teacher	254	1st bullet 2nd diamond, line 1	don't	do not
Publisher	9781788050135	Teacher	254	Last bullet, 2nd line	writing to answer the three questions	answer
Publisher	9781788050135	Teacher	255	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	256	Summary Discussion, line 1	Ask students to share with a partner what the purpose	Ask students to share, with a partner, what the purpose

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	286	Objective, line 8	grammar and spelling and	grammar and spelling,
Publisher	9781788050135	Teacher	286	Scaffolding, line 2	ocean	oceans
Publisher	9781788050135	Teacher	287	B. line 1	structuring it in to	structuring it into
Publisher	9781788050135	Teacher	287	C. line 4	all declarative simple sentences it could	all declarative, simple sentences, it could
Publisher	9781788050135	Teacher	287	D. line 2	aren't any	are no
Publisher	9781788050135	Teacher	287	D. 3rd bullet, line 2	can't	cannot
Publisher	9781788050135	Teacher	288	Common Misconceptions, bullet 1, line 1	doesn't	does not need to
Publisher	9781788050135	Teacher	291	Line 1	Research Outline Notes	research outline notes
Publisher	9781788050135	Teacher	293	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	294	Summary Discussion, line 2	hook	interest
Publisher	9781788050135	Teacher	332	Extension Activity: line 1	and	, then
Publisher	9781788050135	Teacher	334	C. line 1	the	an
Publisher	9781788050135	Teacher	334	C. line 3	own argumentative	own argumentative text
Publisher	9781788050135	Teacher	334	D. line 1	Correspondence is when you communicate with someone	Correspondence involves communicating with someone
Publisher	9781788050135	Teacher	334	D. line 5	english	English
Publisher	9781788050135	Teacher	336	Line 3	developing vocabulary	developing the vocabulary
Publisher	9781788050135	Teacher	336	Line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050135	Teacher	338	Procedure, 6th bullet, line 2	an argument for and against	an argument, for and against,
Publisher	9781788050135	Teacher	340	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	341	Peer Activity, bullet 3, line 1	have asked, questions they	have asked, and questions they
Publisher	9781788050135	Teacher	376	Objective, line 3	kew	key
Publisher	9781788050135	Teacher	377	D. line 2	Students need to gather relevant sources to their research topic.	Students need to gather sources relevant to their research topic.
Publisher	9781788050135	Teacher	377	F. line 2	understand.	understanding.

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (9781788051941)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	377	H. line 4	can't	cannot
Publisher	9781788050135	Teacher	377	I. Line 1/2	Ethically means to treat something in a correct way that does not inflict harm on a person.	Acting ethically means treating something in a correct way that does not inflict harm.
Publisher	9781788050135	Teacher	378	Common Misconceptions, 2nd bullet, line 2	structure	arrange
Publisher	9781788050135	Teacher	378	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050135	Teacher	379	Teacher instruction, line 6	Give students some background	Provide students with some background
Publisher	9781788050135	Teacher	380	Procedure, 1st bullet, line 2	overuse of	overusing
Publisher	9781788050135	Teacher	381	Line 4	students that in their research they should:	students that, in their research, they should:
Publisher	9781788050135	Teacher	381	3rd bullet, line 3	them that as they learn about the topic they may	them that, as they learn about the topic, they may
Publisher	9781788050135	Teacher	381	3rd line from bottom	Belong	Belonging
Publisher	9781788050135	Teacher	381	2nd line from bottom	Have	Having
Publisher	9781788050135	Teacher	381	Last line	Have	Having
Publisher	9781788050135	Teacher	382	Line 6	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050135	Teacher	382	4th line from the bottom	focus, teacher,	focus, the teacher,
Publisher	9781788050135	Teacher	383	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	384	Peer Activity, bullet 3, line 1	have asked, questions	have asked, and questions
Publisher	9781788050135	Teacher	414	ABC Activity book: line 2/3	they use up such as watering and the space used and the	they use up, such as water and the space used, and the

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print with basic online class set (9781788050982)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	1	Scaffolding Information, line 1	the	a
Publisher	9781788050135	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you, each other, or a recording or video,
Publisher	9781788050135	Teacher	2	A. line 6	others ideas which means in discussion they listen	others ideas, which means, in discussion, they listen
Publisher	9781788050135	Teacher	2	B.	Student's must follow complex spoken instructions and give complex spoken instructions and the instructions should either be for specific tasks, answering questions or solving problems.	Students must both follow, and give, complex spoken instructions; these instructions should be for specific tasks, answering questions or solving problems.
Publisher	9781788050135	Teacher	2	C. line3/4/5	they shouldn't stare but also shouldn't just read from a piece of paper, they need to get the balance right. They should speak clearly, not too fast or slow or loud or soft.	they should not stare but neither should they just read from a piece of paper; they need to get the balance right. They should speak clearly, not too quickly or slowly, nor too loudly or softly.
Publisher	9781788050135	Teacher	2	C. line 6	understand	understood
Publisher	9781788050135	Teacher	2	D. line 1	means to have a conversation	means having a conversation
Publisher	9781788050135	Teacher	2	D. line 3/4/5	Feedback is to respond on the success or failure of someones ideas and to give your opinion and any suggestions.	Giving feedback is responding to the success or failure of someone's ideas and giving your opinion and any suggestions.
Publisher	9781788050135	Teacher	2	D. line 5/6	Constructive feedback is feedback that is positive and helpful.	Constructive feedback is both positive and helpful.
Publisher	9781788050135	Teacher	3	Line 1	the	their
Publisher	9781788050135	Teacher	3	Line 2	participation	participating
Publisher	9781788050135	Teacher	3	Line 3	presentation and providing and accepting feedback are incorporated	presentating and providing and accepting feedback, are all incorporated
Publisher	9781788050135	Teacher	3	Line 8	opportunity in this lesson to build	opportunity, in this lesson, to build
Publisher	9781788050135	Teacher	3	Common Misconceptions, 3rd bullet, line 1	don't	do not
Publisher	9781788050135	Teacher	4	Line 3	this	these
Publisher	9781788050135	Teacher	5	Teacher Lesson Notes, line 3	are	is
Publisher	9781788050135	Teacher	5	Teacher Lesson Notes, bullet 4, line 2	are	is
Publisher	9781788050135	Teacher	6	Procedure, bullet 3, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050135	Teacher	7	4th bullet, line 2	contribute to	work toward
Publisher	9781788050135	Teacher	8	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	28	Extension Activity: line 3	or failure and what they	or failure; they should also include what they
Publisher	9781788050135	Teacher	29	Objective, line 5	tools	the tools

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print with basic online class set (9781788050982)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	30	A. line 1	resources such as dictionaries and	resources, such as dictionaries
Publisher	9781788050135	Teacher	30	A.line 2	thesaurus'	thesauruses,
Publisher	9781788050135	Teacher	30	B. line 3	Use	They should use
Publisher	9781788050135	Teacher	30	B. line 5	and effect is a sentence that has two related clauses perhaps	and effect refers to is a sentence that has two related clauses, perhaps
Publisher	9781788050135	Teacher	30	B. line 7	about testing the student	about testing that the student
Publisher	9781788050135	Teacher	30	C. line 2	looked up it often shows the	looked up, it often also shows the
Publisher	9781788050135	Teacher	30	C. line 3	sentence and the words	sentence. The words
Publisher	9781788050135	Teacher	30	C. line 4	they	students
Publisher	9781788050135	Teacher	31	Line 5	in comprehension of science text.	in the comprehension of science texts.
Publisher	9781788050135	Teacher	32	Teacher Lesson Notes, line 3	in sentences and use them to understand	in sentences. Students then use these to understand
Publisher	9781788050135	Teacher	32	Teacher Lesson Notes, line 4	the text and comprehension.	the text and to improve comprehension.
Publisher	9781788050135	Teacher	33	Procedure, bullet 3, line 2	each example have them think about and share with a partner their understanding	each example, have them think about, and share with a partner, their understanding
Publisher	9781788050135	Teacher	33	Procedure, bullet 4, line 2	help them identify	help them to identify
Publisher	9781788050135	Teacher	33	Procedure, 5th line from the bottom	don't	do not
Publisher	9781788050135	Teacher	34	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	35	Ideas for at home, line 1	five total,	five in total,
Publisher	9781788050135	Teacher	57	Extension Activity: line 2	also	, then
Publisher	9781788050135	Teacher	57	ELL: line 3	exercise	Exercise
Publisher	9781788050135	Teacher	57	ELL: line 3	Vocabulary	Vocabulary
Publisher	9781788050135	Teacher	57	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write it out, count how many syllables it has, then and research the
Publisher	9781788050135	Teacher	57	Other TPS Reading materials: line 5	if	whether
Publisher	9781788050135	Teacher	59	Line 1	they've	they have
Publisher	9781788050135	Teacher	59	Common Misconceptions, bullet 1, line 2	don't	do not

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print with basic online class set (9781788050982)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	59	Common Misconceptions, bullet 4, line 1	you're	you are
Publisher	9781788050135	Teacher	60	Teacher Lesson Notes, bullet 4	monotone	monotonous
Publisher	9781788050135	Teacher	61	Procedure, 1st bullet, line 2	reading?	reading.
Publisher	9781788050135	Teacher	61	Procedure, bullet 2, 2nd line from bottom	you've	you have
Publisher	9781788050135	Teacher	61	Procedure, bullet 3, 3rd line from bottom	monotone	monotonous
Publisher	9781788050135	Teacher	61	Procedure, bullet 3, last line	non active	non-active
Publisher	9781788050135	Teacher	61	Procedure, bullet 4, last line	skills during and immediately following reading.	skills during, and immediately following, reading.
Publisher	9781788050135	Teacher	62	Bullet 1, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	62	Bullet 3, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	62	Daily reading, line 8	expressions, basic or	expressions, and basic or
Publisher	9781788050135	Teacher	63	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	64	Simple stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050135	Teacher	78	Extension Activity: line 2	help students make	help students to make
Publisher	9781788050135	Teacher	78	Extension Activity: line 3	so that in future they are	so that, in future, they are
Publisher	9781788050135	Teacher	78	How Not To Die Hunting in Alaska, line 2	fluently	fluently
Publisher	9781788050135	Teacher	80	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, bullet 5	lives	Lives
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, 7th line from bottom	science themed	science-themed
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, 4th line from bottom	Science themed	science-themed
Publisher	9781788050135	Teacher	83	Materials, 1st bullet	Science themed	Science-themed
Publisher	9781788050135	Teacher	84	1st bullet, line 1	Help students learn	Help students to learn
Publisher	9781788050135	Teacher	84	5th bullet, line 1	Explain that in the Active Reading section they will	Explain that, in the Active Reading section, they will

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	85	Daily reading, line 7	expressions, basic	expressions, and basic
Publisher	9781788050135	Teacher	85	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	86	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050135	Teacher	87	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050135	Teacher	101	Classroom Art projects: line 4	add	add;
Publisher	9781788050135	Teacher	101	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050135	Teacher	101	How Not To Die Hunting in Alaska, line 3	chaoter	chapter
Publisher	9781788050135	Teacher	103	A. line 1	yourself	themselves
Publisher	9781788050135	Teacher	103	A. line 2	to you for reading and the	to them for reading, and the
Publisher	9781788050135	Teacher	103	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050135	Teacher	103	C. line 5	contents, anything	contents, and anything
Publisher	9781788050135	Teacher	103	C. line 7	fits into, why they	,
Publisher	9781788050135	Teacher	103	D. line 2	reading to deepen understanding	reading and to deepen understanding.
Publisher	9781788050135	Teacher	103	E. line 4	texts so think about other texts	texts, so consider other texts
Publisher	9781788050135	Teacher	103	E. line 4	genre,	genre;
Publisher	9781788050135	Teacher	103	E. line 5	Finally they should try and think	Finally, they should try to think
Publisher	9781788050135	Teacher	103	E. line 6	the text	it
Publisher	9781788050135	Teacher	103	F. line 3	stating	suggesting
Publisher	9781788050135	Teacher	104	I. line 4	knowledge, ask questions	knowledge. They should then ask questions
Publisher	9781788050135	Teacher	104	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050135	Teacher	104	Last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050135	Teacher	105	Common Misconceptions, 3rd bullet	you're	you are
Publisher	9781788050135	Teacher	107	Materials, 4th bullet	Procedure	procedure

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	107	5th line from bottom	don't	do not
Publisher	9781788050135	Teacher	109	Ideas for Extension, line 3	nonliving	non-living
Publisher	9781788050135	Teacher	110	Simpet stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050135	Teacher	110	Summary Discussion, line 1	discuss with a partner something	discuss, with a partner, something
Publisher	9781788050135	Teacher	139	A. line 3	you	one
Publisher	9781788050135	Teacher	139	B. line 4	romance.	or adventure.
Publisher	9781788050135	Teacher	139	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050135	Teacher	139	H. line 2	speaking voice not too deep or high;	speaking voice which is not too deep or high;
Publisher	9781788050135	Teacher	139	H. line 3/4	how you express yourself, don't have an angry tone to your voice; and voice - your opinion, your stance on the topic, first	how they express themselves, not having an angry tone to their voice; and voice - their opinion, their stance on the topic, using first
Publisher	9781788050135	Teacher	139	I. line 1	Students should lastly reflect and	Students should, lastly, reflect and
Publisher	9781788050135	Teacher	142	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050135	Teacher	143	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050135	Teacher	144	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	145	Top of page	Additional line at the top of the page	delete line
Publisher	9781788050135	Teacher	145	Summary Discussion, line 1	Propose the idea that sometimes reasonable	Propose the idea that, sometimes, reasonable
Publisher	9781788050135	Teacher	176	ABC Activity book: line 4	discuss how natural systems help control flooding.	how natural systems help to control flooding.
Publisher	9781788050135	Teacher	177	Objective, line 4	nonfiction	non-fiction
Publisher	9781788050135	Teacher	177	Scaffolding, line 1	nonfiction	non-fiction
Publisher	9781788050135	Teacher	177	Scaffolding, line 2	WWII	World War Two
Publisher	9781788050135	Teacher	178	A. line 4/5/6	This means students must read and analyze several texts not just one and in each text they must identify more than one theme and then have evidence from the text to support their claim or inference.	This means that students must read and analyze several texts and, in each text, they must identify more than one theme and then have evidence from the text to support their claim or inference.
Publisher	9781788050135	Teacher	178	B. line 4	their	that
Publisher	9781788050135	Teacher	178	B. line 5/6	This can stilt the plot so an event needs to occur so that the conflict is resolved.	This can stilt the plot, so an event needs to occur to enable the conflict to be resolved.
Publisher	9781788050135	Teacher	178	C. line 6	include foreshadowing which is	include: foreshadowing, which is

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Publisher	9781788050135	Teacher	178	D. line 1/2	The setting of a story is the place and time and type of surroundings that it is set in.	The setting of a story is the place, time and type of surroundings in which it is set.
Publisher	9781788050135	Teacher	178	D. line 4/5	For example if the main characters are trying to find a city or town or village the plot would change depending on whether they were in a forest or desert.	For example, if the main characters are trying to find a city, town or village, the plot would change, depending on whether they were in a forest or desert.
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 4	don't	do not
Publisher	9781788050135	Teacher	181	Materials, 2nd bullet	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	181	Procedure, bullet 5, line 1	term	terms
Publisher	9781788050135	Teacher	181	Procedure, bullet 5, line 1	definition	definitions
Publisher	9781788050135	Teacher	181	Procedure, bullet 6, line 1	Graphic	graphic
Publisher	9781788050135	Teacher	182	1st line	don't	do not
Publisher	9781788050135	Teacher	183	Bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	210	ABC Activity book: line 3	exosystems	ecosystems
Publisher	9781788050135	Teacher	211	Objective, line 2	non-fiction,	non-fiction;
Publisher	9781788050135	Teacher	211	Scaffolding, line 6	scheme	schemes
Publisher	9781788050135	Teacher	212	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050135	Teacher	212	A. line 3	story	stories
Publisher	9781788050135	Teacher	212	A. line 3	a made up story set in the past;	made up stories set in the past;
Publisher	9781788050135	Teacher	212	A. line 4	a story about a crime to be solved;	stories often about a crime to be solved;
Publisher	9781788050135	Teacher	212	A. line 4	book	books
Publisher	9781788050135	Teacher	212	B. line 1	don't	do not
Publisher	9781788050135	Teacher	212	B. line 2	be in different size verses and their rhyming schemes are different,	be in different sized verses and their rhyming schemes vary,
Publisher	9781788050135	Teacher	212	B. line 6	and pattern	and the pattern
Publisher	9781788050135	Teacher	212	D. line 2	They include	They may include

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	212	E. line 5	aiming	aimed
Publisher	9781788050135	Teacher	213	Common Misconceptions, no.2	don't	do not
Publisher	9781788050135	Teacher	213	Common Misconceptions, no.5, line 1	you're	you are
Publisher	9781788050135	Teacher	215	Materials, 3rd bullet	index	Index
Publisher	9781788050135	Teacher	215	Procedure, bullet 4, line 2	evaluate whether:	evaluate the following:
Publisher	9781788050135	Teacher	216	1st bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050135	Teacher	216	3rd diamond, line 1	don't	do not
Publisher	9781788050135	Teacher	217	Daily reading, line 4	During daily reading ensure students	During daily reading, ensure that students
Publisher	9781788050135	Teacher	217	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	218	Ideas for at home, line 2	why?	why.
Publisher	9781788050135	Teacher	248	Classroom Art projects: line 3	Students should include if the Louis Pasteur movie uses staging and dialogue?	Students should consider whether the Louis Pasteur movie uses staging and dialogue.
Publisher	9781788050135	Teacher	249	Objective, line 2	that purpose.	that purpose within a text.
Publisher	9781788050135	Teacher	249	Scaffolding, line 2	purpse	purpose
Publisher	9781788050135	Teacher	250	F. line 7	were	was
Publisher	9781788050135	Teacher	250	G. line 3	doesn't	does not
Publisher	9781788050135	Teacher	250	G. last 2 lines	Sweeping generalizations are like stereotypes when something is attributed to or assumed of a lot of people, based on the events of one person.	Sweeping generalizations are like stereotypes, when something is attributed to, or assumed of, a lot of people, based on the events of one person.
Publisher	9781788050135	Teacher	251	Line 3	nonfiction	non-fiction
Publisher	9781788050135	Teacher	253	Procedure, 1st bullet, line 1	Ask students to share with a partner what is an author's	Ask students to share, with a partner, what is an author's
Publisher	9781788050135	Teacher	253	Procedure, 1st bullet, line 4	identify the following author's purpose for each:	identify the author's purpose for each of the following:
Publisher	9781788050135	Teacher	253	Procedure, 5th bullet, line 3	three	four
Publisher	9781788050135	Teacher	254	1st bullet 2nd diamond, line 1	don't	do not
Publisher	9781788050135	Teacher	254	Last bullet, 2nd line	writing to answer the three questions	answer
Publisher	9781788050135	Teacher	255	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	256	Summary Discussion, line 1	Ask students to share with a partner what the purpose	Ask students to share, with a partner, what the purpose
Publisher	9781788050135	Teacher	286	Objective, line 8	grammar and spelling and	grammar and spelling,
Publisher	9781788050135	Teacher	286	Scaffolding, line 2	ocean	oceans
Publisher	9781788050135	Teacher	287	B. line 1	structuring it in to	structuring it into
Publisher	9781788050135	Teacher	287	C. line 4	all declarative simple sentences it could	all declarative, simple sentences, it could
Publisher	9781788050135	Teacher	287	D. line 2	aren't any	are no
Publisher	9781788050135	Teacher	287	D. 3rd bullet, line 2	can't	cannot
Publisher	9781788050135	Teacher	288	Common Misconceptions, bullet 1, line 1	doesn't	does not need to
Publisher	9781788050135	Teacher	291	Line 1	Research Outline Notes	research outline notes
Publisher	9781788050135	Teacher	293	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	294	Summary Discussion, line 2	hook	interest
Publisher	9781788050135	Teacher	332	Extension Activity: line 1	and	, then
Publisher	9781788050135	Teacher	334	C. line 1	the	an
Publisher	9781788050135	Teacher	334	C. line 3	own argumentative	own argumentative text
Publisher	9781788050135	Teacher	334	D. line 1	Correspondence is when you communicate with someone	Correspondence involves communicating with someone
Publisher	9781788050135	Teacher	334	D. line 5	english	English
Publisher	9781788050135	Teacher	336	Line 3	developing vocabulary	developing the vocabulary
Publisher	9781788050135	Teacher	336	Line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050135	Teacher	338	Procedure, 6th bullet, line 2	an argument for and against	an argument, for and against,
Publisher	9781788050135	Teacher	340	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	341	Peer Activity, bullet 3, line 1	have asked, questions they	have asked, and questions they
Publisher	9781788050135	Teacher	376	Objective, line 3	kew	key
Publisher	9781788050135	Teacher	377	D. line 2	Students need to gather relevant sources to their research topic.	Students need to gather sources relevant to their research topic.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	377	F. line 2	understand.	understanding.
Publisher	9781788050135	Teacher	377	H. line 4	can't	cannot
Publisher	9781788050135	Teacher	377	I. Line 1/2	Ethically means to treat something in a correct way that does not inflict harm on a person.	Acting ethically means treating something in a correct way that does not inflict harm.
Publisher	9781788050135	Teacher	378	Common Misconceptions, 2nd bullet, line 2	structure	arrange
Publisher	9781788050135	Teacher	378	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050135	Teacher	379	Teacher instruction, line 6	Give students some background	Provide students with some background
Publisher	9781788050135	Teacher	380	Procedure, 1st bullet, line 2	overuse of	overusing
Publisher	9781788050135	Teacher	381	Line 4	students that in their research they should:	students that, in their research, they should:
Publisher	9781788050135	Teacher	381	3rd bullet, line 3	them that as they learn about the topic they may	them that, as they learn about the topic, they may
Publisher	9781788050135	Teacher	381	3rd line from bottom	Belong	Belonging
Publisher	9781788050135	Teacher	381	2nd line from bottom	Have	Having
Publisher	9781788050135	Teacher	381	Last line	Have	Having
Publisher	9781788050135	Teacher	382	Line 6	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050135	Teacher	382	4th line from the bottom	focus, teacher,	focus, the teacher,
Publisher	9781788050135	Teacher	383	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	384	Peer Activity, bullet 3, line 1	have asked, questions	have asked, and questions
Publisher	9781788050135	Teacher	414	ABC Activity book: line 2/3	they use up such as watering and the space used and the	they use up, such as water and the space used, and the

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print with Online Class Set (9781788051958) and Online Class Set (9781788051996)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	1	Scaffolding Information, line 1	the	a
Publisher	9781788050135	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you, each other, or a recording or video,
Publisher	9781788050135	Teacher	2	A. line 6	others ideas which means in discussion they listen	others ideas, which means, in discussion, they listen
Publisher	9781788050135	Teacher	2	B.	Student's must follow complex spoken instructions and give complex spoken instructions and the instructions should either be for specific tasks, answering questions or solving problems.	Students must both follow, and give, complex spoken instructions; these instructions should be for specific tasks, answering questions or solving problems.
Publisher	9781788050135	Teacher	2	C. line3/4/5	they shouldn't stare but also shouldn't just read from a piece of paper, they need to get the balance right. They should speak clearly, not too fast or slow or loud or soft.	they should not stare but neither should they just read from a piece of paper; they need to get the balance right. They should speak clearly, not too quickly or slowly, nor too loudly or softly.
Publisher	9781788050135	Teacher	2	C. line 6	understand	understood
Publisher	9781788050135	Teacher	2	D. line 1	means to have a conversation	means having a conversation
Publisher	9781788050135	Teacher	2	D. line 3/4/5	Feedback is to respond on the success or failure of someones ideas and to give your opinion and any suggestions.	Giving feedback is responding to the success or failure of someone's ideas and giving your opinion and any suggestions.
Publisher	9781788050135	Teacher	2	D. line 5/6	Constructive feedback is feedback that is positive and helpful.	Constructive feedback is both positive and helpful.
Publisher	9781788050135	Teacher	3	Line 1	the	their
Publisher	9781788050135	Teacher	3	Line 2	participation	participating
Publisher	9781788050135	Teacher	3	Line 3	presentation and providing and accepting feedback are incorporated	presentating and providing and accepting feedback, are all incorporated
Publisher	9781788050135	Teacher	3	Line 8	opportunity in this lesson to build	opportunity, in this lesson, to build
Publisher	9781788050135	Teacher	3	Common Misconceptions, 3rd bullet, line 1	don't	do not
Publisher	9781788050135	Teacher	4	Line 3	this	these
Publisher	9781788050135	Teacher	5	Teacher Lesson Notes, line 3	are	is
Publisher	9781788050135	Teacher	5	Teacher Lesson Notes, bullet 4, line 2	are	is
Publisher	9781788050135	Teacher	6	Procedure, bullet 3, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050135	Teacher	7	4th bullet, line 2	contribute to	work toward
Publisher	9781788050135	Teacher	8	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	28	Extension Activity: line 3	or failure and what they	or failure; they should also include what they
Publisher	9781788050135	Teacher	29	Objective, line 5	tools	the tools

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	30	A. line 1	resources such as dictionaries and	resources, such as dictionaries
Publisher	9781788050135	Teacher	30	A.line 2	thesaurus'	thesauruses,
Publisher	9781788050135	Teacher	30	B. line 3	Use	They should use
Publisher	9781788050135	Teacher	30	B. line 5	and effect is a sentence that has two related clauses perhaps	and effect refers to is a sentence that has two related clauses, perhaps
Publisher	9781788050135	Teacher	30	B. line 7	about testing the student	about testing that the student
Publisher	9781788050135	Teacher	30	C. line 2	looked up it often shows the	looked up, it often also shows the
Publisher	9781788050135	Teacher	30	C. line 3	sentence and the words	sentence. The words
Publisher	9781788050135	Teacher	30	C. line 4	they	students
Publisher	9781788050135	Teacher	31	Line 5	in comprehension of science text.	in the comprehension of science texts.
Publisher	9781788050135	Teacher	32	Teacher Lesson Notes, line 3	in sentences and use them to understand	in sentences. Students then use these to understand
Publisher	9781788050135	Teacher	32	Teacher Lesson Notes, line 4	the text and comprehension.	the text and to improve comprehension.
Publisher	9781788050135	Teacher	33	Procedure, bullet 3, line 2	each example have them think about and share with a partner their understanding	each example, have them think about, and share with a partner, their understanding
Publisher	9781788050135	Teacher	33	Procedure, bullet 4, line 2	help them identify	help them to identify
Publisher	9781788050135	Teacher	33	Procedure, 5th line from the bottom	don't	do not
Publisher	9781788050135	Teacher	34	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	35	Ideas for at home, line 1	five total,	five in total,
Publisher	9781788050135	Teacher	57	Extension Activity: line 2	also	, then
Publisher	9781788050135	Teacher	57	ELL: line 3	exercise	Exercise
Publisher	9781788050135	Teacher	57	ELL: line 3	Vocabulary	Vocabulary
Publisher	9781788050135	Teacher	57	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write it out, count how many syllables it has, then and research the
Publisher	9781788050135	Teacher	57	Other TPS Reading materials: line 5	if	whether
Publisher	9781788050135	Teacher	59	Line 1	they've	they have
Publisher	9781788050135	Teacher	59	Common Misconceptions, bullet 1, line 2	don't	do not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	59	Common Misconceptions, bullet 4, line 1	you're	you are
Publisher	9781788050135	Teacher	60	Teacher Lesson Notes, bullet 4	monotone	monotonous
Publisher	9781788050135	Teacher	61	Procedure, 1st bullet, line 2	reading?	reading.
Publisher	9781788050135	Teacher	61	Procedure, bullet 2, 2nd line from bottom	you've	you have
Publisher	9781788050135	Teacher	61	Procedure, bullet 3, 3rd line from bottom	monotone	monotonous
Publisher	9781788050135	Teacher	61	Procedure, bullet 3, last line	non active	non-active
Publisher	9781788050135	Teacher	61	Procedure, bullet 4, last line	skills during and immediately following reading.	skills during, and immediately following, reading.
Publisher	9781788050135	Teacher	62	Bullet 1, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	62	Bullet 3, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	62	Daily reading, line 8	expressions, basic or	expressions, and basic or
Publisher	9781788050135	Teacher	63	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	64	Simple stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050135	Teacher	78	Extension Activity: line 2	help students make	help students to make
Publisher	9781788050135	Teacher	78	Extension Activity: line 3	so that in future they are	so that, in future, they are
Publisher	9781788050135	Teacher	78	How Not To Die Hunting in Alaska, line 2	fluently	fluently
Publisher	9781788050135	Teacher	80	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, bullet 5	lives	Lives
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, 7th line from bottom	science themed	science-themed
Publisher	9781788050135	Teacher	82	Teacher Lesson Notes, 4th line from bottom	Science themed	science-themed
Publisher	9781788050135	Teacher	83	Materials, 1st bullet	Science themed	Science-themed
Publisher	9781788050135	Teacher	84	1st bullet, line 1	Help students learn	Help students to learn
Publisher	9781788050135	Teacher	84	5th bullet, line 1	Explain that in the Active Reading section they will	Explain that, in the Active Reading section, they will

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	85	Daily reading, line 7	expressions, basic	expressions, and basic
Publisher	9781788050135	Teacher	85	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	86	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050135	Teacher	87	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050135	Teacher	101	Classroom Art projects: line 4	add	add;
Publisher	9781788050135	Teacher	101	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050135	Teacher	101	How Not To Die Hunting in Alaska, line 3	chaoter	chapter
Publisher	9781788050135	Teacher	103	A. line 1	yourself	themselves
Publisher	9781788050135	Teacher	103	A. line 2	to you for reading and the	to them for reading, and the
Publisher	9781788050135	Teacher	103	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050135	Teacher	103	C. line 5	contents, anything	contents, and anything
Publisher	9781788050135	Teacher	103	C. line 7	fits into, why they	,
Publisher	9781788050135	Teacher	103	D. line 2	reading to deepen understanding	reading and to deepen understanding.
Publisher	9781788050135	Teacher	103	E. line 4	texts so think about other texts	texts, so consider other texts
Publisher	9781788050135	Teacher	103	E. line 4	genre,	genre;
Publisher	9781788050135	Teacher	103	E. line 5	Finally they should try and think	Finally, they should try to think
Publisher	9781788050135	Teacher	103	E. line 6	the text	it
Publisher	9781788050135	Teacher	103	F. line 3	stating	suggesting
Publisher	9781788050135	Teacher	104	I. line 4	knowledge, ask questions	knowledge. They should then ask questions
Publisher	9781788050135	Teacher	104	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050135	Teacher	104	Last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050135	Teacher	105	Common Misconceptions, 3rd bullet	you're	you are
Publisher	9781788050135	Teacher	107	Materials, 4th bullet	Procedure	procedure

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print with Online Class Set (9781788051958) and Online Class Set (9781788051996)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	107	5th line from bottom	don't	do not
Publisher	9781788050135	Teacher	109	Ideas for Extension, line 3	nonliving	non-living
Publisher	9781788050135	Teacher	110	Simpet stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050135	Teacher	110	Summary Discussion, line 1	discuss with a partner something	discuss, with a partner, something
Publisher	9781788050135	Teacher	139	A. line 3	you	one
Publisher	9781788050135	Teacher	139	B. line 4	romance.	or adventure.
Publisher	9781788050135	Teacher	139	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050135	Teacher	139	H. line 2	speaking voice not too deep or high;	speaking voice which is not too deep or high;
Publisher	9781788050135	Teacher	139	H. line 3/4	how you express yourself, don't have an angry tone to your voice; and voice - your opinion, your stance on the topic, first	how they express themselves, not having an angry tone to their voice; and voice - their opinion, their stance on the topic, using first
Publisher	9781788050135	Teacher	139	I. line 1	Students should lastly reflect and	Students should, lastly, reflect and
Publisher	9781788050135	Teacher	142	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050135	Teacher	143	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050135	Teacher	144	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	145	Top of page	Additional line at the top of the page	delete line
Publisher	9781788050135	Teacher	145	Summary Discussion, line 1	Propose the idea that sometimes reasonable	Propose the idea that, sometimes, reasonable
Publisher	9781788050135	Teacher	176	ABC Activity book: line 4	discuss how natural systems help control flooding.	how natural systems help to control flooding.
Publisher	9781788050135	Teacher	177	Objective, line 4	nonfiction	non-fiction
Publisher	9781788050135	Teacher	177	Scaffolding, line 1	nonfiction	non-fiction
Publisher	9781788050135	Teacher	177	Scaffolding, line 2	WWII	World War Two
Publisher	9781788050135	Teacher	178	A. line 4/5/6	This means students must read and analyze several texts not just one and in each text they must identify more than one theme and then have evidence from the text to support their claim or inference.	This means that students must read and analyze several texts and, in each text, they must identify more than one theme and then have evidence from the text to support their claim or inference.
Publisher	9781788050135	Teacher	178	B. line 4	their	that
Publisher	9781788050135	Teacher	178	B. line 5/6	This can stilt the plot so an event needs to occur so that the conflict is resolved.	This can stilt the plot, so an event needs to occur to enable the conflict to be resolved.
Publisher	9781788050135	Teacher	178	C. line 6	include foreshadowing which is	include: foreshadowing, which is

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	178	D. line 1/2	The setting of a story is the place and time and type of surroundings that it is set in.	The setting of a story is the place, time and type of surroundings in which it is set.
Publisher	9781788050135	Teacher	178	D. line 4/5	For example if the main characters are trying to find a city or town or village the plot would change depending on whether they were in a forest or desert.	For example, if the main characters are trying to find a city, town or village, the plot would change, depending on whether they were in a forest or desert.
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050135	Teacher	179	Common Misconceptions, line 4	don't	do not
Publisher	9781788050135	Teacher	181	Materials, 2nd bullet	Graphic Organizer	graphic organizer
Publisher	9781788050135	Teacher	181	Procedure, bullet 5, line 1	term	terms
Publisher	9781788050135	Teacher	181	Procedure, bullet 5, line 1	definition	definitions
Publisher	9781788050135	Teacher	181	Procedure, bullet 6, line 1	Graphic	graphic
Publisher	9781788050135	Teacher	182	1st line	don't	do not
Publisher	9781788050135	Teacher	183	Bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	210	ABC Activity book: line 3	exosystems	ecosystems
Publisher	9781788050135	Teacher	211	Objective, line 2	non-fiction,	non-fiction;
Publisher	9781788050135	Teacher	211	Scaffolding, line 6	scheme	schemes
Publisher	9781788050135	Teacher	212	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050135	Teacher	212	A. line 3	story	stories
Publisher	9781788050135	Teacher	212	A. line 3	a made up story set in the past;	made up stories set in the past;
Publisher	9781788050135	Teacher	212	A. line 4	a story about a crime to be solved;	stories often about a crime to be solved;
Publisher	9781788050135	Teacher	212	A. line 4	book	books
Publisher	9781788050135	Teacher	212	B. line 1	don't	do not
Publisher	9781788050135	Teacher	212	B. line 2	be in different size verses and their rhyming schemes are different,	be in different sized verses and their rhyming schemes vary,
Publisher	9781788050135	Teacher	212	B. line 6	and pattern	and the pattern
Publisher	9781788050135	Teacher	212	D. line 2	They include	They may include

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	212	E. line 5	aiming	aimed
Publisher	9781788050135	Teacher	213	Common Misconceptions, no.2	don't	do not
Publisher	9781788050135	Teacher	213	Common Misconceptions, no.5, line 1	you're	you are
Publisher	9781788050135	Teacher	215	Materials, 3rd bullet	index	Index
Publisher	9781788050135	Teacher	215	Procedure, bullet 4, line 2	evaluate whether:	evaluate the following:
Publisher	9781788050135	Teacher	216	1st bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050135	Teacher	216	3rd diamond, line 1	don't	do not
Publisher	9781788050135	Teacher	217	Daily reading, line 4	During daily reading ensure students	During daily reading, ensure that students
Publisher	9781788050135	Teacher	217	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	218	Ideas for at home, line 2	why?	why.
Publisher	9781788050135	Teacher	248	Classroom Art projects: line 3	Students should include if the Louis Pasteur movie uses staging and dialogue?	Students should consider whether the Louis Pasteur movie uses staging and dialogue.
Publisher	9781788050135	Teacher	249	Objective, line 2	that purpose.	that purpose within a text.
Publisher	9781788050135	Teacher	249	Scaffolding, line 2	purpse	purpose
Publisher	9781788050135	Teacher	250	F. line 7	were	was
Publisher	9781788050135	Teacher	250	G. line 3	doesn't	does not
Publisher	9781788050135	Teacher	250	G. last 2 lines	Sweeping generalizations are like stereotypes when something is attributed to or assumed of a lot of people, based on the events of one person.	Sweeping generalizations are like stereotypes, when something is attributed to, or assumed of, a lot of people, based on the events of one person.
Publisher	9781788050135	Teacher	251	Line 3	nonfiction	non-fiction
Publisher	9781788050135	Teacher	253	Procedure, 1st bullet, line 1	Ask students to share with a partner what is an author's	Ask students to share, with a partner, what is an author's
Publisher	9781788050135	Teacher	253	Procedure, 1st bullet, line 4	identify the following author's purpose for each:	identify the author's purpose for each of the following:
Publisher	9781788050135	Teacher	253	Procedure, 5th bullet, line 3	three	four
Publisher	9781788050135	Teacher	254	1st bullet 2nd diamond, line 1	don't	do not
Publisher	9781788050135	Teacher	254	Last bullet, 2nd line	writing to answer the three questions	answer
Publisher	9781788050135	Teacher	255	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	256	Summary Discussion, line 1	Ask students to share with a partner what the purpose	Ask students to share, with a partner, what the purpose
Publisher	9781788050135	Teacher	286	Objective, line 8	grammar and spelling and	grammar and spelling,
Publisher	9781788050135	Teacher	286	Scaffolding, line 2	ocean	oceans
Publisher	9781788050135	Teacher	287	B. line 1	structuring it in to	structuring it into
Publisher	9781788050135	Teacher	287	C. line 4	all declarative simple sentences it could	all declarative, simple sentences, it could
Publisher	9781788050135	Teacher	287	D. line 2	aren't any	are no
Publisher	9781788050135	Teacher	287	D. 3rd bullet, line 2	can't	cannot
Publisher	9781788050135	Teacher	288	Common Misconceptions, bullet 1, line 1	doesn't	does not need to
Publisher	9781788050135	Teacher	291	Line 1	Research Outline Notes	research outline notes
Publisher	9781788050135	Teacher	293	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	294	Summary Discussion, line 2	hook	interest
Publisher	9781788050135	Teacher	332	Extension Activity: line 1	and	, then
Publisher	9781788050135	Teacher	334	C. line 1	the	an
Publisher	9781788050135	Teacher	334	C. line 3	own argumentative	own argumentative text
Publisher	9781788050135	Teacher	334	D. line 1	Correspondence is when you communicate with someone	Correspondence involves communicating with someone
Publisher	9781788050135	Teacher	334	D. line 5	english	English
Publisher	9781788050135	Teacher	336	Line 3	developing vocabulary	developing the vocabulary
Publisher	9781788050135	Teacher	336	Line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050135	Teacher	338	Procedure, 6th bullet, line 2	an argument for and against	an argument, for and against,
Publisher	9781788050135	Teacher	340	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	341	Peer Activity, bullet 3, line 1	have asked, questions they	have asked, and questions they
Publisher	9781788050135	Teacher	376	Objective, line 3	kew	key
Publisher	9781788050135	Teacher	377	D. line 2	Students need to gather relevant sources to their research topic.	Students need to gather sources relevant to their research topic.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050135	Teacher	377	F. line 2	understand.	understanding.
Publisher	9781788050135	Teacher	377	H. line 4	can't	cannot
Publisher	9781788050135	Teacher	377	I. Line 1/2	Ethically means to treat something in a correct way that does not inflict harm on a person.	Acting ethically means treating something in a correct way that does not inflict harm.
Publisher	9781788050135	Teacher	378	Common Misconceptions, 2nd bullet, line 2	structure	arrange
Publisher	9781788050135	Teacher	378	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050135	Teacher	379	Teacher instruction, line 6	Give students some background	Provide students with some background
Publisher	9781788050135	Teacher	380	Procedure, 1st bullet, line 2	overuse of	overusing
Publisher	9781788050135	Teacher	381	Line 4	students that in their research they should:	students that, in their research, they should:
Publisher	9781788050135	Teacher	381	3rd bullet, line 3	them that as they learn about the topic they may	them that, as they learn about the topic, they may
Publisher	9781788050135	Teacher	381	3rd line from bottom	Belong	Belonging
Publisher	9781788050135	Teacher	381	2nd line from bottom	Have	Having
Publisher	9781788050135	Teacher	381	Last line	Have	Having
Publisher	9781788050135	Teacher	382	Line 6	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050135	Teacher	382	4th line from the bottom	focus, teacher,	focus, the teacher,
Publisher	9781788050135	Teacher	383	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050135	Teacher	384	Peer Activity, bullet 3, line 1	have asked, questions	have asked, and questions
Publisher	9781788050135	Teacher	414	ABC Activity book: line 2/3	they use up such as watering and the space used and the	they use up, such as water and the space used, and the

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print Class Set (9781788052009)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	1	Scaffolding line 3	presentations and giving	presentations, as well as giving
Publisher	9781788050210	Teacher	1	Scaffolding line 3	groups	groups'
Publisher	9781788050210	Teacher	2	line 3	Student's	Students
Publisher	9781788050210	Teacher	2	line 3	or a recording	or to a recording
Publisher	9781788050210	Teacher	2	line 5	confirm information	confirm the information
Publisher	9781788050210	Teacher	2	line 7	Student's	Students
Publisher	9781788050210	Teacher	2	line 7	follow complex	follow, and give, complex
Publisher	9781788050210	Teacher	2	line 14	In their	During their
Publisher	9781788050210	Teacher	2	line 15	they	, students
Publisher	9781788050210	Teacher	2	line 15	so	, although
Publisher	9781788050210	Teacher	2	line 15	didn't	did not
Publisher	9781788050210	Teacher	2	line 17	too fast or slow or loud or soft.	quickly or slowly, nor too loudly or softly.
Publisher	9781788050210	Teacher	2	line 18	understand	understood
Publisher	9781788050210	Teacher	2	line 19	they	students
Publisher	9781788050210	Teacher	2	line 19	stick to	adhere to the
Publisher	9781788050210	Teacher	2	line 24	make plans and agendas with	make plans with
Publisher	9781788050210	Teacher	2	line 28	two candidates and in their groups they	two candidates. In their groups students
Publisher	9781788050210	Teacher	3	line 4	discussion are incorporated	discussion. These skills are incorporated
Publisher	9781788050210	Teacher	3	last but one line	don't	do not
Publisher	9781788050210	Teacher	4	line 2	text, enhancing	texts, enhancing
Publisher	9781788050210	Teacher	4	line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050210	Teacher	6	Timer section	Starts the clock for 1 minutes and gives a 10 second warning when the 1	Starts the clock for 5 minutes and gives a 10 second warning when the 5
Publisher	9781788050210	Teacher	6	4 lines from bottom	and finding meaningful patterns	and identifying these patterns

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print Class Set (9781788052009)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	6	last line	that other students created	created by other students
Publisher	9781788050210	Teacher	7	line 4	Choose	choose
Publisher	9781788050210	Teacher	7	line 5	Sort	sort
Publisher	9781788050210	Teacher	7	line 6	Trade	trade
Publisher	9781788050210	Teacher	7	line 7	Figure	figure
Publisher	9781788050210	Teacher	7	line 8	Present	present
Publisher	9781788050210	Teacher	7	line 13	they don't	they do not
Publisher	9781788050210	Teacher	8	line 17	adding on to it	adding to it
Publisher	9781788050210	Teacher	30	line 5	periodic table.	Periodic Table.
Publisher	9781788050210	Teacher	30	line 7	periodic table.	Periodic Table.
Publisher	9781788050210	Teacher	30	las line	olympics	Olympics
Publisher	9781788050210	Teacher	31	Objective 2nd last	provide students with tools	providing students with the tools
Publisher	9781788050210	Teacher	31	scaffolding line 1	and then	. They then
Publisher	9781788050210	Teacher	31	scaffolding line 2	them	the words
Publisher	9781788050210	Teacher	31	last line	what type of word it is	types of word
Publisher	9781788050210	Teacher	32	line3	dictionaries and thesaurus'	dictionaries, thesauruses
Publisher	9781788050210	Teacher	32	B second last	testing the student	testing that the student
Publisher	9781788050210	Teacher	32	C line 3	and the words	. The words used
Publisher	9781788050210	Teacher	32	C line 8	what each one means	the meaning of each one
Publisher	9781788050210	Teacher	33	line 7	lessons which	lessons during which
Publisher	9781788050210	Teacher	33	Common misconceptions line 1	It's	It is
Publisher	9781788050210	Teacher	33	Common misconceptions line 2	It's	it is
Publisher	9781788050210	Teacher	35	bullet 4 line 3	help you decode	help you to decode
Publisher	9781788050210	Teacher	35	4th diamond	give examples words in which	give examples of words in which

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print Class Set (9781788052009)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	36	4th line from the bottom	refer them	refer to them
Publisher	9781788050210	Teacher	60	ELL 2nd las line	Vocabulry	Vocabulary
Publisher	9781788050210	Teacher	60	Other TPS Reading materials 2nd last line	out and count	out, count
Publisher	9781788050210	Teacher	60	How Not To Die Hunting in Alaska 1st line	book and identify	book, identify
Publisher	9781788050210	Teacher	60	How Not To Die Hunting in Alaska 2nd line	no of syllables,	number of syllables,
Publisher	9781788050210	Teacher	62	line 1	they've read	they have read
Publisher	9781788050210	Teacher	62	Common misconceptions line 2	don't know.	do not know
Publisher	9781788050210	Teacher	62	Common misconceptions bullet 4	you're born	you are born
Publisher	9781788050210	Teacher	63	Teacher Lesson Notes bullet 4	monotone	monotonous
Publisher	9781788050210	Teacher	63	last line	purpose,	purpose to,
Publisher	9781788050210	Teacher	64	Materials bullet 4	index cards	Index cards
Publisher	9781788050210	Teacher	64	Procedure bullet 1	what are some characteristics of fluent reading?	some of the characteristics of fluent reading.
Publisher	9781788050210	Teacher	64	Procedure bullet 2 DIAMOND 3	Smoothness	smoothness
Publisher	9781788050210	Teacher	64	Procedure bullet 2 DIAMOND 4	you've	you have
Publisher	9781788050210	Teacher	64	Procedure bullet 3	through read	through reading
Publisher	9781788050210	Teacher	64	Procedure bullet 3 DIAMOND 4	monotone	monotonous
Publisher	9781788050210	Teacher	65	Bullet 5 last line	started;	started
Publisher	9781788050210	Teacher	81	line 3	ways such	ways, such
Publisher	9781788050210	Teacher	81	line 5	It can be a diargam	It can be a diagram
Publisher	9781788050210	Teacher	83	line 4	approach to curriculum	approach to the curriculum
Publisher	9781788050210	Teacher	83	4th from the bottom	focus, teacher,	focus the teacher
Publisher	9781788050210	Teacher	84	Teacher Lesson Notes bullet 5	Life Science/Animal lives	Life Science/Animal Lives
Publisher	9781788050210	Teacher	84	7th from the bottom	science themed	science-themed

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print Class Set (9781788052009)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	84	4th from the bottom	Science themed	Science-themed
Publisher	9781788050210	Teacher	84	2nd from the bottom	science themed	science-themed
Publisher	9781788050210	Teacher	86	Bullet 2	Help students learn	Help students to learn
Publisher	9781788050210	Teacher	86	bullet 5	reading sections	reading sessions
Publisher	9781788050210	Teacher	86	last bullet	can share with their	can share their
Publisher	9781788050210	Teacher	88	Ideas for at home	books they	books, they
Publisher	9781788050210	Teacher	89	line 1	interaction students	interaction, students
Publisher	9781788050210	Teacher	103	Classroom Art projects line 2	Tell them it	Tell them that it
Publisher	9781788050210	Teacher	103	ABC Activity book line 2	alphabet book	Alphabet Book
Publisher	9781788050210	Teacher	105	Section A line 1	books to read yourself and	books to read themselves
Publisher	9781788050210	Teacher	105	Section A line 2	assigned to you for reading	assigned to them for reading
Publisher	9781788050210	Teacher	105	Section A line 2	the differences	the differences between these options
Publisher	9781788050210	Teacher	105	Section C line 7	fits in to	fits into
Publisher	9781788050210	Teacher	105	Section C line 7	and why	They should also give reasons why
Publisher	9781788050210	Teacher	105	Section D line 2	they are reading to deepen	they are reading and deepen
Publisher	9781788050210	Teacher	105	Section E line 1	and find make connections to personal experiences	and make connections to their own personal experiences
Publisher	9781788050210	Teacher	105	Section E line 4	so think about other texts	so they should consider other texts
Publisher	9781788050210	Teacher	105	Section E line 4	and perhaps genre, this can be achieved through research	and perhaps genre, through research
Publisher	9781788050210	Teacher	105	Section E line 5	should try and think	should try to think
Publisher	9781788050210	Teacher	105	Section E last line	how the text fit in to society at the time the text was written	how the text fits in to society at the time it was written
Publisher	9781788050210	Teacher	105	Section F last line	are stating	are suggesting
Publisher	9781788050210	Teacher	106	Section H	To synthesize information means to combine two different elements of information to make new information	Students should consider synthesizing information from the text, or combining two or more different elements to make new information
Publisher	9781788050210	Teacher	106	Section I line 2	statement or answer	statement, answer

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	106	Section I line 4	re-read the text, research background information and use existing knowledge, ask questions and annotate the text to fully understand the text and make adjustments to their predictions, statements and answers to reflect their new understanding.	<ul style="list-style-type: none"> •re-read the text, •research background information and use existing knowledge, •ask questions and annotate the text to fully understand the text make adjustments to their predictions, statements and answers to reflect their new understanding.
Publisher	9781788050210	Teacher	106	2nd from bottom	help develop students	help to develop students'
Publisher	9781788050210	Teacher	106	last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050210	Teacher	107	line 6	science concept that is addressed	science concept addressed
Publisher	9781788050210	Teacher	107	2nd last bullet	you're born with,	you are born with;
Publisher	9781788050210	Teacher	109	Talking to the Text: diamond 2	they don't understand	they do not understand
Publisher	9781788050210	Teacher	112	Summary Discussion line 5	elaborated spoken language	elaborate spoken language
Publisher	9781788050210	Teacher	141	Scaffolding line 1	In Grade 7 students	In Grade 7, students
Publisher	9781788050210	Teacher	141	Scaffolding line 3	conditions and responded	conditions. They then
Publisher	9781788050210	Teacher	142	Section A line 2	This means to find relatable	This means that they must find relatable
Publisher	9781788050210	Teacher	142	Section A line 2	A source is can be anything you draw information from	A source can be anything they draw information from
Publisher	9781788050210	Teacher	142	Section D line 1	Paraphrasing is to reword a piece of text in a clearer way.	Paraphrasing is to reword a piece of text without changing the meaning.
Publisher	9781788050210	Teacher	142	Section D line 1	Summarizing is to give the main points of a text	Summarizing involves giving the main points of a text
Publisher	9781788050210	Teacher	142	Section D line 3	but making sure their responses	ensuring that their responses
Publisher	9781788050210	Teacher	142	Section E line 1	Student's	Students
Publisher	9781788050210	Teacher	142	Section E line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050210	Teacher	142	Section F first line	Student's	Students
Publisher	9781788050210	Teacher	142	Section F line 2	word wall, Archway and use the words	the word wall, Archway and use these words
Publisher	9781788050210	Teacher	142	Section H line 2	using a normal speaking voice not too deep or high	using a normal speaking voice, which is not too deep or high
Publisher	9781788050210	Teacher	142	Section H line 3	tone - how you express yourself,	tone - the way in which they express themselves
Publisher	9781788050210	Teacher	142	Section H line 4	don't have an angry tone to your voice	not using an angry tone
Publisher	9781788050210	Teacher	142	Section H line 4	and voice - your opinion, your stance on the topic, first person	and voice - their opinion, and stance on the topic, using first person

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	142	Section I line 1	their responses and adjust	their responses, then adjust
Publisher	9781788050210	Teacher	142	Section I line 2	make changes to the responses as new evidence	make changes as new evidence
Publisher	9781788050210	Teacher	143	Section H	tone and voice; and	tone and voice,
Publisher	9781788050210	Teacher	143	Section I	presented.	presented; and
Publisher	9781788050210	Teacher	144	Procedure Bullet 1 line 1	student	students
Publisher	9781788050210	Teacher	145	Procedure Bullet 1 line 1	giving students an example of a time that you changed your opinion	giving them an example of a time when you changed your opinion
Publisher	9781788050210	Teacher	145	Procedure Bullet 3 diamond 2	don't	do not
Publisher	9781788050210	Teacher	146	Procedure Bullet 3 diamond 4	come to a their own	come to their own
Publisher	9781788050210	Teacher	147	4th line from bottom	detail as more in English	detail as more English
Publisher	9781788050210	Teacher	148	Simple stories line 5	If you wish, you could allow	Alternatively, you could allow
Publisher	9781788050210	Teacher	148	Simple stories last line	vocabular in	vocabulary in
Publisher	9781788050210	Teacher	148	Summary Discussion line 5	elaborated	elaborate
Publisher	9781788050210	Teacher	182	Other TPS Reading materials: lastline	that are unknown to them for them to look up	that are unknown for them to look up
Publisher	9781788050210	Teacher	182	ABC activity book	the an activity	the activity
Publisher	9781788050210	Teacher	183	Scaffolding line 2	Gorillas.,	Gorillas,
Publisher	9781788050210	Teacher	184	Section B line 4	how the conflict is solved	how the conflict is resolved
Publisher	9781788050210	Teacher	184	Section B line 5	group, this	group. This
Publisher	9781788050210	Teacher	184	Section B line 7	character, it	character; it
Publisher	9781788050210	Teacher	184	Section B line 8	they're doing	they are
Publisher	9781788050210	Teacher	184	Section B line 8	friendship, wanting to prove oneself.	friendship, and wanting to prove oneself.
Publisher	9781788050210	Teacher	184	Section C line 3	the main plot, other stories	the main plot, and other stories
Publisher	9781788050210	Teacher	184	Section C bullet 3	a plot so for example	a plot, for example
Publisher	9781788050210	Teacher	184	Section C bullet 4	Student's	Students
Publisher	9781788050210	Teacher	184	Section D line 1	surroundings that it is set in.	surroundings in which it is set.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	185	last line	They don't only present	They do not only present
Publisher	9781788050210	Teacher	186	Teacher Lesson Notes first line	story with its term	story with the correct term
Publisher	9781788050210	Teacher	187	Materials bullet 2	Graphic Organizer	graphic organizer
Publisher	9781788050210	Teacher	187	Procedure bullet 6	Graphic organizers	graphic organizer
Publisher	9781788050210	Teacher	187	Procedure bullet 6 line 3	effect of setting	effects of setting
Publisher	9781788050210	Teacher	188	diamond 2	they don't understand	they do not understand
Publisher	9781788050210	Teacher	190	Peer Activity bullet 3	they have asked, questions they have responded to	they have asked, and questions they have responded to
Publisher	9781788050210	Teacher	190	Peer Activity last para line 2	found difficult, did not enjoy	found difficult, and did not enjoy
Publisher	9781788050210	Teacher	191	Summary Discussion line 6 from bottom	for their particular students	for their particular class
Publisher	9781788050210	Teacher	217	line 2	mosquitos	mosquitoes
Publisher	9781788050210	Teacher	217	line 3	can't live	can not live
Publisher	9781788050210	Teacher	218	scaffolding line 3	authors intended	author's intended
Publisher	9781788050210	Teacher	219	line 3	between different	between various
Publisher	9781788050210	Teacher	219	line 4	story that is believable	stories that are believable
Publisher	9781788050210	Teacher	219	line 5	story with a journey	stories with a journey
Publisher	9781788050210	Teacher	219	line 5	a made up story set	a made up stories set
Publisher	9781788050210	Teacher	219	line 6	a story about a crime to be solved	stories about a crime or strange events to be solved
Publisher	9781788050210	Teacher	219	line 6	a funny book	funny books
Publisher	9781788050210	Teacher	219	line 9	a developed story that is less than a novel in length	developed stories that are shorter than novels in length
Publisher	9781788050210	Teacher	219	line 10	usually from the first person	usually told in the first person
Publisher	9781788050210	Teacher	219	B last line	the effect all of these	the effect each of these
Publisher	9781788050210	Teacher	219	C first line	in to Acts and Scenes	into acts and scenes
Publisher	9781788050210	Teacher	219	D line 2	They include a thesis, footnotes,	Another example is a thesis, with footnotes,
Publisher	9781788050210	Teacher	219	D line 3	develop	develop

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	219	E line 3	and identify	and decide on
Publisher	9781788050210	Teacher	220	line 6	essay relates to the	essay relate to the
Publisher	9781788050210	Teacher	220	line 10	and that human	and human
Publisher	9781788050210	Teacher	220	Common Misconceptions Bullet 2	don't lie.	do not lie
Publisher	9781788050210	Teacher	220	Common Misconceptions Bullet 5	you're born	you are born
Publisher	9781788050210	Teacher	222	Materials bullet 3	index cards	Index cards
Publisher	9781788050210	Teacher	222	Procedure Bullet 1 line 3	random calling method to have students share their ideas	random calling method with the whole class
Publisher	9781788050210	Teacher	222	Procedure 3rd Bullet 1st line	evaluate whether:	evaluate the following:
Publisher	9781788050210	Teacher	223	Diamond 3	don't	do not
Publisher	9781788050210	Teacher	225	Summary Discussion para 2 last line	particular students	particular class
Publisher	9781788050210	Teacher	256	line 2	in to	into
Publisher	9781788050210	Teacher	256	Extension Activity line 1	groups posters	groups' posters
Publisher	9781788050210	Teacher	256	Extension Activity line 2	they're missing	they are missing
Publisher	9781788050210	Teacher	257	Objective Line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	257	Scaffolding Line 1	In grade 7 students anaylyzed	In grade 7, students analyzed
Publisher	9781788050210	Teacher	257	Scaffolding Line 2	purpse	purpose
Publisher	9781788050210	Teacher	258	Section A line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section A line 2	exists?	exists.
Publisher	9781788050210	Teacher	258	Section B line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section B line 2	bullets points etc.	bullets points or numerous other formats.
Publisher	9781788050210	Teacher	258	Section C line 2	italics etc	italics.
Publisher	9781788050210	Teacher	258	Section C line 3	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section D line 2	Metaphors are when you say	Metaphors involve saying

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	258	Section D line 3	An extended metaphor is when it is sustained	An extended metaphor is sustained
Publisher	9781788050210	Teacher	258	Section D line 4	how an author uses this towards their purpose	how an author uses this feature to contribute to their purpose
Publisher	9781788050210	Teacher	258	Section E line 1	is a technique used to convey meaning e.g. providing multiple points of view so you know how more than one character is feeling. Irony	, or literary term is any technique used by authors to achieve their puprose. Such devices could include personification, imagery, similes and metaphors, but there are many more examples.
Publisher	9781788050210	Teacher	258	Section E line 3	what they intended to e.g	what is intended e.g
Publisher	9781788050210	Teacher	258	Section E line 4	as they are on the way	as it is on the way
Publisher	9781788050210	Teacher	258	Section G line 3	juxtaposition which is when two things	juxtaposition, where two things
Publisher	9781788050210	Teacher	259	Line 1	nonfiction	non-fiction
Publisher	9781788050210	Teacher	261	Line 7	newspaper, a complaint letter	newspaper, and a complaint letter
Publisher	9781788050210	Teacher	262	Line 8	reader visualize	reader to visualize
Publisher	9781788050210	Teacher	262	2nd bullet line 2	“I’ve seen reptiles before.”	“I’ve seen reptiles before,”
Publisher	9781788050210	Teacher	262	3rd bullet line 1	concept that they don’t understand	concept that they do not understand
Publisher	9781788050210	Teacher	264	Ideas for at home line 3	detail as more in English	detail as more English
Publisher	9781788050210	Teacher	264	Simple Stories line 3	If you wish, you	Alternatively, you
Publisher	9781788050210	Teacher	264	2nd last line	vocabular	vocabulary
Publisher	9781788050210	Teacher	265	line 1	Ask student	Ask students
Publisher	9781788050210	Teacher	293	Extension Activity	critique on it and ways	critique on it. They could also suggest
Publisher	9781788050210	Teacher	293	Classroom Art projects line1	informational poster for 3 of ther key words	informational poster for 3 of the key words
Publisher	9781788050210	Teacher	293	Other TPS Reading materials line 2	if the narrator is has a subjective	if the narrator is a subjective
Publisher	9781788050210	Teacher	295	Objective 2nd last line	grammar and spelling and check their work	grammar and spelling, check their work
Publisher	9781788050210	Teacher	296	Section B line 2	structuring it in to clear	structuring it into clear
Publisher	9781788050210	Teacher	296	Section B line 2	including an introduction and conclusion and	and including an introduction, conclusion and
Publisher	9781788050210	Teacher	296	Section C line 1	so to reword	to reword
Publisher	9781788050210	Teacher	296	Section D line 1	there aren't any spelling	there are no spelling
Publisher	9781788050210	Teacher	296	Section D bullet 4	passive if verb is acted upon subject	passive if the verb is acted upon by the subject

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	296	Section D bullet 7	noun if as to whether	noun as to whether
Publisher	9781788050210	Teacher	296	Section D bullet 8	capitalized e.g. pronoun	capitalized e.g. the pronoun
Publisher	9781788050210	Teacher	296	Section D bullet 9	in nonrestrictive phrases and	in nonrestrictive phrases,
Publisher	9781788050210	Teacher	297	Common Misconceptions	Your writing doesn't change	Your writing does not change
Publisher	9781788050210	Teacher	299	Teacher Lesson Notes line 2	admired for their long	admired for its long
Publisher	9781788050210	Teacher	299	Teacher Lesson Notes line 4	and then, return	and then return
Publisher	9781788050210	Teacher	300	Procedure bullet 2 line 3	The city Seattle	The city of Seattle
Publisher	9781788050210	Teacher	300	Procedure bullet 3 line 2	what does it mean?	what does it mean
Publisher	9781788050210	Teacher	301	3rd bulet diamond 3	What human activities	Which human activities
Publisher	9781788050210	Teacher	303	Summary discussion line 2	engaging hook to hook the reader	engaging hook to engage/attract the reader
Publisher	9781788050210	Teacher	342	Classroom Art projects line 1	Put students in to groups	Put students into groups
Publisher	9781788050210	Teacher	342	Classroom Art projects line 2	simmialr	similar
Publisher	9781788050210	Teacher	342	Extension Activity line 4	feedback their critique to one another and any propsed edits	feedback their critique and any proposed edits to one another.
Publisher	9781788050210	Teacher	344	Section A line 2	from someones perspective	from someone's perspective,
Publisher	9781788050210	Teacher	344	Section B line 1	and then demomnstrate	and then demomonstrate
Publisher	9781788050210	Teacher	344	Section C line 3	their own argumentative with multiple paragraphs.	their own argumentative texts with multiple paragraphs.
Publisher	9781788050210	Teacher	344	Section D line 1	Correspondence is when you communicate	Correspondence is communicating
Publisher	9781788050210	Teacher	344	Section D line 4	and structure. This means no slang, use of proper english	and structure which means no slang, use of proper English
Publisher	9781788050210	Teacher	345	Common Misconceptions line 4	connecting and structuring	connecting and organizing
Publisher	9781788050210	Teacher	348	Materials Bullet 2	Something Isn't Right Graphic Organizer	Something Is Not Right Graphic Organizer
Publisher	9781788050210	Teacher	349	Line 6	To pretend to be a Salmon researcher	To pretend to be a salmon researcher
Publisher	9781788050210	Teacher	351	Ideas for at home line 4	Answer the following questions about your piece:	Then, ask them to answer the following questions about their piece
Publisher	9781788050210	Teacher	386	Other TPS Reading materials last line	They should bullet poin the information they learn.	They should bullet point the information they learn.
Publisher	9781788050210	Teacher	367	Objective line 3	kew question	key question

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050210	Teacher	388	Section F last line	create new understand	create new understanding
Publisher	9781788050210	Teacher	388	Section H	ommission	omission
Publisher	9781788050210	Teacher	388	Section I line 1	Ethically	To act ethically
Publisher	9781788050210	Teacher	389	Teacher Background Notes Section 4	presentation in in written	presentation in written
Publisher	9781788050210	Teacher	390	Bullet 3 line 1	it's not	it is not
Publisher	9781788050210	Teacher	391	last line	research of the topic	research about the topic
Publisher	9781788050210	Teacher	392	Materials bullet 4	sourced Plagiarism	sourced plagiarism
Publisher	9781788050210	Teacher	392	Procedure line 2	must be scaffolded,	must be scaffolded
Publisher	9781788050210	Teacher	393	Line 10	Hubble Space telescope	Hubble Space Telescope
Publisher	9781788050210	Teacher	394	Diamond 1 Star 1	Belong to credible institutions like .gov, .org or .edu	Belonging to credible institutions like .gov, .org or .edu
Publisher	9781788050210	Teacher	394	Diamond 1 Star 2	Have expert information on the topic	Having expert information on the topic
Publisher	9781788050210	Teacher	394	Diamond 1 Star 3	Have up to date information	Having up to date information
Publisher	9781788050210	Teacher	394	Diamond 1 Star 4	Have links to other credible sources	Having links to other credible sources
Publisher	9781788050210	Teacher	396	Peer Activity bullet 3	questions they have asked, questions they	questions they have asked, and questions they

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	1	Scaffolding line 3	presentations and giving	presentations, as well as giving
Publisher	9781788050210	Teacher	1	Scaffolding line 3	groups	groups'
Publisher	9781788050210	Teacher	2	line 3	Student's	Students
Publisher	9781788050210	Teacher	2	line 3	or a recording	or to a recording
Publisher	9781788050210	Teacher	2	line 5	confirm information	confirm the information
Publisher	9781788050210	Teacher	2	line 7	Student's	Students
Publisher	9781788050210	Teacher	2	line 7	follow complex	follow, and give, complex
Publisher	9781788050210	Teacher	2	line 14	In their	During their
Publisher	9781788050210	Teacher	2	line 15	they	, students
Publisher	9781788050210	Teacher	2	line 15	so	, although
Publisher	9781788050210	Teacher	2	line 15	didn't	did not
Publisher	9781788050210	Teacher	2	line 17	too fast or slow or loud or soft.	quickly or slowly, nor too loudly or softly.
Publisher	9781788050210	Teacher	2	line 18	understand	understood
Publisher	9781788050210	Teacher	2	line 19	they	students
Publisher	9781788050210	Teacher	2	line 19	stick to	adhere to the
Publisher	9781788050210	Teacher	2	line 24	make plans and agendas with	make plans with
Publisher	9781788050210	Teacher	2	line 28	two candidates and in their groups they	two candidates. In their groups students
Publisher	9781788050210	Teacher	3	line 4	discussion are incorporated	discussion. These skills are incorporated
Publisher	9781788050210	Teacher	3	last but one line	don't	do not
Publisher	9781788050210	Teacher	4	line 2	text, enhancing	texts, enhancing
Publisher	9781788050210	Teacher	4	line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050210	Teacher	6	Timer section	Starts the clock for 1 minutes and gives a 10 second warning when the 1	Starts the clock for 5 minutes and gives a 10 second warning when the 5
Publisher	9781788050210	Teacher	6	4 lines from bottom	and finding meaningful patterns	and identifying these patterns
Publisher	9781788050210	Teacher	6	last line	that other students created	created by other students

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with basic online class set (9781788050999)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	Z	line 4	Choose	choose
Publisher	9781788050210	Teacher	Z	line 5	Sort	sort
Publisher	9781788050210	Teacher	Z	line 6	Trade	trade
Publisher	9781788050210	Teacher	Z	line 7	Figure	figure
Publisher	9781788050210	Teacher	Z	line 8	Present	present
Publisher	9781788050210	Teacher	Z	line 13	they don't	they do not
Publisher	9781788050210	Teacher	8	line 17	adding on to it	adding to it
Publisher	9781788050210	Teacher	30	line 5	periodic table.	Periodic Table.
Publisher	9781788050210	Teacher	30	line 7	periodic table.	Periodic Table.
Publisher	9781788050210	Teacher	30	las line	olympics	Olympics
Publisher	9781788050210	Teacher	31	Objective 2nd last	provide students with tools	providing students with the tools
Publisher	9781788050210	Teacher	31	scaffolding line 1	and then	. They then
Publisher	9781788050210	Teacher	31	scaffolding line 2	them	the words
Publisher	9781788050210	Teacher	31	last line	what type of word it is	types of word
Publisher	9781788050210	Teacher	32	line3	dictionaries and thesaurus'	dictionaries, thesauruses
Publisher	9781788050210	Teacher	32	B second last	testing the student	testing that the student
Publisher	9781788050210	Teacher	32	C line 3	and the words	. The words used
Publisher	9781788050210	Teacher	32	C line 8	what each one means	the meaning of each one
Publisher	9781788050210	Teacher	33	line 7	lessons which	lessons during which
Publisher	9781788050210	Teacher	33	Common misconceptions line 1	It's	It is
Publisher	9781788050210	Teacher	33	Common misconceptions line 2	It's	it is
Publisher	9781788050210	Teacher	35	bullet 4 line 3	help you decode	help you to decode
Publisher	9781788050210	Teacher	35	4th diamond	give examples words in which	give examples of words in which
Publisher	9781788050210	Teacher	36	4th line from the bottom	refer them	refer to them

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with basic online class set (9781788050999)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	60	ELL 2nd las line	Vocabulry	Vocabulary
Publisher	9781788050210	Teacher	60	Other TPS Reading materials 2nd last line	out and count	out, count
Publisher	9781788050210	Teacher	60	How Not To Die Hunting in Alaska 1st line	book and identify	book, identify
Publisher	9781788050210	Teacher	60	How Not To Die Hunting in Alaska 2nd line	no of syllables,	number of syllables,
Publisher	9781788050210	Teacher	62	line 1	they've read	they have read
Publisher	9781788050210	Teacher	62	Common misconceptions line 2	don't know.	do not know
Publisher	9781788050210	Teacher	62	Common misconceptions bullet 4	you're born	you are born
Publisher	9781788050210	Teacher	63	Teacher Lesson Notes bullet 4	monotone	monotonous
Publisher	9781788050210	Teacher	63	last line	purpose,	purpose to,
Publisher	9781788050210	Teacher	64	Materials bullet 4	index cards	Index cards
Publisher	9781788050210	Teacher	64	Procedure bullet 1	what are some characteristics of fluent reading?	some of the characteristics of fluent reading.
Publisher	9781788050210	Teacher	64	Procedure bullet 2 DIAMOND 3	Smoothness	smoothness
Publisher	9781788050210	Teacher	64	Procedure bullet 2 DIAMOND 4	you've	you have
Publisher	9781788050210	Teacher	64	Procedure bullet 3	through read	through reading
Publisher	9781788050210	Teacher	64	Procedure bullet 3 DIAMOND 4	monotone	monotonous
Publisher	9781788050210	Teacher	65	Bullet 5 last line	started;	started
Publisher	9781788050210	Teacher	81	line 3	ways such	ways, such
Publisher	9781788050210	Teacher	81	line 5	It can be a diargam	It can be a diagram
Publisher	9781788050210	Teacher	83	line 4	approach to curriculum	approach to the curriculum
Publisher	9781788050210	Teacher	83	4th from the bottom	focus, teacher,	focus the teacher
Publisher	9781788050210	Teacher	84	Teacher Lesson Notes bullet 5	Life Science/Animal lives	Life Science/Animal Lives
Publisher	9781788050210	Teacher	84	7th from the bottom	science themed	science-themed
Publisher	9781788050210	Teacher	84	4th from the bottom	Science themed	Science-themed
Publisher	9781788050210	Teacher	84	2nd from the bottom	science themed	science-themed

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	86	Bullet 2	Help students learn	Help students to learn
Publisher	9781788050210	Teacher	86	bullet 5	reading sections	reading sessions
Publisher	9781788050210	Teacher	86	last bullet	can share with their	can share their
Publisher	9781788050210	Teacher	88	Ideas for at home	books they	books, they
Publisher	9781788050210	Teacher	89	line 1	interaction students	interaction, students
Publisher	9781788050210	Teacher	103	Classroom Art projects line 2	Tell them it	Tell them that it
Publisher	9781788050210	Teacher	103	ABC Activity book line 2	alphabet book	Alphabet Book
Publisher	9781788050210	Teacher	105	Section A line 1	books to read yourself and	books to read themselves
Publisher	9781788050210	Teacher	105	Section A line 2	assigned to you for reading	assigned to them for reading
Publisher	9781788050210	Teacher	105	Section A line 2	the differences	the differences between these options
Publisher	9781788050210	Teacher	105	Section C line 7	fits in to	fits into
Publisher	9781788050210	Teacher	105	Section C line 7	and why	They should also give reasons why
Publisher	9781788050210	Teacher	105	Section D line 2	they are reading to deepen	they are reading and deepen
Publisher	9781788050210	Teacher	105	Section E line 1	and find make connections to personal experiences	and make connections to their own personal experiences
Publisher	9781788050210	Teacher	105	Section E line 4	so think about other texts	so they should consider other texts
Publisher	9781788050210	Teacher	105	Section E line 4	and perhaps genre, this can be achieved through research	and perhaps genre, through research
Publisher	9781788050210	Teacher	105	Section E line 5	should try and think	should try to think
Publisher	9781788050210	Teacher	105	Section E last line	how the text fit in to society at the time the text was written	how the text fits in to society at the time it was written
Publisher	9781788050210	Teacher	105	Section F last line	are stating	are suggesting
Publisher	9781788050210	Teacher	106	Section H	To synthesize information means to combine two different elements of information to make new information	Students should consider synthesizing information from the text, or combining two or more different elements to make new information
Publisher	9781788050210	Teacher	106	Section I line 2	statement or answer	statement, answer
Publisher	9781788050210	Teacher	106	Section I line 4	re-read the text, research background information and use existing knowledge, ask questions and annotate the text to fully understand the text and make adjustments to their predictions, statements and answers to reflect their new understanding.	<ul style="list-style-type: none"> •re-read the text, •research background information and use existing knowledge, •ask questions and annotate the text to fully understand the text make adjustments to their predictions, statements and answers to reflect their new understanding.
Publisher	9781788050210	Teacher	106	2nd from bottom	help develop students	help to develop students'

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	106	last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050210	Teacher	107	line 6	science concept that is addressed	science concept addressed
Publisher	9781788050210	Teacher	107	2nd last bullet	you’re born with,	you are born with;
Publisher	9781788050210	Teacher	109	Talking to the Text: diamond 2	they don’t understand	they do not understand
Publisher	9781788050210	Teacher	112	Summary Discussion line 5	elaborated spoken language	elaborate spoken language
Publisher	9781788050210	Teacher	141	Scaffolding line 1	In Grade 7 students	In Grade 7, students
Publisher	9781788050210	Teacher	141	Scaffolding line 3	conditions and responded	conditions. They then
Publisher	9781788050210	Teacher	142	Section A line 2	This means to find relatable	This means that they must find relatable
Publisher	9781788050210	Teacher	142	Section A line 2	A source is can be anything you draw information from	A source can be anything they draw information from
Publisher	9781788050210	Teacher	142	Section D line 1	Paraphrasing is to reword a piece of text in a clearer way.	Paraphrasing is to reword a piece of text without changing the meaning.
Publisher	9781788050210	Teacher	142	Section D line 1	Summarizing is to give the main points of a text	Summarizing involves giving the main points of a text
Publisher	9781788050210	Teacher	142	Section D line 3	but making sure their responses	ensuring that their responses
Publisher	9781788050210	Teacher	142	Section E line 1	Student's	Students
Publisher	9781788050210	Teacher	142	Section E line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050210	Teacher	142	Section F first line	Student's	Students
Publisher	9781788050210	Teacher	142	Section F line 2	word wall, Archway and use the words	the word wall, Archway and use these words
Publisher	9781788050210	Teacher	142	Section H line 2	using a normal speaking voice not too deep or high	using a normal speaking voice, which is not too deep or high
Publisher	9781788050210	Teacher	142	Section H line 3	tone - how you express yourself,	tone - the way in which they express themselves
Publisher	9781788050210	Teacher	142	Section H line 4	don't have an angry tone to your voice	not using an angry tone
Publisher	9781788050210	Teacher	142	Section H line 4	and voice - your opinion, your stance on the topic, first person	and voice - their opinion, and stance on the topic, using first person
Publisher	9781788050210	Teacher	142	Section I line 1	their responses and adjust	their responses, then adjust
Publisher	9781788050210	Teacher	142	Section I line 2	make changes to the responses as new evidence	make changes as new evidence
Publisher	9781788050210	Teacher	143	Section H	tone and voice; and	tone and voice,
Publisher	9781788050210	Teacher	143	Section I	presented.	presented; and

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	144	Procedure Bullet 1 line 1	student	students
Publisher	9781788050210	Teacher	145	Procedure Bullet 1 line 1	giving students an example of a time that you changed your opinion	giving them an example of a time when you changed your opinion
Publisher	9781788050210	Teacher	145	Procedure Bullet 3 diamond 2	don't	do not
Publisher	9781788050210	Teacher	146	Procedure Bullet 3 diamond 4	come to a their own	come to their own
Publisher	9781788050210	Teacher	147	4th line from bottom	detail as more in English	detail as more English
Publisher	9781788050210	Teacher	148	Simple stories line 5	If you wish, you could allow	Alternatively, you could allow
Publisher	9781788050210	Teacher	148	Simple stories last line	vocabular in	vocabulary in
Publisher	9781788050210	Teacher	148	Summary Discussion line 5	elaborated	elaborate
Publisher	9781788050210	Teacher	182	Other TPS Reading materials: lastline	that are unknown to them for them to look up	that are unknown for them to look up
Publisher	9781788050210	Teacher	182	ABC activity book	the an activity	the activity
Publisher	9781788050210	Teacher	183	Scaffolding line 2	Gorillas.,	Gorillas,
Publisher	9781788050210	Teacher	184	Section B line 4	how the conflict is solved	how the conflict is resolved
Publisher	9781788050210	Teacher	184	Section B line 5	group, this	group. This
Publisher	9781788050210	Teacher	184	Section B line 7	character, it	character; it
Publisher	9781788050210	Teacher	184	Section B line 8	they're doing	they are
Publisher	9781788050210	Teacher	184	Section B line 8	friendship, wanting to prove oneself.	friendship, and wanting to prove oneself.
Publisher	9781788050210	Teacher	184	Section C line 3	the main plot, other stories	the main plot, and other stories
Publisher	9781788050210	Teacher	184	Section C bullet 3	a plot so for example	a plot, for example
Publisher	9781788050210	Teacher	184	Section C bullet 4	Student's	Students
Publisher	9781788050210	Teacher	184	Section D line 1	surroundings that it is set in.	surroundings in which it is set.
Publisher	9781788050210	Teacher	185	last line	They don't only present	They do not only present
Publisher	9781788050210	Teacher	186	Teacher Lesson Notes first line	story with its term	story with the correct term
Publisher	9781788050210	Teacher	187	Materials bullet 2	Graphic Organizer	graphic organizer
Publisher	9781788050210	Teacher	187	Procedure bullet 6	Graphic organizers	graphic organizer

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	187	Procedure bullet 6 line 3	effect of setting	effects of setting
Publisher	9781788050210	Teacher	188	diamond 2	they don't understand	they do not understand
Publisher	9781788050210	Teacher	190	Peer Activity bullet 3	they have asked, questions they have responded to	they have asked, and questions they have responded to
Publisher	9781788050210	Teacher	190	Peer Activity last para line 2	found difficult, did not enjoy	found difficult, and did not enjoy
Publisher	9781788050210	Teacher	191	Summary Discussion line 6 from bottom	for their particular students	for their particular class
Publisher	9781788050210	Teacher	217	line 2	mosquitos	mosquitoes
Publisher	9781788050210	Teacher	217	line 3	can't live	can not live
Publisher	9781788050210	Teacher	217	scaffolding line 3	authors intended	author's intended
Publisher	9781788050210	Teacher	219	line 3	between different	between various
Publisher	9781788050210	Teacher	219	line 4	story that is believable	stories that are believable
Publisher	9781788050210	Teacher	219	line 5	story with a journey	stories with a journey
Publisher	9781788050210	Teacher	219	line 5	a made up story set	a made up stories set
Publisher	9781788050210	Teacher	219	line 6	a story about a crime to be solved	stories about a crime or strange events to be solved
Publisher	9781788050210	Teacher	219	line 6	a funny book	funny books
Publisher	9781788050210	Teacher	219	line 9	a developed story that is less than a novel in length	developed stories that are shorter than novels in length
Publisher	9781788050210	Teacher	219	line 10	usually from the first person	usually told in the first person
Publisher	9781788050210	Teacher	219	B last line	the effect all of these	the effect each of these
Publisher	9781788050210	Teacher	219	C first line	in to Acts and Scenes	into acts and scenes
Publisher	9781788050210	Teacher	219	D line 2	They include a thesis, footnotes,	Another example is a thesis, with footnotes,
Publisher	9781788050210	Teacher	219	D line 3	develop	develop
Publisher	9781788050210	Teacher	219	E line 3	and identify	and decide on
Publisher	9781788050210	Teacher	220	line 6	essay relates to the	essay relate to the
Publisher	9781788050210	Teacher	220	line 10	and that human	and human
Publisher	9781788050210	Teacher	220	Common Misconceptions Bullet 2	don't lie.	do not lie

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	220	Common Misconceptions Bullet 5	you're born	you are born
Publisher	9781788050210	Teacher	222	Materials bullet 3	index cards	Index cards
Publisher	9781788050210	Teacher	222	Procedure Bullet 1 line 3	random calling method to have students share their ideas	random calling method with the whole class
Publisher	9781788050210	Teacher	222	Procedure 3rd Bullet 1st line	evaluate whether:	evaluate the following:
Publisher	9781788050210	Teacher	223	Diamond 3	don't	do not
Publisher	9781788050210	Teacher	225	Summary Discussion para 2 last line	particular students	particular class
Publisher	9781788050210	Teacher	256	line 2	in to	into
Publisher	9781788050210	Teacher	256	Extension Activity line 1	groups posters	groups' posters
Publisher	9781788050210	Teacher	256	Extension Activity line 2	they're missing	they are missing
Publisher	9781788050210	Teacher	257	Objective Line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	257	Scaffolding Line 1	In grade 7 students anaylyzed	In grade 7, students analyzed
Publisher	9781788050210	Teacher	257	Scaffolding Line 2	purpse	purpose
Publisher	9781788050210	Teacher	258	Section A line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section A line 2	exists?	exists.
Publisher	9781788050210	Teacher	258	Section B line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section B line 2	bullets points etc.	bullets points or numerous other formats.
Publisher	9781788050210	Teacher	258	Section C line 2	italics etc	italics.
Publisher	9781788050210	Teacher	258	Section C line 3	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section D line 2	Metaphors are when you say	Metaphors involve saying
Publisher	9781788050210	Teacher	258	Section D line 3	An extended metaphor is when it is sustained	An extended metaphor is sustained
Publisher	9781788050210	Teacher	258	Section D line 4	how an author uses this towards their purpose	how an author uses this feature to contribute to their purpose
Publisher	9781788050210	Teacher	258	Section E line 1	is a technique used to convey meaning e.g. providing multiple points of view so you know how more than one character is feeling. Irony	, or literary term is any technique used by authors to achieve their puprose. Such devices could include personification, imagery, similes and metaphors, but there are many more examples.
Publisher	9781788050210	Teacher	258	Section E line 3	what they intended to e.g	what is intended e.g
Publisher	9781788050210	Teacher	258	Section E line 4	as they are on the way	as it is on the way

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	258	Section G line 3	juxtaposition which is when two things	juxtaposition, where two things
Publisher	9781788050210	Teacher	259	Line 1	nonfiction	non-fiction
Publisher	9781788050210	Teacher	261	Line 7	newspaper, a complaint letter	newspaper, and a complaint letter
Publisher	9781788050210	Teacher	262	Line 8	reader visualize	reader to visualize
Publisher	9781788050210	Teacher	262	2nd bullet line 2	“I’ve seen reptiles before.”	“I’ve seen reptiles before,”
Publisher	9781788050210	Teacher	262	3rd bullet line 1	concept that they don’t understand	concept that they do not understand
Publisher	9781788050210	Teacher	264	Ideas for at home line 3	detail as more in English	detail as more English
Publisher	9781788050210	Teacher	264	Simple Stories line 3	If you wish, you	Alternatively, you
Publisher	9781788050210	Teacher	264	2nd last line	vocabular	vocabulary
Publisher	9781788050210	Teacher	265	line 1	Ask student	Ask students
Publisher	9781788050210	Teacher	293	Extension Activity	critique on it and ways	critique on it. They could also suggest
Publisher	9781788050210	Teacher	293	Classroom Art projects line1	informational poster for 3 of ther key words	informational poster for 3 of the key words
Publisher	9781788050210	Teacher	293	Other TPS Reading materials line 2	if the narrator is has a subjective	if the narrator is a subjective
Publisher	9781788050210	Teacher	295	Objective 2nd last line	grammar and spelling and check their work	grammar and spelling, check their work
Publisher	9781788050210	Teacher	296	Section B line 2	structuring it in to clear	structuring it into clear
Publisher	9781788050210	Teacher	296	Section B line 2	including an introduction and conclusion and	and including an introduction, conclusion and
Publisher	9781788050210	Teacher	296	Section C line 1	so to reword	to reword
Publisher	9781788050210	Teacher	296	Section D line 1	there aren't any spelling	there are no spelling
Publisher	9781788050210	Teacher	296	Section D bullet 4	passive if verb is acted upon subject	passive if the verb is acted upon by the subject
Publisher	9781788050210	Teacher	296	Section D bullet 7	noun if as to whether	noun as to whether
Publisher	9781788050210	Teacher	296	Section D bullet 8	capitalized e.g. pronoun	capitalized e.g. the pronoun
Publisher	9781788050210	Teacher	296	Section D bullet 9	in nonrestrictive phrases and	in nonrestrictive phrases,
Publisher	9781788050210	Teacher	297	Common Misconceptions	Your writing doesn’t change	Your writing does not change
Publisher	9781788050210	Teacher	299	Teacher Lesson Notes line 2	admired for their long	admired for its long

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	299	Teacher Lesson Notes line 4	and then, return	and then return
Publisher	9781788050210	Teacher	300	Procedure bullet 2 line 3	The city Seattle	The city of Seattle
Publisher	9781788050210	Teacher	300	Procedure bullet 3 line 2	what does it mean?	what does it mean
Publisher	9781788050210	Teacher	301	3rd bulet diamond 3	What human activities	Which human activities
Publisher	9781788050210	Teacher	303	Summary discussion line 2	engaging hook to hook the reader	engaging hook to engage/attract the reader
Publisher	9781788050210	Teacher	342	Classroom Art projects line 1	Put students in to groups	Put students into groups
Publisher	9781788050210	Teacher	342	Classroom Art projects line 2	simmialr	similar
Publisher	9781788050210	Teacher	342	Extension Activity line 4	feedback their critique to one another and any propsed edits	feedback their critique and any proposed edits to one another.
Publisher	9781788050210	Teacher	344	Section A line 2	from someones perspective	from someone's perspective,
Publisher	9781788050210	Teacher	344	Section B line 1	and then demomnstrate	and then demomonstrate
Publisher	9781788050210	Teacher	344	Section C line 3	their own argumentative with multiple paragraphs.	their own argumentative texts with multiple paragraphs.
Publisher	9781788050210	Teacher	344	Section D line 1	Correspondence is when you communicate	Correspondence is communicating
Publisher	9781788050210	Teacher	344	Section D line 4	and structure. This means no slang, use of proper english	and structure which means no slang, use of proper English
Publisher	9781788050210	Teacher	345	Common Misconceptions line 4	connecting and structuring	connecting and organizing
Publisher	9781788050210	Teacher	348	Materials Bullet 2	Something Isn't Right Graphic Organizer	Something Is Not Right Graphic Organizer
Publisher	9781788050210	Teacher	349	Line 6	To pretend to be a Salmon researcher	To pretend to be a salmon researcher
Publisher	9781788050210	Teacher	351	Ideas for at home line 4	Answer the following questions about your piece:	Then, ask them to answer the following questions about their piece
Publisher	9781788050210	Teacher	386	Other TPS Reading materials last line	They should bullet poin the information they learn.	They should bullet point the information they learn.
Publisher	9781788050210	Teacher	367	Objective line 3	kew question	key question
Publisher	9781788050210	Teacher	388	Section F last line	create new understand	create new understanding
Publisher	9781788050210	Teacher	388	Section H	ommission	omission
Publisher	9781788050210	Teacher	388	Section I line 1	Ethically	To act ethically
Publisher	9781788050210	Teacher	389	Teacher Background Notes Section 4	presentation in in written	presentation in written
Publisher	9781788050210	Teacher	390	Bullet 3 line 1	it's not	it is not

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	391	last line	research of the topic	research about the topic
Publisher	9781788050210	Teacher	392	Materials bullet 4	sourced Plagiarism	sourced plagiarism
Publisher	9781788050210	Teacher	392	Procedure line 2	must be scaffolded,	must be scaffolded
Publisher	9781788050210	Teacher	393	Line 10	Hubble Space telescope	Hubble Space Telescope
Publisher	9781788050210	Teacher	394	Diamond 1 Star 1	Belong to credible institutions like .gov, .org or .edu	Belonging to credible institutions like .gov, .org or .edu
Publisher	9781788050210	Teacher	394	Diamond 1 Star 2	Have expert information on the topic	Having expert information on the topic
Publisher	9781788050210	Teacher	394	Diamond 1 Star 3	Have up to date information	Having up to date information
Publisher	9781788050210	Teacher	394	Diamond 1 Star 4	Have links to other credible sources	Having links to other credible sources
Publisher	9781788050210	Teacher	396	Peer Activity bullet 3	questions they have asked, questions they	questions they have asked, and questions they

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English Language Arts and Reading, Grade 8 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)</i>						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	1	Scaffolding line 3	presentations and giving	presentations, as well as giving
Publisher	9781788050210	Teacher	1	Scaffolding line 3	groups	groups'
Publisher	9781788050210	Teacher	2	line 3	Student's	Students
Publisher	9781788050210	Teacher	2	line 3	or a recording	or to a recording
Publisher	9781788050210	Teacher	2	line 5	confirm information	confirm the information
Publisher	9781788050210	Teacher	2	line 7	Student's	Students
Publisher	9781788050210	Teacher	2	line 7	follow complex	follow, and give, complex
Publisher	9781788050210	Teacher	2	line 14	In their	During their
Publisher	9781788050210	Teacher	2	line 15	they	, students
Publisher	9781788050210	Teacher	2	line 15	so	, although
Publisher	9781788050210	Teacher	2	line 15	didn't	did not
Publisher	9781788050210	Teacher	2	line 17	too fast or slow or loud or soft.	quickly or slowly, nor too loudly or softly.
Publisher	9781788050210	Teacher	2	line 18	understand	understood
Publisher	9781788050210	Teacher	2	line 19	they	students
Publisher	9781788050210	Teacher	2	line 19	stick to	adhere to the
Publisher	9781788050210	Teacher	2	line 24	make plans and agendas with	make plans with
Publisher	9781788050210	Teacher	2	line 28	two candidates and in their groups they	two candidates. In their groups students
Publisher	9781788050210	Teacher	3	line 4	discussion are incorporated	discussion. These skills are incorporated
Publisher	9781788050210	Teacher	3	last but one line	don't	do not
Publisher	9781788050210	Teacher	4	line 2	text, enhancing	texts, enhancing
Publisher	9781788050210	Teacher	4	line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050210	Teacher	6	Timer section	Starts the clock for 1 minutes and gives a 10 second warning when the 1	Starts the clock for 5 minutes and gives a 10 second warning when the 5
Publisher	9781788050210	Teacher	6	4 lines from bottom	and finding meaningful patterns	and identifying these patterns
Publisher	9781788050210	Teacher	6	last line	that other students created	created by other students

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English Language Arts and Reading, Grade 8 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)</i>						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	Z	line 4	Choose	choose
Publisher	9781788050210	Teacher	Z	line 5	Sort	sort
Publisher	9781788050210	Teacher	Z	line 6	Trade	trade
Publisher	9781788050210	Teacher	Z	line 7	Figure	figure
Publisher	9781788050210	Teacher	Z	line 8	Present	present
Publisher	9781788050210	Teacher	Z	line 13	they don't	they do not
Publisher	9781788050210	Teacher	8	line 17	adding on to it	adding to it
Publisher	9781788050210	Teacher	30	line 5	periodic table.	Periodic Table.
Publisher	9781788050210	Teacher	30	line 7	periodic table.	Periodic Table.
Publisher	9781788050210	Teacher	30	las line	olympics	Olympics
Publisher	9781788050210	Teacher	31	Objective 2nd last	provide students with tools	providing students with the tools
Publisher	9781788050210	Teacher	31	scaffolding line 1	and then	. They then
Publisher	9781788050210	Teacher	31	scaffolding line 2	them	the words
Publisher	9781788050210	Teacher	31	last line	what type of word it is	types of word
Publisher	9781788050210	Teacher	32	line3	dictionaries and thesaurus'	dictionaries, thesauruses
Publisher	9781788050210	Teacher	32	B second last	testing the student	testing that the student
Publisher	9781788050210	Teacher	32	C line 3	and the words	. The words used
Publisher	9781788050210	Teacher	32	C line 8	what each one means	the meaning of each one
Publisher	9781788050210	Teacher	33	line 7	lessons which	lessons during which
Publisher	9781788050210	Teacher	33	Common misconceptions line 1	It's	It is
Publisher	9781788050210	Teacher	33	Common misconceptions line 2	It's	it is
Publisher	9781788050210	Teacher	35	bullet 4 line 3	help you decode	help you to decode
Publisher	9781788050210	Teacher	35	4th diamond	give examples words in which	give examples of words in which
Publisher	9781788050210	Teacher	36	4th line from the bottom	refer them	refer to them

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	60	ELL 2nd las line	Vocabulry	Vocabulary
Publisher	9781788050210	Teacher	60	Other TPS Reading materials 2nd last line	out and count	out, count
Publisher	9781788050210	Teacher	60	How Not To Die Hunting in Alaska 1st line	book and identify	book, identify
Publisher	9781788050210	Teacher	60	How Not To Die Hunting in Alaska 2nd line	no of syllables,	number of syllables,
Publisher	9781788050210	Teacher	62	line 1	they've read	they have read
Publisher	9781788050210	Teacher	62	Common misconceptions line 2	don't know.	do not know
Publisher	9781788050210	Teacher	62	Common misconceptions bullet 4	you're born	you are born
Publisher	9781788050210	Teacher	63	Teacher Lesson Notes bullet 4	monotone	monotonous
Publisher	9781788050210	Teacher	63	last line	purpose,	purpose to,
Publisher	9781788050210	Teacher	64	Materials bullet 4	index cards	Index cards
Publisher	9781788050210	Teacher	64	Procedure bullet 1	what are some characteristics of fluent reading?	some of the characteristics of fluent reading.
Publisher	9781788050210	Teacher	64	Procedure bullet 2 DIAMOND 3	Smoothness	smoothness
Publisher	9781788050210	Teacher	64	Procedure bullet 2 DIAMOND 4	you've	you have
Publisher	9781788050210	Teacher	64	Procedure bullet 3	through read	through reading
Publisher	9781788050210	Teacher	64	Procedure bullet 3 DIAMOND 4	monotone	monotonous
Publisher	9781788050210	Teacher	65	Bullet 5 last line	started;	started
Publisher	9781788050210	Teacher	81	line 3	ways such	ways, such
Publisher	9781788050210	Teacher	81	line 5	It can be a diargam	It can be a diagram
Publisher	9781788050210	Teacher	83	line 4	approach to curriculum	approach to the curriculum
Publisher	9781788050210	Teacher	83	4th from the bottom	focus, teacher,	focus the teacher
Publisher	9781788050210	Teacher	84	Teacher Lesson Notes bullet 5	Life Science/Animal lives	Life Science/Animal Lives
Publisher	9781788050210	Teacher	84	7th from the bottom	science themed	science-themed
Publisher	9781788050210	Teacher	84	4th from the bottom	Science themed	Science-themed
Publisher	9781788050210	Teacher	84	2nd from the bottom	science themed	science-themed

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	86	Bullet 2	Help students learn	Help students to learn
Publisher	9781788050210	Teacher	86	bullet 5	reading sections	reading sessions
Publisher	9781788050210	Teacher	86	last bullet	can share with their	can share their
Publisher	9781788050210	Teacher	88	Ideas for at home	books they	books, they
Publisher	9781788050210	Teacher	89	line 1	interaction students	interaction, students
Publisher	9781788050210	Teacher	103	Classroom Art projects line 2	Tell them it	Tell them that it
Publisher	9781788050210	Teacher	103	ABC Activity book line 2	alphabet book	Alphabet Book
Publisher	9781788050210	Teacher	105	Section A line 1	books to read yourself and	books to read themselves
Publisher	9781788050210	Teacher	105	Section A line 2	assigned to you for reading	assigned to them for reading
Publisher	9781788050210	Teacher	105	Section A line 2	the differences	the differences between these options
Publisher	9781788050210	Teacher	105	Section C line 7	fits in to	fits into
Publisher	9781788050210	Teacher	105	Section C line 7	and why	They should also give reasons why
Publisher	9781788050210	Teacher	105	Section D line 2	they are reading to deepen	they are reading and deepen
Publisher	9781788050210	Teacher	105	Section E line 1	and find make connections to personal experiences	and make connections to their own personal experiences
Publisher	9781788050210	Teacher	105	Section E line 4	so think about other texts	so they should consider other texts
Publisher	9781788050210	Teacher	105	Section E line 4	and perhaps genre, this can be achieved through research	and perhaps genre, through research
Publisher	9781788050210	Teacher	105	Section E line 5	should try and think	should try to think
Publisher	9781788050210	Teacher	105	Section E last line	how the text fit in to society at the time the text was written	how the text fits in to society at the time it was written
Publisher	9781788050210	Teacher	105	Section F last line	are stating	are suggesting
Publisher	9781788050210	Teacher	106	Section H	To synthesize information means to combine two different elements of information to make new information	Students should consider synthesizing information from the text, or combining two or more different elements to make new information
Publisher	9781788050210	Teacher	106	Section I line 2	statement or answer	statement, answer
Publisher	9781788050210	Teacher	106	Section I line 4	re-read the text, research background information and use existing knowledge, ask questions and annotate the text to fully understand the text and make adjustments to their predictions, statements and answers to reflect their new understanding.	<ul style="list-style-type: none"> •re-read the text, •research background information and use existing knowledge, •ask questions and annotate the text to fully understand the text make adjustments to their predictions, statements and answers to reflect their new understanding.
Publisher	9781788050210	Teacher	106	2nd from bottom	help develop students	help to develop students'

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	106	last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050210	Teacher	107	line 6	science concept that is addressed	science concept addressed
Publisher	9781788050210	Teacher	107	2nd last bullet	you’re born with,	you are born with;
Publisher	9781788050210	Teacher	109	Talking to the Text: diamond 2	they don’t understand	they do not understand
Publisher	9781788050210	Teacher	112	Summary Discussion line 5	elaborated spoken language	elaborate spoken language
Publisher	9781788050210	Teacher	141	Scaffolding line 1	In Grade 7 students	In Grade 7, students
Publisher	9781788050210	Teacher	141	Scaffolding line 3	conditions and responded	conditions. They then
Publisher	9781788050210	Teacher	142	Section A line 2	This means to find relatable	This means that they must find relatable
Publisher	9781788050210	Teacher	142	Section A line 2	A source is can be anything you draw information from	A source can be anything they draw information from
Publisher	9781788050210	Teacher	142	Section D line 1	Paraphrasing is to reword a piece of text in a clearer way.	Paraphrasing is to reword a piece of text without changing the meaning.
Publisher	9781788050210	Teacher	142	Section D line 1	Summarizing is to give the main points of a text	Summarizing involves giving the main points of a text
Publisher	9781788050210	Teacher	142	Section D line 3	but making sure their responses	ensuring that their responses
Publisher	9781788050210	Teacher	142	Section E line 1	Student's	Students
Publisher	9781788050210	Teacher	142	Section E line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050210	Teacher	142	Section F first line	Student's	Students
Publisher	9781788050210	Teacher	142	Section F line 2	word wall, Archway and use the words	the word wall, Archway and use these words
Publisher	9781788050210	Teacher	142	Section H line 2	using a normal speaking voice not too deep or high	using a normal speaking voice, which is not too deep or high
Publisher	9781788050210	Teacher	142	Section H line 3	tone - how you express yourself,	tone - the way in which they express themselves
Publisher	9781788050210	Teacher	142	Section H line 4	don't have an angry tone to your voice	not using an angry tone
Publisher	9781788050210	Teacher	142	Section H line 4	and voice - your opinion, your stance on the topic, first person	and voice - their opinion, and stance on the topic, using first person
Publisher	9781788050210	Teacher	142	Section I line 1	their responses and adjust	their responses, then adjust
Publisher	9781788050210	Teacher	142	Section I line 2	make changes to the responses as new evidence	make changes as new evidence
Publisher	9781788050210	Teacher	143	Section H	tone and voice; and	tone and voice,
Publisher	9781788050210	Teacher	143	Section I	presented.	presented; and

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English Language Arts and Reading, Grade 8 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)</i>						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	144	Procedure Bullet 1 line 1	student	students
Publisher	9781788050210	Teacher	145	Procedure Bullet 1 line 1	giving students an example of a time that you changed your opinion	giving them an example of a time when you changed your opinion
Publisher	9781788050210	Teacher	145	Procedure Bullet 3 diamond 2	don't	do not
Publisher	9781788050210	Teacher	146	Procedure Bullet 3 diamond 4	come to a their own	come to their own
Publisher	9781788050210	Teacher	147	4th line from bottom	detail as more in English	detail as more English
Publisher	9781788050210	Teacher	148	Simple stories line 5	If you wish, you could allow	Alternatively, you could allow
Publisher	9781788050210	Teacher	148	Simple stories last line	vocabular in	vocabulary in
Publisher	9781788050210	Teacher	148	Summary Discussion line 5	elaborated	elaborate
Publisher	9781788050210	Teacher	182	Other TPS Reading materials: lastline	that are unknown to them for them to look up	that are unknown for them to look up
Publisher	9781788050210	Teacher	182	ABC activity book	the an activity	the activity
Publisher	9781788050210	Teacher	183	Scaffolding line 2	Gorillas.,	Gorillas,
Publisher	9781788050210	Teacher	184	Section B line 4	how the conflict is solved	how the conflict is resolved
Publisher	9781788050210	Teacher	184	Section B line 5	group, this	group. This
Publisher	9781788050210	Teacher	184	Section B line 7	character, it	character; it
Publisher	9781788050210	Teacher	184	Section B line 8	they're doing	they are
Publisher	9781788050210	Teacher	184	Section B line 8	friendship, wanting to prove oneself.	friendship, and wanting to prove oneself.
Publisher	9781788050210	Teacher	184	Section C line 3	the main plot, other stories	the main plot, and other stories
Publisher	9781788050210	Teacher	184	Section C bullet 3	a plot so for example	a plot, for example
Publisher	9781788050210	Teacher	184	Section C bullet 4	Student's	Students
Publisher	9781788050210	Teacher	184	Section D line 1	surroundings that it is set in.	surroundings in which it is set.
Publisher	9781788050210	Teacher	185	last line	They don't only present	They do not only present
Publisher	9781788050210	Teacher	186	Teacher Lesson Notes first line	story with its term	story with the correct term
Publisher	9781788050210	Teacher	187	Materials bullet 2	Graphic Organizer	graphic organizer
Publisher	9781788050210	Teacher	187	Procedure bullet 6	Graphic organizers	graphic organizer

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	187	Procedure bullet 6 line 3	effect of setting	effects of setting
Publisher	9781788050210	Teacher	188	diamond 2	they don't understand	they do not understand
Publisher	9781788050210	Teacher	190	Peer Activity bullet 3	they have asked, questions they have responded to	they have asked, and questions they have responded to
Publisher	9781788050210	Teacher	190	Peer Activity last para line 2	found difficult, did not enjoy	found difficult, and did not enjoy
Publisher	9781788050210	Teacher	191	Summary Discussion line 6 from bottom	for their particular students	for their particular class
Publisher	9781788050210	Teacher	217	line 2	mosquitos	mosquitoes
Publisher	9781788050210	Teacher	217	line 3	can't live	can not live
Publisher	9781788050210	Teacher	217	scaffolding line 3	authors intended	author's intended
Publisher	9781788050210	Teacher	219	line 3	between different	between various
Publisher	9781788050210	Teacher	219	line 4	story that is believable	stories that are believable
Publisher	9781788050210	Teacher	219	line 5	story with a journey	stories with a journey
Publisher	9781788050210	Teacher	219	line 5	a made up story set	a made up stories set
Publisher	9781788050210	Teacher	219	line 6	a story about a crime to be solved	stories about a crime or strange events to be solved
Publisher	9781788050210	Teacher	219	line 6	a funny book	funny books
Publisher	9781788050210	Teacher	219	line 9	a developed story that is less than a novel in length	developed stories that are shorter than novels in length
Publisher	9781788050210	Teacher	219	line 10	usually from the first person	usually told in the first person
Publisher	9781788050210	Teacher	219	B last line	the effect all of these	the effect each of these
Publisher	9781788050210	Teacher	219	C first line	in to Acts and Scenes	into acts and scenes
Publisher	9781788050210	Teacher	219	D line 2	They include a thesis, footnotes,	Another example is a thesis, with footnotes,
Publisher	9781788050210	Teacher	219	D line 3	develop	develop
Publisher	9781788050210	Teacher	219	E line 3	and identify	and decide on
Publisher	9781788050210	Teacher	220	line 6	essay relates to the	essay relate to the
Publisher	9781788050210	Teacher	220	line 10	and that human	and human
Publisher	9781788050210	Teacher	220	Common Misconceptions Bullet 2	don't lie.	do not lie

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English Language Arts and Reading, Grade 8 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)</i>						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	220	Common Misconceptions Bullet 5	you're born	you are born
Publisher	9781788050210	Teacher	222	Materials bullet 3	index cards	Index cards
Publisher	9781788050210	Teacher	222	Procedure Bullet 1 line 3	random calling method to have students share their ideas	random calling method with the whole class
Publisher	9781788050210	Teacher	222	Procedure 3rd Bullet 1st line	evaluate whether:	evaluate the following:
Publisher	9781788050210	Teacher	223	Diamond 3	don't	do not
Publisher	9781788050210	Teacher	225	Summary Discussion para 2 last line	particular students	particular class
Publisher	9781788050210	Teacher	256	line 2	in to	into
Publisher	9781788050210	Teacher	256	Extension Activity line 1	groups posters	groups' posters
Publisher	9781788050210	Teacher	256	Extension Activity line 2	they're missing	they are missing
Publisher	9781788050210	Teacher	257	Objective Line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	257	Scaffolding Line 1	In grade 7 students anaylyzed	In grade 7, students analyzed
Publisher	9781788050210	Teacher	257	Scaffolding Line 2	purpse	purpose
Publisher	9781788050210	Teacher	258	Section A line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section A line 2	exists?	exists.
Publisher	9781788050210	Teacher	258	Section B line 1	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section B line 2	bullets points etc.	bullets points or numerous other formats.
Publisher	9781788050210	Teacher	258	Section C line 2	italics etc	italics.
Publisher	9781788050210	Teacher	258	Section C line 3	authors purpose	author's purpose
Publisher	9781788050210	Teacher	258	Section D line 2	Metaphors are when you say	Metaphors involve saying
Publisher	9781788050210	Teacher	258	Section D line 3	An extended metaphor is when it is sustained	An extended metaphor is sustained
Publisher	9781788050210	Teacher	258	Section D line 4	how an author uses this towards their purpose	how an author uses this feature to contribute to their purpose
Publisher	9781788050210	Teacher	258	Section E line 1	is a technique used to convey meaning e.g. providing multiple points of view so you know how more than one character is feeling. Irony	, or literary term is any technique used by authors to achieve their puprose. Such devices could include personification, imagery, similes and metaphors, but there are many more examples.
Publisher	9781788050210	Teacher	258	Section E line 3	what they intended to e.g	what is intended e.g
Publisher	9781788050210	Teacher	258	Section E line 4	as they are on the way	as it is on the way

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	258	Section G line 3	juxtaposition which is when two things	juxtaposition, where two things
Publisher	9781788050210	Teacher	259	Line 1	nonfiction	non-fiction
Publisher	9781788050210	Teacher	261	Line 7	newspaper, a complaint letter	newspaper, and a complaint letter
Publisher	9781788050210	Teacher	262	Line 8	reader visualize	reader to visualize
Publisher	9781788050210	Teacher	262	2nd bullet line 2	“I’ve seen reptiles before.”	“I’ve seen reptiles before,”
Publisher	9781788050210	Teacher	262	3rd bullet line 1	concept that they don’t understand	concept that they do not understand
Publisher	9781788050210	Teacher	264	Ideas for at home line 3	detail as more in English	detail as more English
Publisher	9781788050210	Teacher	264	Simple Stories line 3	If you wish, you	Alternatively, you
Publisher	9781788050210	Teacher	264	2nd last line	vocabular	vocabulary
Publisher	9781788050210	Teacher	265	line 1	Ask student	Ask students
Publisher	9781788050210	Teacher	293	Extension Activity	critique on it and ways	critique on it. They could also suggest
Publisher	9781788050210	Teacher	293	Classroom Art projects line1	informational poster for 3 of ther key words	informational poster for 3 of the key words
Publisher	9781788050210	Teacher	293	Other TPS Reading materials line 2	if the narrator is has a subjective	if the narrator is a subjective
Publisher	9781788050210	Teacher	295	Objective 2nd last line	grammar and spelling and check their work	grammar and spelling, check their work
Publisher	9781788050210	Teacher	296	Section B line 2	structuring it in to clear	structuring it into clear
Publisher	9781788050210	Teacher	296	Section B line 2	including an introduction and conclusion and	and including an introduction, conclusion and
Publisher	9781788050210	Teacher	296	Section C line 1	so to reword	to reword
Publisher	9781788050210	Teacher	296	Section D line 1	there aren't any spelling	there are no spelling
Publisher	9781788050210	Teacher	296	Section D bullet 4	passive if verb is acted upon subject	passive if the verb is acted upon by the subject
Publisher	9781788050210	Teacher	296	Section D bullet 7	noun if as to whether	noun as to whether
Publisher	9781788050210	Teacher	296	Section D bullet 8	capitalized e.g. pronoun	capitalized e.g. the pronoun
Publisher	9781788050210	Teacher	296	Section D bullet 9	in nonrestrictive phrases and	in nonrestrictive phrases,
Publisher	9781788050210	Teacher	297	Common Misconceptions	Your writing doesn’t change	Your writing does not change
Publisher	9781788050210	Teacher	299	Teacher Lesson Notes line 2	admired for their long	admired for its long

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with Online Class Set (9781788051255) and Online Class Set (9781788052016)						
Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	299	Teacher Lesson Notes line 4	and then, return	and then return
Publisher	9781788050210	Teacher	300	Procedure bullet 2 line 3	The city Seattle	The city of Seattle
Publisher	9781788050210	Teacher	300	Procedure bullet 3 line 2	what does it mean?	what does it mean
Publisher	9781788050210	Teacher	301	3rd bulet diamond 3	What human activities	Which human activities
Publisher	9781788050210	Teacher	303	Summary discussion line 2	engaging hook to hook the reader	engaging hook to engage/attract the reader
Publisher	9781788050210	Teacher	342	Classroom Art projects line 1	Put students in to groups	Put students into groups
Publisher	9781788050210	Teacher	342	Classroom Art projects line 2	simmialr	similar
Publisher	9781788050210	Teacher	342	Extension Activity line 4	feedback their critique to one another and any propsed edits	feedback their critique and any proposed edits to one another.
Publisher	9781788050210	Teacher	344	Section A line 2	from someones perspective	from someone's perspective,
Publisher	9781788050210	Teacher	344	Section B line 1	and then demomnstrate	and then demomonstrate
Publisher	9781788050210	Teacher	344	Section C line 3	their own argumentative with multiple paragraphs.	their own argumentative texts with multiple paragraphs.
Publisher	9781788050210	Teacher	344	Section D line 1	Correspondence is when you communicate	Correspondence is communicating
Publisher	9781788050210	Teacher	344	Section D line 4	and structure. This means no slang, use of proper english	and structure which means no slang, use of proper English
Publisher	9781788050210	Teacher	345	Common Misconceptions line 4	connecting and structuring	connecting and organizing
Publisher	9781788050210	Teacher	348	Materials Bullet 2	Something Isn't Right Graphic Organizer	Something Is Not Right Graphic Organizer
Publisher	9781788050210	Teacher	349	Line 6	To pretend to be a Salmon researcher	To pretend to be a salmon researcher
Publisher	9781788050210	Teacher	351	Ideas for at home line 4	Answer the following questions about your piece:	Then, ask them to answer the following questions about their piece
Publisher	9781788050210	Teacher	386	Other TPS Reading materials last line	They should bullet poin the information they learn.	They should bullet point the information they learn.
Publisher	9781788050210	Teacher	367	Objective line 3	kew question	key question
Publisher	9781788050210	Teacher	388	Section F last line	create new understand	create new understanding
Publisher	9781788050210	Teacher	388	Section H	ommission	omission
Publisher	9781788050210	Teacher	388	Section I line 1	Ethically	To act ethically
Publisher	9781788050210	Teacher	389	Teacher Background Notes Section 4	presentation in in written	presentation in written
Publisher	9781788050210	Teacher	390	Bullet 3 line 1	it's not	it is not

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Publisher	9781788050210	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050210	Teacher	391	last line	research of the topic	research about the topic
Publisher	9781788050210	Teacher	392	Materials bullet 4	sourced Plagiarism	sourced plagiarism
Publisher	9781788050210	Teacher	392	Procedure line 2	must be scaffolded,	must be scaffolded
Publisher	9781788050210	Teacher	393	Line 10	Hubble Space telescope	Hubble Space Telescope
Publisher	9781788050210	Teacher	394	Diamond 1 Star 1	Belong to credible institutions like .gov, .org or .edu	Belonging to credible institutions like .gov, .org or .edu
Publisher	9781788050210	Teacher	394	Diamond 1 Star 2	Have expert information on the topic	Having expert information on the topic
Publisher	9781788050210	Teacher	394	Diamond 1 Star 3	Have up to date information	Having up to date information
Publisher	9781788050210	Teacher	394	Diamond 1 Star 4	Have links to other credible sources	Having links to other credible sources
Publisher	9781788050210	Teacher	396	Peer Activity bullet 3	questions they have asked, questions they	questions they have asked, and questions they

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051866)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	3	Last but one line	,	Add comma after example
Publisher	9781788052115	Teacher	25	Half way down page after 'Describe who is Daisy'	.	Change ? To period
Publisher	9781788052115	Teacher	25	Fourth line from bottom	thing	Change example to thing
Publisher	9781788052115	Teacher	26	Second line	the	Add the before 'Let's Do It'
Publisher	9781788052115	Teacher	27	Third line from bottom	ed	Change needs to needed
Publisher	9781788052115	Teacher	27	Last but one line	,	Add comma after knowledge
Publisher	9781788052115	Teacher	37	Activity C, fourth line	the	Add the before 'definition'
Publisher	9781788052115	Teacher	38	Third line from bottom	that they	Add that they before 'present'
Publisher	9781788052115	Teacher	49	Activity C, fourth line	,	Add , after 'verbally'
Publisher	9781788052115	Teacher	49	Activity D, third line	M	Capitalize Money
Publisher	9781788052115	Teacher	49	Activity D, third line	M	Capitalize Matters
Publisher	9781788052115	Teacher	49	Activity D, fourth line	ith	Change where to with
Publisher	9781788052115	Teacher	49	Fourth line from bottom	,	Add comma after students
Publisher	9781788052115	Teacher	69	Line 7	,	Add comma after students
Publisher	9781788052115	Teacher	69	Fifth line from bottom	,	Add comma after book
Publisher	9781788052115	Teacher	69	Third line from bottom	Capitalize and bold Troubleshooting	Change Troubleshooting
Publisher	9781788052115	Teacher	70	Line 1	Capitalize and bold Comprehension	Change Comprehension
Publisher	9781788052115	Teacher	70	Line 2	Capitalize and bold Spelling help	Change Spelling help
Publisher	9781788052115	Teacher	70	Last but one line	,	Add comma after grades
Publisher	9781788052115	Teacher	71	Last but one line	B	Capitalize animal
Publisher	9781788052115	Teacher	71	Last but one line	A	Capitalize brigade
Publisher	9781788052115	Teacher	74	Fifth line from bottom	,	Add comma after second them
Publisher	9781788052115	Teacher	74	Third line from bottom	,	Add comma after example
Publisher	9781788052115	Teacher	77	Fourth line	,	Add comma after class

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051866)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	77	Fifth line	,	Add comma after confident
Publisher	9781788052115	Teacher	77	Second line under Ideas for support	,	Add comma after classroom
Publisher	9781788052115	Teacher	77	Fourth line under Ideas for support	,	Add comma after mean
Publisher	9781788052115	Teacher	77	Second line under Ideas for Extension	,	Add comma after sooner
Publisher	9781788052115	Teacher	77	Second line from bottom	,	Add comma after language
Publisher	9781788052115	Teacher	77	Second line from bottom	,	Add comma after phonemes and remove 'and'
Publisher	9781788052115	Teacher	78	Fourth line under Summary Discussion	them	Change sound it out to sound them out
Publisher	9781788052115	Teacher	78	12 line from botton	e	Add e to On to make One
Publisher	9781788052115	Teacher	78	12 line from botton	,	Add comma after syllable
Publisher	9781788052115	Teacher	78	10 line from bottom	-	Add - between one syllable
Publisher	9781788052115	Teacher	78	10 line from bottom	,	Add comma after lesson
Publisher	9781788052115	Teacher	78	7 line from bottom	y	Change Kew to Key
Publisher	9781788052115	Teacher	78	Fourth line from bottom	,	Add comma after Then
Publisher	9781788052115	Teacher	78	Last line	.	Change ? To period
Publisher	9781788052115	Teacher	107	Second line after iv	a	delete a
Publisher	9781788052115	Teacher	107	Second line after iv	s	add s to make syllable plural
Publisher	9781788052115	Teacher	107	12 line from botton	them,	Add them, after write
Publisher	9781788052115	Teacher	108	Last line of v	f	add f to dif to make diff/er/ent
Publisher	9781788052115	Teacher	108	Second line after vi	ic	Change multisyllable to multisyllabic
Publisher	9781788052115	Teacher	108	Fourth line from bottom	the	Add the before third
Publisher	9781788052115	Teacher	108	Third line from bottom	the	Add the before fourth
Publisher	9781788052115	Teacher	109	Line 3 after Activity (B) ii	a	Add a before consonant
Publisher	9781788052115	Teacher	122	Line 3 after Activity (A) ii	to	Add to after students
Publisher	9781788052115	Teacher	122	Last line	mo' 'tor' and 'bike'.	Channeg 'motor' to 'mo' 'tor'

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051866)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	123	Second line	ic	Change multisyllable to multisyllabic
Publisher	9781788052115	Teacher	123	Fourth line	hree	Change two to three
Publisher	9781788052115	Teacher	123	11 line in section ix	the	Add the before third
Publisher	9781788052115	Teacher	123	12 line in section ix	the	Add the before fourth
Publisher	9781788052115	Teacher	124	3 line in scrion Activity © iii	the	Add the before Amelia
Publisher	9781788052115	Teacher	137	Fourth line	the	Add the before third
Publisher	9781788052115	Teacher	137	Fifth line	the	Add the before fourth
Publisher	9781788052115	Teacher	140	in table	E	Capitalize earth
Publisher	9781788052115	Teacher	179	Line 8 in Activity (B)	a variety of	Change varying to a variety of
Publisher	9781788052115	Teacher	195	Second line under Other TPS Reading materials:	A	Capitalize animal
Publisher	9781788052115	Teacher	195	Second line under Other TPS Reading materials:	S	Capitalize shapes
Publisher	9781788052115	Teacher	195	First line under Reader Activity Book focus:	M	Capitalize magic
Publisher	9781788052115	Teacher	195	First line under Reader Activity Book focus:	C	Capitalize carpet
Publisher	9781788052115	Teacher	199	Last line	'	Change to 'would you recommend this story to a friend?'
Publisher	9781788052115	Teacher	214	Table - Discussion	c	Change some to come
Publisher	9781788052115	Teacher	214	Table - Genre	adventure	Change romance, horror to adventure
Publisher	9781788052115	Teacher	229	Second line under 'Other TPS Reading materials:'	Scarlett and	Scarlett Wendy and
Publisher	9781788052115	Teacher	266	Fourth line under Teacher instruction	?	.
Publisher	9781788052115	Teacher	266	First line under Teacher instruction	Craft and	Craft Activity and
Publisher	9781788052115	Teacher	266	Second line under Teacher instruction	environment	Environment
Publisher	9781788052115	Teacher	266	Fifth line from bottom	for it.	for them.
Publisher	9781788052115	Teacher	267	Third line from bottom	what	which
Publisher	9781788052115	Teacher	269	First line under Materials:	House	house
Publisher	9781788052115	Teacher	276	First line under Teacher instruction	Insert new	Insert a new

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051866)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	276	Second line under Teacher instruction	?	.
Publisher	9781788052115	Teacher	277	Third line	what	which
Publisher	9781788052115	Teacher	288	Fifth line from bottom	have same	have the same
Publisher	9781788052115	Teacher	291	Second line under Extension Activity:	To	to
Publisher	9781788052115	Teacher	291	First line under Other TPS Reading materials:	animal shapes	Animal Shapes
Publisher	9781788052115	Teacher	297	Last but one line under Simple Stories	vocabular in	vocabulary in
Publisher	9781788052115	Teacher	320	Second line after Activity E	Scarlett and	Scarlett Wendy and
Publisher	9781788052115	Teacher	320	Second line after Activity E	animal shapes	Animal Shapes
Publisher	9781788052115	Teacher	331	Second line after Activity A	then	them
Publisher	9781788052115	Teacher	331	Second line after Activity B	labele	labeled
Publisher	9781788052115	Teacher	334	Number 10	the length each	the distance each
Publisher	9781788052115	Teacher	341	Third line under Teacher instruction	Float Your Boat	Float Your Boat'
Publisher	9781788052115	Teacher	341	Fourth line after Activity B	Answer; 5+3 +1 =9	Answer; 5 + 3 + 1 = 9
Publisher	9781788052115	Teacher	341	Third line after Activity C	total pennies	total number of pennies
Publisher	9781788052115	Teacher	342	Third line after Activity F	students they	students that they
Publisher	9781788052115	Teacher	345	Number 4 answer	move underlined text 8+0, 7+1, 6+2, 5+3, 4+4 to equal 8 up a line	move underlined text 8+0, 7+1, 6+2, 5+3, 4+4 to equal 8 up a line
Publisher	9781788052115	Teacher	349	First line after ELL	Use the	use the
Publisher	9781788052115	Teacher	401	Second line after Activity D	complete 'Use	complete the 'Use
Publisher	9781788052115	Teacher	414	Line 1	Life processes	Life Processes
Publisher	9781788052115	Teacher	415	Line 2	Life processes	Life Processes
Publisher	9781788052115	Teacher	415	First line after Reader Activity Book focus	projecting on classroom	projecting it on to the classroom
Publisher	9781788052115	Teacher	422	Last but one line under Lesson Plan	vocabular in	vocabulary in
Publisher	9781788052115	Teacher	441	Eleventh line under Teacher instruction	Dylan Micahel	Dylan Micahael
Publisher	9781788052115	Teacher	442	Second line after Activity B	any rhymes.	any rhymes?

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051866)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	442	Third line after Activity E iii	student	student's
Publisher	9781788052115	Teacher	442	Fifth line from bottom	Sequence	A sequence
Publisher	9781788052115	Teacher	443	Second line under Activity F	analyse	analyze
Publisher	9781788052115	Teacher	443	Fourth line under Activity F	how digital	how a digital
Publisher	9781788052115	Teacher	443	Fifth line under Activity F	?	.
Publisher	9781788052115	Teacher	454	Fourth line under Activity C	Who	Which
Publisher	9781788052115	Teacher	455	Fourth line	prove their	prove that their
Publisher	9781788052115	Teacher	455	Sixth line	what is it?	what is the information?
Publisher	9781788052115	Teacher	466	Line six under Activity A	includes a King and a Queen and castle.	includes a King, a Queen and a castle.
Publisher	9781788052115	Teacher	466	Kast line	three little pigs.	Three Little Pigs.
Publisher	9781788052115	Teacher	467	Six line after Activity F	us there	us that there
Publisher	9781788052115	Teacher	497	Second line under Activity A	Answer; Being	Answer; being
Publisher	9781788052115	Teacher	498	Fourth line under Activity D	Complete 'Stop	Complete the 'Stop
Publisher	9781788052115	Teacher	508	First line under Activity A	and them of	and theme of
Publisher	9781788052115	Teacher	508	Ninth line under Activity A	sun	Sun
Publisher	9781788052115	Teacher	508	Tenth line under Activity A	has most	has the most
Publisher	9781788052115	Teacher	509	First line under Activity D	them know	Cloudy
Publisher	9781788052115	Teacher	509	Second line under Activity D	Cloudy	cloudy
Publisher	9781788052115	Teacher	509	Third line under Activity D	Sunny	sunny
Publisher	9781788052115	Teacher	509	Fifth line under Activity D	upon words	upon the words
Publisher	9781788052115	Teacher	520	First line under Activity C	help tell	help to tell
Publisher	9781788052115	Teacher	522	Fifth line	moon	Moon
Publisher	9781788052115	Teacher	522	Ninth line under Materials	moon	Moon
Publisher	9781788052115	Teacher	535	First line	Use Evan	Use the Evan

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051866)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	563	Fourth line under Activity A	so they	so that they
Publisher	9781788052115	Teacher	563	Last line	to final	to the final
Publisher	9781788052115	Teacher	564	Line after iv. adjectives, including articles	alternate	alternative
Publisher	9781788052115	Teacher	564	Line after viii. punctuation marks at the	students use	students the use
Publisher	9781788052115	Teacher	574	Third line after Teacher instruction	Moon and Stars	Moon and stars
Publisher	9781788052115	Teacher	575	Last line	to rest	to the rest
Publisher	9781788052115	Teacher	587	Sixth line after Teacher instruction	group critique	group should critique
Publisher	9781788052115	Teacher	590	First line	Use Elizabeth	Use the Elizabeth
Publisher	9781788052115	Teacher	591	Last but one line	have most	have the most
Publisher	9781788052115	Teacher	593	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788052115	Teacher	595	Fourth line in Part B	a film	a movie
Publisher	9781788052115	Teacher	597	First line in third bullet	asked, questions	asked, and questions
Publisher	9781788052115	Teacher	618	Third line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	618	Fourth line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	618	Fifth line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	634	Second line from bottom	environment and temperature you see	environment you see and temperature you feel
Publisher	9781788052115	Teacher	639	Fourth line from bottom	sounds it makes.	sound they makes.
Publisher	9781788052115	Teacher	639	Second line from bottom	ride on	ride in
Publisher	9781788052115	Teacher	642	Lline 2	themselves and label all body	themselves, label all the body
Publisher	9781788052115	Teacher	642	Fist line after Reader Activity Book focus	and complete	and complete the
Publisher	9781788052115	Teacher	644	Second line	particularly finding	particularly to find
Publisher	9781788052115	Teacher	645	Fifth line	focus, teacher, and	focus, the teacher and
Publisher	9781788052115	Teacher	668	Fifth line under Activity A	to Think and Craft section.	to the Think and Craft section.
Publisher	9781788052115	Teacher	669	Line 3	act it out, poem	act it out, or use a poem

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (9781788051866)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	680	Last line but one	would find and	would find out about and
Publisher	9781788052115	Teacher	685	Line 1	Graphic hiding word 'model'	Reformat
Publisher	9781788052115	Teacher	693	Third line under Activity B	verbally research as well as written texts	research verbally, as well as using written texts
Publisher	9781788052115	Teacher	693	Last line but one	why, what results can they present.	why, and what results can they present?
Publisher	9781788052115	Teacher	695	Second line under Explore It 1	Require them	Require students

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (9781788051002)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	25	Half way down page after 'Describe who is Daisy'	.	Change ? To period
Publisher	9781788052115	Teacher	25	Fourth line from bottom	thing	Change example to thing
Publisher	9781788052115	Teacher	26	Second line	the	Add the before 'Let's Do It'
Publisher	9781788052115	Teacher	27	Third line from bottom	ed	Change needs to needed
Publisher	9781788052115	Teacher	27	Last but one line	,	Add comma after knowledge
Publisher	9781788052115	Teacher	37	Activity C, fourth line	the	Add the before 'definition'
Publisher	9781788052115	Teacher	38	Third line from bottom	that they	Add that they before 'present'
Publisher	9781788052115	Teacher	49	Activity C, fourth line	,	Add , after 'verbally'
Publisher	9781788052115	Teacher	49	Activity D, third line	M	Capitalize Money
Publisher	9781788052115	Teacher	49	Activity D, third line	M	Capitalize Matters
Publisher	9781788052115	Teacher	49	Activity D, fourth line	ith	Change where to with
Publisher	9781788052115	Teacher	49	Fourth line from bottom	,	Add comma after students
Publisher	9781788052115	Teacher	69	Line 7	,	Add comma after students
Publisher	9781788052115	Teacher	69	Fifth line from bottom	,	Add comma after book
Publisher	9781788052115	Teacher	69	Third line from bottom	Capitalize and bold Troubleshooting	Change Troubleshooting
Publisher	9781788052115	Teacher	70	Line 1	Capitalize and bold Comprehension	Change Comprehension
Publisher	9781788052115	Teacher	70	Line 2	Capitalize and bold Spelling help	Change Spelling help
Publisher	9781788052115	Teacher	70	Last but one line	,	Add comma after grades
Publisher	9781788052115	Teacher	71	Last but one line	B	Capitalize animal
Publisher	9781788052115	Teacher	71	Last but one line	A	Capitalize brigade
Publisher	9781788052115	Teacher	74	Fifth line from bottom	,	Add comma after second them
Publisher	9781788052115	Teacher	74	Third line from bottom	,	Add comma after example
Publisher	9781788052115	Teacher	77	Fourth line	,	Add comma after class
Publisher	9781788052115	Teacher	77	Fifth line	,	Add comma after confident

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (9781788051002)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	77	Second line under Ideas for support	,	Add comma after classroom
Publisher	9781788052115	Teacher	77	Fourth line under Ideas for support	,	Add comma after mean
Publisher	9781788052115	Teacher	77	Second line under Ideas for Extension	,	Add comma after sooner
Publisher	9781788052115	Teacher	77	Second line from bottom	,	Add comma after language
Publisher	9781788052115	Teacher	77	Second line from bottom	,	Add comma after phonemes and remove 'and'
Publisher	9781788052115	Teacher	78	Fourth line under Summary Discussion	them	Change sound it out to sound them out
Publisher	9781788052115	Teacher	78	12 line from botton	e	Add e to On to make One
Publisher	9781788052115	Teacher	78	12 line from botton	,	Add comma after syllable
Publisher	9781788052115	Teacher	78	10 line from bottom	-	Add - between one syllable
Publisher	9781788052115	Teacher	78	10 line from bottom	,	Add comma after lesson
Publisher	9781788052115	Teacher	78	7 line from bottom	y	Change Kew to Key
Publisher	9781788052115	Teacher	78	Fourth line from bottom	,	Add comma after Then
Publisher	9781788052115	Teacher	78	Last line	.	Change ? To period
Publisher	9781788052115	Teacher	107	Second line after iv	a	delete a
Publisher	9781788052115	Teacher	107	Second line after iv	s	add s to make syllable plural
Publisher	9781788052115	Teacher	107	12 line from botton	them,	Add them, after write
Publisher	9781788052115	Teacher	108	Last line of v	f	add f to dif to make diff/er/ent
Publisher	9781788052115	Teacher	108	Second line after vi	ic	Change multisyllable to multisyllabic
Publisher	9781788052115	Teacher	108	Fourth line from bottom	the	Add the before third
Publisher	9781788052115	Teacher	108	Third line from bottom	the	Add the before fourth
Publisher	9781788052115	Teacher	109	Line 3 after Activity (B) ii	a	Add a before consonant
Publisher	9781788052115	Teacher	122	Line 3 after Activity (A) ii	to	Add to after students
Publisher	9781788052115	Teacher	122	Last line	mo' 'tor' and 'bike'.	Channeg 'motor' to 'mo' 'tor'
Publisher	9781788052115	Teacher	123	Second line	ic	Change multisyllable to multisyllabic

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (9781788051002)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	123	Fourth line	hree	Change two to three
Publisher	9781788052115	Teacher	123	11 line in section ix	the	Add the before third
Publisher	9781788052115	Teacher	123	12 line in section ix	the	Add the before fourth
Publisher	9781788052115	Teacher	124	3 line in scrion Activity © iii	the	Add the before Amelia
Publisher	9781788052115	Teacher	137	Fourth line	the	Add the before third
Publisher	9781788052115	Teacher	137	Fifth line	the	Add the before fourth
Publisher	9781788052115	Teacher	140	in table	E	Capitalize earth
Publisher	9781788052115	Teacher	179	Line 8 in Activity (B)	a variety of	Change varying to a variety of
Publisher	9781788052115	Teacher	195	Second line under Other TPS Reading materials:	A	Capitalize animal
Publisher	9781788052115	Teacher	195	Second line under Other TPS Reading materials:	S	Capitalize shapes
Publisher	9781788052115	Teacher	195	First line under Reader Activity Book focus:	M	Capitalize magic
Publisher	9781788052115	Teacher	195	First line under Reader Activity Book focus:	C	Capitalize carpet
Publisher	9781788052115	Teacher	199	Last line	'	Change to 'would you recommend this story to a friend?'
Publisher	9781788052115	Teacher	214	Table - Discussion	c	Change some to come
Publisher	9781788052115	Teacher	214	Table - Genre	adventure	Change romance, horror to adventure
Publisher	9781788052115	Teacher	229	Second line under 'Other TPS Reading materials:'	Scarlett and	Scarlett Wendy and
Publisher	9781788052115	Teacher	266	Fourth line under Teacher instruction	?	.
Publisher	9781788052115	Teacher	266	First line under Teacher instruction	Craft and	Craft Activity and
Publisher	9781788052115	Teacher	266	Second line under Teacher instruction	environment	Environment
Publisher	9781788052115	Teacher	266	Fifth line from bottom	for it.	for them.
Publisher	9781788052115	Teacher	267	Third line from bottom	what	which
Publisher	9781788052115	Teacher	269	First line under Materials:	House	house
Publisher	9781788052115	Teacher	276	First line under Teacher instruction	Insert new	Insert a new
Publisher	9781788052115	Teacher	276	Second line under Teacher instruction	?	.

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (9781788051002)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	277	Third line	what	which
Publisher	9781788052115	Teacher	288	Fifth line from bottom	have same	have the same
Publisher	9781788052115	Teacher	291	Second line under Extension Activity:	To	to
Publisher	9781788052115	Teacher	291	First line under Other TPS Reading materials:	animal shapes	Animal Shapes
Publisher	9781788052115	Teacher	297	Last but one line under Simple Stories	vocabular in	vocabulary in
Publisher	9781788052115	Teacher	320	Second line after Activity E	Scarlett and	Scarlett Wendy and
Publisher	9781788052115	Teacher	320	Second line after Activity E	animal shapes	Animal Shapes
Publisher	9781788052115	Teacher	331	Second line after Activity A	then	them
Publisher	9781788052115	Teacher	331	Second line after Activity B	labele	labeled
Publisher	9781788052115	Teacher	334	Number 10	the length each	the distance each
Publisher	9781788052115	Teacher	341	Third line under Teacher instruction	Float Your Boat	Float Your Boat'
Publisher	9781788052115	Teacher	341	Fourth line after Activity B	Answer; 5+3 +1 =9	Answer; 5 + 3 + 1 = 9
Publisher	9781788052115	Teacher	341	Third line after Activity C	total pennies	total number of pennies
Publisher	9781788052115	Teacher	342	Third line after Activity F	students they	students that they
Publisher	9781788052115	Teacher	345	Number 4 answer	move underlined text 8+0, 7+1, 6+2, 5+3, 4+4 to equal 8 up a line	move underlined text 8+0, 7+1, 6+2, 5+3, 4+4 to equal 8 up a line
Publisher	9781788052115	Teacher	349	First line after ELL	Use the	use the
Publisher	9781788052115	Teacher	401	Second line after Activity D	complete 'Use	complete the 'Use
Publisher	9781788052115	Teacher	414	Line 1	Life processes	Life Processes
Publisher	9781788052115	Teacher	415	Line 2	Life processes	Life Processes
Publisher	9781788052115	Teacher	415	First line after Reader Activity Book focus	projecting on classroom	projecting it on to the classroom
Publisher	9781788052115	Teacher	422	Last but one line under Lesson Plan	vocabular in	vocabulary in
Publisher	9781788052115	Teacher	441	Eleventh line under Teacher instruction	Dylan Micahel	Dylan Micahael
Publisher	9781788052115	Teacher	442	Second line after Activity B	any rhymes.	any rhymes?
Publisher	9781788052115	Teacher	442	Third line after Activity E iii	student	student's

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (9781788051002)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	442	Fifth line from bottom	Sequence	A sequence
Publisher	9781788052115	Teacher	443	Second line under Activity F	analyse	analyze
Publisher	9781788052115	Teacher	443	Fourth line under Activity F	how digital	how a digital
Publisher	9781788052115	Teacher	443	Fifth line under Activity F	?	.
Publisher	9781788052115	Teacher	454	Fourth line under Activity C	Who	Which
Publisher	9781788052115	Teacher	455	Fourth line	prove their	prove that their
Publisher	9781788052115	Teacher	455	Sixth line	what is it?	what is the information?
Publisher	9781788052115	Teacher	466	Line six under Activity A	includes a King and a Queen and castle.	includes a King, a Queen and a castle.
Publisher	9781788052115	Teacher	466	Kast line	three little pigs.	Three Little Pigs.
Publisher	9781788052115	Teacher	467	Six line after Activity F	us there	us that there
Publisher	9781788052115	Teacher	497	Second line under Activity A	Answer; Being	Answer; being
Publisher	9781788052115	Teacher	498	Fourth line under Activity D	Complete ‘Stop	Complete the ‘Stop
Publisher	9781788052115	Teacher	508	First line under Activity A	and them of	and theme of
Publisher	9781788052115	Teacher	508	Ninth line under Activity A	sun	Sun
Publisher	9781788052115	Teacher	508	Tenth line under Activity A	has most	has the most
Publisher	9781788052115	Teacher	509	First line under Activity D	them know	Cloudy
Publisher	9781788052115	Teacher	509	Second line under Activity D	Cloudy	cloudy
Publisher	9781788052115	Teacher	509	Third line under Activity D	Sunny	sunny
Publisher	9781788052115	Teacher	509	Fifth line under Activity D	upon words	upon the words
Publisher	9781788052115	Teacher	520	First line under Activity C	help tell	help to tell
Publisher	9781788052115	Teacher	522	Fifth line	moon	Moon
Publisher	9781788052115	Teacher	522	Ninth line under Materials	moon	Moon
Publisher	9781788052115	Teacher	535	First line	Use Evan	Use the Evan
Publisher	9781788052115	Teacher	563	Fourth line under Activity A	so they	so that they

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (9781788051002)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	563	Last line	to final	to the final
Publisher	9781788052115	Teacher	564	Line after iv. adjectives, including articles	alternate	alternative
Publisher	9781788052115	Teacher	564	Line after viii. punctuation marks at the	students use	students the use
Publisher	9781788052115	Teacher	574	Third line after Teacher instruction	Moon and Stars	Moon and stars
Publisher	9781788052115	Teacher	575	Last line	to rest	to the rest
Publisher	9781788052115	Teacher	587	Sixth line after Teacher instruction	group critique	group should critique
Publisher	9781788052115	Teacher	590	First line	Use Elizabeth	Use the Elizabeth
Publisher	9781788052115	Teacher	591	Last but one line	have most	have the most
Publisher	9781788052115	Teacher	593	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788052115	Teacher	595	Fourth line in Part B	a film	a movie
Publisher	9781788052115	Teacher	597	First line in third bullet	asked, questions	asked, and questions
Publisher	9781788052115	Teacher	618	Third line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	618	Fourth line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	618	Fifth line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	634	Second line from bottom	environment and temperature you see	environment you see and temperature you feel
Publisher	9781788052115	Teacher	639	Fourth line from bottom	sounds it makes.	sound they makes.
Publisher	9781788052115	Teacher	639	Second line from bottom	ride on	ride in
Publisher	9781788052115	Teacher	642	Lline 2	themselves and label all body	themselves, label all the body
Publisher	9781788052115	Teacher	642	Fist line after Reader Activity Book focus	and complete	and complete the
Publisher	9781788052115	Teacher	644	Second line	particularly finding	particularly to find
Publisher	9781788052115	Teacher	645	Fifth line	focus, teacher, and	focus, the teacher and
Publisher	9781788052115	Teacher	668	Fifth line under Activity A	to Think and Craft section.	to the Think and Craft section.
Publisher	9781788052115	Teacher	669	Line 3	act it out, poem	act it out, or use a poem
Publisher	9781788052115	Teacher	680	Last line but one	would find and	would find out about and

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (9781788051002)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	685	Line 1	Graphic hiding word 'model'	Reformat
Publisher	9781788052115	Teacher	693	Third line under Activity B	verbally research as well as written texts	research verbally, as well as using written texts
Publisher	9781788052115	Teacher	693	Last line but one	why, what results can they present.	why, and what results can they present?
Publisher	9781788052115	Teacher	695	Second line under Explore It 1	Require them	Require students

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (9781788051873) and Online only Class Set (9781788052207)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	25	Half way down page after 'Describe who is Daisy'	.	Change ? To period
Publisher	9781788052115	Teacher	25	Fourth line from bottom	thing	Change example to thing
Publisher	9781788052115	Teacher	26	Second line	the	Add the before 'Let's Do It'
Publisher	9781788052115	Teacher	27	Third line from bottom	ed	Change needs to needed
Publisher	9781788052115	Teacher	27	Last but one line	,	Add comma after knowledge
Publisher	9781788052115	Teacher	37	Activity C, fourth line	the	Add the before 'definition'
Publisher	9781788052115	Teacher	38	Third line from bottom	that they	Add that they before 'present'
Publisher	9781788052115	Teacher	49	Activity C, fourth line	,	Add , after 'verbally'
Publisher	9781788052115	Teacher	49	Activity D, third line	M	Capitalize Money
Publisher	9781788052115	Teacher	49	Activity D, third line	M	Capitalize Matters
Publisher	9781788052115	Teacher	49	Activity D, fourth line	ith	Change where to with
Publisher	9781788052115	Teacher	49	Fourth line from bottom	,	Add comma after students
Publisher	9781788052115	Teacher	69	Line 7	,	Add comma after students
Publisher	9781788052115	Teacher	69	Fifth line from bottom	,	Add comma after book
Publisher	9781788052115	Teacher	69	Third line from bottom	Capitalize and bold Troubleshooting	Change Troubleshooting
Publisher	9781788052115	Teacher	70	Line 1	Capitalize and bold Comprehension	Change Comprehension
Publisher	9781788052115	Teacher	70	Line 2	Capitalize and bold Spelling help	Change Spelling help
Publisher	9781788052115	Teacher	70	Last but one line	,	Add comma after grades
Publisher	9781788052115	Teacher	71	Last but one line	B	Capitalize animal
Publisher	9781788052115	Teacher	71	Last but one line	A	Capitalize brigade
Publisher	9781788052115	Teacher	74	Fifth line from bottom	,	Add comma after second them
Publisher	9781788052115	Teacher	74	Third line from bottom	,	Add comma after example
Publisher	9781788052115	Teacher	77	Fourth line	,	Add comma after class
Publisher	9781788052115	Teacher	77	Fifth line	,	Add comma after confident

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (9781788051873) and Online only Class Set (9781788052207)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	77	Second line under Ideas for support	,	Add comma after classroom
Publisher	9781788052115	Teacher	77	Fourth line under Ideas for support	,	Add comma after mean
Publisher	9781788052115	Teacher	77	Second line under Ideas for Extension	,	Add comma after sooner
Publisher	9781788052115	Teacher	77	Second line from bottom	,	Add comma after language
Publisher	9781788052115	Teacher	77	Second line from bottom	,	Add comma after phonemes and remove 'and'
Publisher	9781788052115	Teacher	78	Fourth line under Summary Discussion	them	Change sound it out to sound them out
Publisher	9781788052115	Teacher	78	12 line from botton	e	Add e to On to make One
Publisher	9781788052115	Teacher	78	12 line from botton	,	Add comma after syllable
Publisher	9781788052115	Teacher	78	10 line from bottom	-	Add - between one syllable
Publisher	9781788052115	Teacher	78	10 line from bottom	,	Add comma after lesson
Publisher	9781788052115	Teacher	78	7 line from bottom	y	Change Kew to Key
Publisher	9781788052115	Teacher	78	Fourth line from bottom	,	Add comma after Then
Publisher	9781788052115	Teacher	78	Last line	.	Change ? To period
Publisher	9781788052115	Teacher	107	Second line after iv	a	delete a
Publisher	9781788052115	Teacher	107	Second line after iv	s	add s to make syllable plural
Publisher	9781788052115	Teacher	107	12 line from botton	them,	Add them, after write
Publisher	9781788052115	Teacher	108	Last line of v	f	add f to dif to make diff/er/ent
Publisher	9781788052115	Teacher	108	Second line after vi	ic	Change multisyllable to multisyllabic
Publisher	9781788052115	Teacher	108	Fourth line from bottom	the	Add the before third
Publisher	9781788052115	Teacher	108	Third line from bottom	the	Add the before fourth
Publisher	9781788052115	Teacher	109	Line 3 after Activity (B) ii	a	Add a before consonant
Publisher	9781788052115	Teacher	122	Line 3 after Activity (A) ii	to	Add to after students
Publisher	9781788052115	Teacher	122	Last line	mo' 'tor' and 'bike'.	Channeg 'motor' to 'mo' 'tor'
Publisher	9781788052115	Teacher	123	Second line	ic	Change multisyllable to multisyllabic

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (9781788051873) and Online only Class Set (9781788052207)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	123	Fourth line	hree	Change two to three
Publisher	9781788052115	Teacher	123	11 line in section ix	the	Add the before third
Publisher	9781788052115	Teacher	123	12 line in section ix	the	Add the before fourth
Publisher	9781788052115	Teacher	124	3 line in scrion Activity © iii	the	Add the before Amelia
Publisher	9781788052115	Teacher	137	Fourth line	the	Add the before third
Publisher	9781788052115	Teacher	137	Fifth line	the	Add the before fourth
Publisher	9781788052115	Teacher	140	in table	E	Capitalize earth
Publisher	9781788052115	Teacher	179	Line 8 in Activity (B)	a variety of	Change varying to a variety of
Publisher	9781788052115	Teacher	195	Second line under Other TPS Reading materials:	A	Capitalize animal
Publisher	9781788052115	Teacher	195	Second line under Other TPS Reading materials:	S	Capitalize shapes
Publisher	9781788052115	Teacher	195	First line under Reader Activity Book focus:	M	Capitalize magic
Publisher	9781788052115	Teacher	195	First line under Reader Activity Book focus:	C	Capitalize carpet
Publisher	9781788052115	Teacher	199	Last line	'	Change to 'would you recommend this story to a friend?'
Publisher	9781788052115	Teacher	214	Table - Discussion	c	Change some to come
Publisher	9781788052115	Teacher	214	Table - Genre	adventure	Change romance, horror to adventure
Publisher	9781788052115	Teacher	229	Second line under 'Other TPS Reading materials:'	Scarlett and	Scarlett Wendy and
Publisher	9781788052115	Teacher	266	Fourth line under Teacher instruction	?	.
Publisher	9781788052115	Teacher	266	First line under Teacher instruction	Craft and	Craft Activity and
Publisher	9781788052115	Teacher	266	Second line under Teacher instruction	environment	Environment
Publisher	9781788052115	Teacher	266	Fifth line from bottom	for it.	for them.
Publisher	9781788052115	Teacher	267	Third line from bottom	what	which
Publisher	9781788052115	Teacher	269	First line under Materials:	House	house
Publisher	9781788052115	Teacher	276	First line under Teacher instruction	Insert new	Insert a new
Publisher	9781788052115	Teacher	276	Second line under Teacher instruction	?	.

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (9781788051873) and Online only Class Set (9781788052207)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	277	Third line	what	which
Publisher	9781788052115	Teacher	288	Fifth line from bottom	have same	have the same
Publisher	9781788052115	Teacher	291	Second line under Extension Activity:	To	to
Publisher	9781788052115	Teacher	291	First line under Other TPS Reading materials:	animal shapes	Animal Shapes
Publisher	9781788052115	Teacher	297	Last but one line under Simple Stories	vocabular in	vocabulary in
Publisher	9781788052115	Teacher	320	Second line after Activity E	Scarlett and	Scarlett Wendy and
Publisher	9781788052115	Teacher	320	Second line after Activity E	animal shapes	Animal Shapes
Publisher	9781788052115	Teacher	331	Second line after Activity A	then	them
Publisher	9781788052115	Teacher	331	Second line after Activity B	labele	labeled
Publisher	9781788052115	Teacher	334	Number 10	the length each	the distance each
Publisher	9781788052115	Teacher	341	Third line under Teacher instruction	Float Your Boat	Float Your Boat'
Publisher	9781788052115	Teacher	341	Fourth line after Activity B	Answer; 5+3 +1 =9	Answer; 5 + 3 + 1 = 9
Publisher	9781788052115	Teacher	341	Third line after Activity C	total pennies	total number of pennies
Publisher	9781788052115	Teacher	342	Third line after Activity F	students they	students that they
Publisher	9781788052115	Teacher	345	Number 4 answer	move underlined text 8+0, 7+1, 6+2, 5+3, 4+4 to equal 8 up a line	move underlined text 8+0, 7+1, 6+2, 5+3, 4+4 to equal 8 up a line
Publisher	9781788052115	Teacher	349	First line after ELL	Use the	use the
Publisher	9781788052115	Teacher	401	Second line after Activity D	complete 'Use	complete the 'Use
Publisher	9781788052115	Teacher	414	Line 1	Life processes	Life Processes
Publisher	9781788052115	Teacher	415	Line 2	Life processes	Life Processes
Publisher	9781788052115	Teacher	415	First line after Reader Activity Book focus	projecting on classroom	projecting it on to the classroom
Publisher	9781788052115	Teacher	422	Last but one line under Lesson Plan	vocabular in	vocabulary in
Publisher	9781788052115	Teacher	441	Eleventh line under Teacher instruction	Dylan Micahel	Dylan Micahael
Publisher	9781788052115	Teacher	442	Second line after Activity B	any rhymes.	any rhymes?
Publisher	9781788052115	Teacher	442	Third line after Activity E iii	student	student's

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (9781788051873) and Online only Class Set (9781788052207)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	442	Fifth line from bottom	Sequence	A sequence
Publisher	9781788052115	Teacher	443	Second line under Activity F	analyse	analyze
Publisher	9781788052115	Teacher	443	Fourth line under Activity F	how digital	how a digital
Publisher	9781788052115	Teacher	443	Fifth line under Activity F	?	.
Publisher	9781788052115	Teacher	454	Fourth line under Activity C	Who	Which
Publisher	9781788052115	Teacher	455	Fourth line	prove their	prove that their
Publisher	9781788052115	Teacher	455	Sixth line	what is it?	what is the information?
Publisher	9781788052115	Teacher	466	Line six under Activity A	includes a King and a Queen and castle.	includes a King, a Queen and a castle.
Publisher	9781788052115	Teacher	466	Kast line	three little pigs.	Three Little Pigs.
Publisher	9781788052115	Teacher	467	Six line after Activity F	us there	us that there
Publisher	9781788052115	Teacher	497	Second line under Activity A	Answer; Being	Answer; being
Publisher	9781788052115	Teacher	498	Fourth line under Activity D	Complete ‘Stop	Complete the ‘Stop
Publisher	9781788052115	Teacher	508	First line under Activity A	and them of	and theme of
Publisher	9781788052115	Teacher	508	Ninth line under Activity A	sun	Sun
Publisher	9781788052115	Teacher	508	Tenth line under Activity A	has most	has the most
Publisher	9781788052115	Teacher	509	First line under Activity D	them know	Cloudy
Publisher	9781788052115	Teacher	509	Second line under Activity D	Cloudy	cloudy
Publisher	9781788052115	Teacher	509	Third line under Activity D	Sunny	sunny
Publisher	9781788052115	Teacher	509	Fifth line under Activity D	upon words	upon the words
Publisher	9781788052115	Teacher	520	First line under Activity C	help tell	help to tell
Publisher	9781788052115	Teacher	522	Fifth line	moon	Moon
Publisher	9781788052115	Teacher	522	Ninth line under Materials	moon	Moon
Publisher	9781788052115	Teacher	535	First line	Use Evan	Use the Evan
Publisher	9781788052115	Teacher	563	Fourth line under Activity A	so they	so that they

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English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (9781788051873) and Online only Class Set (9781788052207)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	563	Last line	to final	to the final
Publisher	9781788052115	Teacher	564	Line after iv. adjectives, including articles	alternate	alternative
Publisher	9781788052115	Teacher	564	Line after viii. punctuation marks at the	students use	students the use
Publisher	9781788052115	Teacher	574	Third line after Teacher instruction	Moon and Stars	Moon and stars
Publisher	9781788052115	Teacher	575	Last line	to rest	to the rest
Publisher	9781788052115	Teacher	587	Sixth line after Teacher instruction	group critique	group should critique
Publisher	9781788052115	Teacher	590	First line	Use Elizabeth	Use the Elizabeth
Publisher	9781788052115	Teacher	591	Last but one line	have most	have the most
Publisher	9781788052115	Teacher	593	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788052115	Teacher	595	Fourth line in Part B	a film	a movie
Publisher	9781788052115	Teacher	597	First line in third bullet	asked, questions	asked, and questions
Publisher	9781788052115	Teacher	618	Third line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	618	Fourth line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	618	Fifth line in Teacher instruction	what	which
Publisher	9781788052115	Teacher	634	Second line from bottom	environment and temperature you see	environment you see and temperature you feel
Publisher	9781788052115	Teacher	639	Fourth line from bottom	sounds it makes.	sound they makes.
Publisher	9781788052115	Teacher	639	Second line from bottom	ride on	ride in
Publisher	9781788052115	Teacher	642	Lline 2	themselves and label all body	themselves, label all the body
Publisher	9781788052115	Teacher	642	Fist line after Reader Activity Book focus	and complete	and complete the
Publisher	9781788052115	Teacher	644	Second line	particularly finding	particularly to find
Publisher	9781788052115	Teacher	645	Fifth line	focus, teacher, and	focus, the teacher and
Publisher	9781788052115	Teacher	668	Fifth line under Activity A	to Think and Craft section.	to the Think and Craft section.
Publisher	9781788052115	Teacher	669	Line 3	act it out, poem	act it out, or use a poem
Publisher	9781788052115	Teacher	680	Last line but one	would find and	would find out about and

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Kindergarten						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (9781788051873) and Online only Class Set (9781788052207)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788052115	Teacher	685	Line 1	Graphic hiding word 'model'	Reformat
Publisher	9781788052115	Teacher	693	Third line under Activity B	verbally research as well as written texts	research verbally, as well as using written texts
Publisher	9781788052115	Teacher	693	Last line but one	why, what results can they present.	why, and what results can they present?
Publisher	9781788052115	Teacher	695	Second line under Explore It 1	Require them	Require students

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 1						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	5	Third line from bottom	different to the	different from the
Publisher	9781788051224	Teacher	24	Seventh line from bottom	students they	students that they
Publisher	9781788051224	Teacher	25	Third line after Activity D	complete Think and craft section	complete the Think and Craft section
Publisher	9781788051224	Teacher	34	Third line after Activity B	the Activity	the activity
Publisher	9781788051224	Teacher	35	Last line but one	explain what phase	explain which phase
Publisher	9781788051224	Teacher	47	Number 3	they do	they should do
Publisher	9781788051224	Teacher	48	Fifth line	they would	they will
Publisher	9781788051224	Teacher	48	Sixth line	person would	person should
Publisher	9781788051224	Teacher	48	Last line	alternate	alternative
Publisher	9781788051224	Teacher	50	Third bullet, first line	number of carry-on	numbers of carry-on
Publisher	9781788051224	Teacher	60	Number 7, line 4	Eifel Tower	Eiffel Tower
Publisher	9781788051224	Teacher	61	5g	new car	New car
Publisher	9781788051224	Teacher	61	5h	new house	New house
Publisher	9781788051224	Teacher	61	5i	horse	Horse
Publisher	9781788051224	Teacher	61	5j	dog	Dog
Publisher	9781788051224	Teacher	69	Line 1 under Objective	the sun	the Sun
Publisher	9781788051224	Teacher	69	Line 2 under Background	the sun's	the Sun's
Publisher	9781788051224	Teacher	71	Line 2 under ELLS	spelling	Spelling
Publisher	9781788051224	Teacher	76	Number 14, line 5	words	word's
Publisher	9781788051224	Teacher	79	Line 4 under Ideas for ELL	language and they	language; they
Publisher	9781788051224	Teacher	107	Fourth line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	107	Second line from bottom	end, does	end; does
Publisher	9781788051224	Teacher	108	Fifth line	letters 'P' and	letters 'p' and
Publisher	9781788051224	Teacher	108	Number vii, line 5	r-i-n-g	r-i-ng

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 1						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	109	Activity C, line 4	analyse	analyze
Publisher	9781788051224	Teacher	109	Activity C, line 7	blends?	blends.
Publisher	9781788051224	Teacher	109	Activity C, line 8	but each	and each
Publisher	9781788051224	Teacher	109	Last line	them putting	then putting
Publisher	9781788051224	Teacher	122	Activity A, line 2	understanding of	understanding of the
Publisher	9781788051224	Teacher	122	Activity A, line 11	by a long	by long
Publisher	9781788051224	Teacher	122	Activity A, line 12	use them?	use them.
Publisher	9781788051224	Teacher	122	Fourth line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	123	Second line	end, does	end; does
Publisher	9781788051224	Teacher	123	Line 9	letters ‘P’ and	letters ‘p’ and
Publisher	9781788051224	Teacher	123	Number vi, line 6	words, the	words; the
Publisher	9781788051224	Teacher	123	Number vii, line 6	r-i-n-g	r-i-ng
Publisher	9781788051224	Teacher	124	Activity C, line 5	analyse	analyze
Publisher	9781788051224	Teacher	124	Activity C, line 11	blends?	blends.
Publisher	9781788051224	Teacher	124	Activity C, line 12	but each	and each
Publisher	9781788051224	Teacher	124	Activity C, line 17	trigraph?	trigraph.
Publisher	9781788051224	Teacher	124	Activity C, Number iii, line 4	use ‘ay’	use of ‘ay’
Publisher	9781788051224	Teacher	124	Last line but one	them putting	then putting
Publisher	9781788051224	Teacher	125	Activity d, line 3	demonstrate”Front cover	demonstrate:
Publisher	9781788051224	Teacher	128	First line under Teacher instructions	Discuss if a	Discuss whether a
Publisher	9781788051224	Teacher	128	Second line under Teacher instructions	in the sky?	in the sky.
Publisher	9781788051224	Teacher	128	Third line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	128	Last two lines	What else could be changed? For example, add an s at the end, change a letter to a different letter, or add a letter to the end, does this make new words? Explore ideas.	What else could be changed? For example, add an s, change a letter to a different letter, or add a letter to the end; does this make new words? Explore ideas.
Publisher	9781788051224	Teacher	129	Fifth line	letters ‘P’ and	letters ‘p’ and

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	129	Number vii, line 6	r-i-n-g	r-i-ng
Publisher	9781788051224	Teacher	130	Activity C, line 5	analyse	analyze
Publisher	9781788051224	Teacher	130	Number ii, line 2	blends?	blends.
Publisher	9781788051224	Teacher	130	Number ii, line 3	quickly but each	quickly and each
Publisher	9781788051224	Teacher	131	Seventh bullett	Explore 1, II	Explore I, II
Publisher	9781788051224	Teacher	131	Activity C, line 3	students choose	students to choose
Publisher	9781788051224	Teacher	135	Second line under Other TPS Reading materials:	weather effect	weather affect
Publisher	9781788051224	Teacher	136	Last line but one	students may not	students would not
Publisher	9781788051224	Teacher	137	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788051224	Teacher	139	Second line from bottom	and these	and then
Publisher	9781788051224	Teacher	183	Activity B, line 3	them understand word meanings?	them to understand word meanings.
Publisher	9781788051224	Teacher	183	Activity B, line 4	them	them to
Publisher	9781788051224	Teacher	183	Activity B, line 5	roller	rolled
Publisher	9781788051224	Teacher	198	Introduction, line 2	students they	students that they
Publisher	9781788051224	Teacher	198	Introduction, line 9	Explain the	Explain that the
Publisher	9781788051224	Teacher	198	Introduction, line 11	makes the	make the
Publisher	9781788051224	Teacher	198	Main Session, line 3	from a range of materials	from the materials
Publisher	9781788051224	Teacher	198	Main Session, line 4	Suggest they	Suggest that they
Publisher	9781788051224	Teacher	198	Main Session, line 13	areas?	areas.
Publisher	9781788051224	Teacher	200	Seconf line under Other TPS Reading materials:	who participate	which participate
Publisher	9781788051224	Teacher	203	Ghost story, line 5	and they should	and students should
Publisher	9781788051224	Teacher	203	TV news report, line 3	imagine they	imagine that they
Publisher	9781788051224	Teacher	206	Ideas for ELL, line 5	native language	first language

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English Language Arts and Reading, Grade 1						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	221	Last but one line before table	comment why is their category important	comment on why their category is important
Publisher	9781788051224	Teacher	221	Last line before table	chapter?	chapter.
Publisher	9781788051224	Teacher	221	Table - Discussion	some to a decision	come to a decision
Publisher	9781788051224	Teacher	221	Table - Genre	drama, romance, horror	drama or adventure
Publisher	9781788051224	Teacher	237	Last line	the alphabet book	the Alphabet Book
Publisher	9781788051224	Teacher	240	Line 8 after Teacher Background Notes	alphabetica,l	alphabetical,
Publisher	9781788051224	Teacher	243	Ideas for at home, line 1	activity is an at home activity	activity is one for at home
Publisher	9781788051224	Teacher	244	Bullet 4, line 1	vocabular	vocabulary
Publisher	9781788051224	Teacher	259	Table - Discussion	some to a decision	come to a decision
Publisher	9781788051224	Teacher	259	Table - Genre	drama, romance, horror	drama or adventure
Publisher	9781788051224	Teacher	267	Community - Online library:. Line 2	the alphabet book	the Alphabet Book
Publisher	9781788051224	Teacher	273	Bullet 4	behave? can	behave? Can
Publisher	9781788051224	Teacher	299	Activity G, line 4	space, air.	space, and air.
Publisher	9781788051224	Teacher	308	Activity A line 7	students, what do dog’s	students what dogs
Publisher	9781788051224	Teacher	308	Activity A line 8	sad? Ask students what	sad. What
Publisher	9781788051224	Teacher	309	Bullet 1, line 1	Description? Point	Description - point
Publisher	9781788051224	Teacher	309	Bullet 2, line 1	does	would
Publisher	9781788051224	Teacher	309	Bullet 3, line 1	solutions? – Ask	solutions - ask
Publisher	9781788051224	Teacher	309	Bullet 4, line 1	effect. -Have	effect - have
Publisher	9781788051224	Teacher	309	Bullet 4, line 2	has someone	whether someone
Publisher	9781788051224	Teacher	309	Bullet 4, line 2	issue?	issue.
Publisher	9781788051224	Teacher	309	Bullet 5, line 1	Can they	can they
Publisher	9781788051224	Teacher	309	Bullet 5, line 3	example. ‘The	example, ‘The
Publisher	9781788051224	Teacher	309	Activity D, line 4	think about what	consider what

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	310	Activity H, line 3	their Family	their family
Publisher	9781788051224	Teacher	310	Activity C, line 5	used or not?	used or not.
Publisher	9781788051224	Teacher	316	Activity C, line 6	Description?	Description
Publisher	9781788051224	Teacher	319	Activity C, line 8	solutions?	solutions
Publisher	9781788051224	Teacher	320	Activity D, line 2	them build	them to build
Publisher	9781788051224	Teacher	320	Activity D, line 3	in?	in.
Publisher	9781788051224	Teacher	322	Line 3	what species	which species
Publisher	9781788051224	Teacher	331	Other TPS Reading materials;, line 1	Christopher and his Animal brigade	Christopher Stephen and his Animal Brigade
Publisher	9781788051224	Teacher	331	Reader Activity Book focus;, line 2	his animal brigade	his Animal Brigade
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 2	in to	into
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 3	isn't	is not
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 5	make?	take?
Publisher	9781788051224	Teacher	332	Fourth line from bottom	utilised	utilized
Publisher	9781788051224	Teacher	336	Line 1	and	and are
Publisher	9781788051224	Teacher	337	Ideas for ELL, line 3	individuals from their countries of origin.	individuals significant to them.
Publisher	9781788051224	Teacher	358	Activity A, line 1	work to end of chapter	work to the end of chahe pter
Publisher	9781788051224	Teacher	358	Activity B, last line	Tour de Eiffel	Eiffel Tower
Publisher	9781788051224	Teacher	358	Activity C, last line	mentioned in the	mentioned on the
Publisher	9781788051224	Teacher	359	Activity E, line 2	Tour de Eiffel	Eiffel Tower
Publisher	9781788051224	Teacher	370	Activity A, line 4	connection from this story to the Amelia Rose story?	connection between this story and the Amelia Rose story.
Publisher	9781788051224	Teacher	370	Activity A, line 2	story?	story.
Publisher	9781788051224	Teacher	380	Line 5	Chart results of all designs to show the results.	Chart the results of all the designs.
Publisher	9781788051224	Teacher	381	Activity A, line 5	Paris.	Paris?

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	381	Activity D, line 2	critique content	critique the content
Publisher	9781788051224	Teacher	384	Life processes and living things: Living things in their environment, line 1	About ways	Find out about ways
Publisher	9781788051224	Teacher	384	Knowledge and understanding of environmental change and sustainable development, line 3	identity	identify
Publisher	9781788051224	Teacher	384	Preparing to play an active role as citizens, line 1	That resources	Learn that resources
Publisher	9781788051224	Teacher	386	Extension Activity:, line 1	complete Magic Glasses	complete the Magic Glasses
Publisher	9781788051224	Teacher	386	Interior and Northern Alaska Coloring Book:, line 5	answer and include new	answer, including new
Publisher	9781788051224	Teacher	386	Interior and Northern Alaska Coloring Book:, line 8	sky, sun, maybe	sky, Sun, and maybe
Publisher	9781788051224	Teacher	393	Bullet 4, line 1	vocabular	vocabulary
Publisher	9781788051224	Teacher	411	Activity A, line 1	the work to end of chapter	the the work to end of the chapter
Publisher	9781788051224	Teacher	411	Activity A, bullet 5, line 1	and main	and the main
Publisher	9781788051224	Teacher	411	Activity B, line 3	story the	story of the
Publisher	9781788051224	Teacher	435	Materials:, line 1	into it components	into its components
Publisher	9781788051224	Teacher	443	Self-confidence and Self-esteem, line 1	Is able	Be able
Publisher	9781788051224	Teacher	443	Understanding Shape, line 1	Visualise	Visualize
Publisher	9781788051224	Teacher	443	Understanding Shape, line 2	an describe their	and describe their
Publisher	9781788051224	Teacher	445	Other TPS Reading materials:, line 1	animal shapes	Animal Shapes
Publisher	9781788051224	Teacher	445	Community - Online library:, line 1	shape	Shape
Publisher	9781788051224	Teacher	445	Reader Activity Book focus:, line 1	animal shapes	Animal Shapes

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	474	Activity C, line 2	weather, which countries are mentioned?	weather, and which countries are mentioned.
Publisher	9781788051224	Teacher	485	Bullet 4	about if they	about whether they
Publisher	9781788051224	Teacher	487	Activity B, line 2	about harvest	about Harvest
Publisher	9781788051224	Teacher	487	Activity C, line 2	working in.	working in?
Publisher	9781788051224	Teacher	487	Last line	they can	students can
Publisher	9781788051224	Teacher	493	Green box line 1	subtraction you	subtraction, you
Publisher	9781788051224	Teacher	493	Green box line 3	Record the Spoilage	Record the spoilage
Publisher	9781788051224	Teacher	507	Community - Online library;, line 3	there is more	there are more
Publisher	9781788051224	Teacher	507	Reader Activity Book focus;, line 2	before just	before, just
Publisher	9781788051224	Teacher	532	Activity B, line 2	Cover,	Cover:
Publisher	9781788051224	Teacher	532	Activity C, last line	following features for example?	following features, for example?
Publisher	9781788051224	Teacher	544	Activity C, line 6	looking or	looking at or
Publisher	9781788051224	Teacher	544	Activity C, line 8	use most?	use most.
Publisher	9781788051224	Teacher	556	Activity C, line 3	What is most used, graphic or	What is most used; graphic or
Publisher	9781788051224	Teacher	561	Reader Activity Book focus;, line 2	What is his favorite animal.	What is his favorite animal?
Publisher	9781788051224	Teacher	563	Line 5 after numbered section	english conventions	English conventions
Publisher	9781788051224	Teacher	563	Line 7 after numbered section	conventions such	conventions, such
Publisher	9781788051224	Teacher	568	Cooperative Learning Interactions, line 5	interaction students	interaction, students
Publisher	9781788051224	Teacher	592	Last line but one	will they use.	will they use?
Publisher	9781788051224	Teacher	592	Last line	Ask groups to compare	Ask groups to consult
Publisher	9781788051224	Teacher	593	Activity C, line 4	critique each group's	critique other groups
Publisher	9781788051224	Teacher	593	Activity E, line 4	companies who provide	companies which provide
Publisher	9781788051224	Teacher	595	Activity C, line 1	present second	present a second
Publisher	9781788051224	Teacher	596	Activity C, line 3	present next draft to teacher.	present the next draft to the teacher.

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	596	Activity D line vii	viii on wrong line	move to line below
Publisher	9781788051224	Teacher	606	Activity A, line 2	to make an event one page poster	to make a one page event poster
Publisher	9781788051224	Teacher	607	Activity D, line 3	posters to teacher	posters to the teacher
Publisher	9781788051224	Teacher	618	Community - Online library;, line 2	animals. Page 38 of above project and also discuss	animals (Page 38 of the above project). Also discuss
Publisher	9781788051224	Teacher	642	Line 3 after number 3.	different to that	different than that
Publisher	9781788051224	Teacher	642	Activity B, line 1	documentation to	documentation, to
Publisher	9781788051224	Teacher	650	Activity C, line 2	the letter they	the letter, they
Publisher	9781788051224	Teacher	664	Preparing to play an active role as citizens, line 1	That they	Know that they
Publisher	9781788051224	Teacher	665	Bullet 1, line 2	they didn't know	they did not know
Publisher	9781788051224	Teacher	665	Bullet 2, line 2	things such	things, such
Publisher	9781788051224	Teacher	665	Bullet 3, line 1	information are organised.	information is organized.
Publisher	9781788051224	Teacher	666	Community - Online library;, line 1	make Star	make a Star
Publisher	9781788051224	Teacher	666	Community - Online library;, line 2	Highlight it informs	Highlight that it informs
Publisher	9781788051224	Teacher	692	Bullet 7	small magents	small magnets
Publisher	9781788051224	Teacher	700	Activity A, line 2	about caving?	about caving.
Publisher	9781788051224	Teacher	700	Activity A, line 10	class answer	class, answer
Publisher	9781788051224	Teacher	701	Activity D, line 4	better explore than	better explorer than
Publisher	9781788051224	Teacher	701	Activity D, line 4	presentation each	presentation, each
Publisher	9781788051224	Teacher	701	Activity E, line 3	upon the debate.	upon the debate?
Publisher	9781788051224	Teacher	701	Activity E, line 4	class discuss	class, discuss
Publisher	9781788051224	Teacher	713	Using and applying mathematics, second bullet, line 3	organising	organizing
Publisher	9781788051224	Teacher	715	Last line	Why or why not.	Why or why not?

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English Language Arts and Reading, Grade 1						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (9781788052245)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	713	Using and applying mathematics, second bullet, line 3	organising	organizing
Publisher	9781788051224	Teacher	715	Last line	Why or why not.	Why or why not?

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (9781788051019)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	5	Third line from bottom	different to the	different from the
Publisher	9781788051224	Teacher	24	Seventh line from bottom	students they	students that they
Publisher	9781788051224	Teacher	25	Third line after Activity D	complete Think and craft section	complete the Think and Craft section
Publisher	9781788051224	Teacher	34	Third line after Activity B	the Activity	the activity
Publisher	9781788051224	Teacher	35	Last line but one	explain what phase	explain which phase
Publisher	9781788051224	Teacher	47	Number 3	they do	they should do
Publisher	9781788051224	Teacher	48	Fifth line	they would	they will
Publisher	9781788051224	Teacher	48	Sixth line	person would	person should
Publisher	9781788051224	Teacher	48	Last line	alternate	alternative
Publisher	9781788051224	Teacher	50	Third bullet, first line	number of carry-on	numbers of carry-on
Publisher	9781788051224	Teacher	60	Number 7, line 4	Eifel Tower	Eiffel Tower
Publisher	9781788051224	Teacher	61	5g	new car	New car
Publisher	9781788051224	Teacher	61	5h	new house	New house
Publisher	9781788051224	Teacher	61	5i	horse	Horse
Publisher	9781788051224	Teacher	61	5j	dog	Dog
Publisher	9781788051224	Teacher	69	Line 1 under Objective	the sun	the Sun
Publisher	9781788051224	Teacher	69	Line 2 under Background	the sun's	the Sun's
Publisher	9781788051224	Teacher	71	Line 2 under ELLS	spelling	Spelling
Publisher	9781788051224	Teacher	76	Number 14, line 5	words	word's
Publisher	9781788051224	Teacher	79	Line 4 under Ideas for ELL	language and they	language; they
Publisher	9781788051224	Teacher	107	Fourth line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	107	Second line from bottom	end, does	end; does
Publisher	9781788051224	Teacher	108	Fifth line	letters 'P' and	letters 'p' and
Publisher	9781788051224	Teacher	108	Number vii, line 5	r-i-n-g	r-i-ng

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English Language Arts and Reading, Grade 1 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (9781788051019)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	109	Activity C, line 4	analyse	analyze
Publisher	9781788051224	Teacher	109	Activity C, line 7	blends?	blends.
Publisher	9781788051224	Teacher	109	Activity C, line 8	but each	and each
Publisher	9781788051224	Teacher	109	Last line	them putting	then putting
Publisher	9781788051224	Teacher	122	Activity A, line 2	understanding of	understanding of the
Publisher	9781788051224	Teacher	122	Activity A, line 11	by a long	by long
Publisher	9781788051224	Teacher	122	Activity A, line 12	use them?	use them.
Publisher	9781788051224	Teacher	122	Fourth line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	123	Second line	end, does	end; does
Publisher	9781788051224	Teacher	123	Line 9	letters ‘P’ and	letters ‘p’ and
Publisher	9781788051224	Teacher	123	Number vi, line 6	words, the	words; the
Publisher	9781788051224	Teacher	123	Number vii, line 6	r-i-n-g	r-i-ng
Publisher	9781788051224	Teacher	124	Activity C, line 5	analyse	analyze
Publisher	9781788051224	Teacher	124	Activity C, line 11	blends?	blends.
Publisher	9781788051224	Teacher	124	Activity C, line 12	but each	and each
Publisher	9781788051224	Teacher	124	Activity C, line 17	trigraph?	trigraph.
Publisher	9781788051224	Teacher	124	Activity C, Number iii, line 4	use ‘ay’	use of ‘ay’
Publisher	9781788051224	Teacher	124	Last line but one	them putting	then putting
Publisher	9781788051224	Teacher	125	Activity d, line 3	demonstrate”Front cover	demonstrate:
Publisher	9781788051224	Teacher	128	First line under Teacher instructions	Discuss if a	Discuss whether a
Publisher	9781788051224	Teacher	128	Second line under Teacher instructions	in the sky?	in the sky.
Publisher	9781788051224	Teacher	128	Third line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	128	Last two lines	What else could be changed? For example, add an s at the end, change a letter to a different letter, or add a letter to the end, does this make new words? Explore ideas.	What else could be changed? For example, add an s, change a letter to a different letter, or add a letter to the end; does this make new words? Explore ideas.
Publisher	9781788051224	Teacher	129	Fifth line	letters ‘P’ and	letters ‘p’ and

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. <i>STEAM into English Language Arts & Reading Grade One - Print with basic online class set</i> (9781788051019)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	129	Number vii, line 6	r-i-n-g	r-i-ng
Publisher	9781788051224	Teacher	130	Activity C, line 5	analyse	analyze
Publisher	9781788051224	Teacher	130	Number ii, line 2	blends?	blends.
Publisher	9781788051224	Teacher	130	Number ii, line 3	quickly but each	quickly and each
Publisher	9781788051224	Teacher	131	Seventh bullett	Explore 1, II	Explore I, II
Publisher	9781788051224	Teacher	131	Activity C, line 3	students choose	students to choose
Publisher	9781788051224	Teacher	135	Second line under Other TPS Reading materials:	weather effect	weather affect
Publisher	9781788051224	Teacher	136	Last line but one	students may not	students would not
Publisher	9781788051224	Teacher	137	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788051224	Teacher	139	Second line from bottom	and these	and then
Publisher	9781788051224	Teacher	183	Activity B, line 3	them understand word meanings?	them to understand word meanings.
Publisher	9781788051224	Teacher	183	Activity B, line 4	them	them to
Publisher	9781788051224	Teacher	183	Activity B, line 5	roller	rolled
Publisher	9781788051224	Teacher	198	Introduction, line 2	students they	students that they
Publisher	9781788051224	Teacher	198	Introduction, line 9	Explain the	Explain that the
Publisher	9781788051224	Teacher	198	Introduction, line 11	makes the	make the
Publisher	9781788051224	Teacher	198	Main Session, line 3	from a range of materials	from the materials
Publisher	9781788051224	Teacher	198	Main Session, line 4	Suggest they	Suggest that they
Publisher	9781788051224	Teacher	198	Main Session, line 13	areas?	areas.
Publisher	9781788051224	Teacher	200	Seconf line under Other TPS Reading materials:	who participate	which participate
Publisher	9781788051224	Teacher	203	Ghost story, line 5	and they should	and students should
Publisher	9781788051224	Teacher	203	TV news report, line 3	imagine they	imagine that they
Publisher	9781788051224	Teacher	206	Ideas for ELL, line 5	native language	first language
Publisher	9781788051224	Teacher	221	Last but one line before table	comment why is their category important	comment on why their category is important

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English Language Arts and Reading, Grade 1 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (9781788051019)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	221	Last line before table	chapter?	chapter.
Publisher	9781788051224	Teacher	221	Table - Discussion	some to a decision	come to a decision
Publisher	9781788051224	Teacher	221	Table - Genre	drama, romance, horror	drama or adventure
Publisher	9781788051224	Teacher	237	Last line	the alphabet book	the Alphabet Book
Publisher	9781788051224	Teacher	240	Line 8 after Teacher Background Notes	alphabetica,l	alphabetical,
Publisher	9781788051224	Teacher	243	Ideas for at home, line 1	activity is an at home activity	activity is one for at home
Publisher	9781788051224	Teacher	244	Bullet 4, line 1	vocabular	vocabulary
Publisher	9781788051224	Teacher	259	Table - Discussion	some to a decision	come to a decision
Publisher	9781788051224	Teacher	259	Table - Genre	drama, romance, horror	drama or adventure
Publisher	9781788051224	Teacher	267	Community - Online library:. Line 2	the alphabet book	the Alphabet Book
Publisher	9781788051224	Teacher	273	Bullet 4	behave? can	behave? Can
Publisher	9781788051224	Teacher	299	Activity G, line 4	space, air.	space, and air.
Publisher	9781788051224	Teacher	308	Activity A line 7	students, what do dog's	students what dogs
Publisher	9781788051224	Teacher	308	Activity A line 8	sad? Ask students what	sad. What
Publisher	9781788051224	Teacher	309	Bullet 1, line 1	Description? Point	Description - point
Publisher	9781788051224	Teacher	309	Bullet 2, line 1	does	would
Publisher	9781788051224	Teacher	309	Bullet 3, line 1	solutions? – Ask	solutions - ask
Publisher	9781788051224	Teacher	309	Bullet 4, line 1	effect. -Have	effect - have
Publisher	9781788051224	Teacher	309	Bullet 4, line 2	has someone	whether someone
Publisher	9781788051224	Teacher	309	Bullet 4, line 2	issue?	issue.
Publisher	9781788051224	Teacher	309	Bullet 5, line 1	Can they	can they
Publisher	9781788051224	Teacher	309	Bullet 5, line 3	example. 'The	example, 'The
Publisher	9781788051224	Teacher	309	Activity D, line 4	think about what	consider what
Publisher	9781788051224	Teacher	310	Activity H, line 3	their Family	their family

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English Language Arts and Reading, Grade 1 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (9781788051019)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	310	Activity C, line 5	used or not?	used or not.
Publisher	9781788051224	Teacher	316	Activity C, line 6	Description?	Description
Publisher	9781788051224	Teacher	319	Activity C, line 8	solutions?	solutions
Publisher	9781788051224	Teacher	320	Activity D, line 2	them build	them to build
Publisher	9781788051224	Teacher	320	Activity D, line 3	in?	in.
Publisher	9781788051224	Teacher	322	Line 3	what species	which species
Publisher	9781788051224	Teacher	331	Other TPS Reading materials;, line 1	Christopher and his Animal brigade	Christopher Stephen and his Animal Brigade
Publisher	9781788051224	Teacher	331	Reader Activity Book focus;, line 2	his animal brigade	his Animal Brigade
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 2	in to	into
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;,	isn't	is not
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 5	make?	take?
Publisher	9781788051224	Teacher	332	Fourth line from bottom	utilised	utilized
Publisher	9781788051224	Teacher	336	Line 1	and	and are
Publisher	9781788051224	Teacher	337	Ideas for ELL, line 3	individuals from their countries of origin.	individuals significant to them.
Publisher	9781788051224	Teacher	358	Activity A, line 1	work to end of chapter	work to the end of chahe pter
Publisher	9781788051224	Teacher	358	Activity B, last line	Tour de Eiffel	Eiffel Tower
Publisher	9781788051224	Teacher	358	Activity C, last line	mentioned in the	mentioned on the
Publisher	9781788051224	Teacher	359	Activity E, line 2	Tour de Eiffel	Eiffel Tower
Publisher	9781788051224	Teacher	370	Activity A, line 4	connection from this story to the Amelia Rose story?	connection between this story and the Amelia Rose story.
Publisher	9781788051224	Teacher	370	Activity A, line 2	story?	story.
Publisher	9781788051224	Teacher	380	Line 5	Chart results of all designs to show the results.	Chart the results of all the designs.
Publisher	9781788051224	Teacher	381	Activity A, line 5	Paris.	Paris?
Publisher	9781788051224	Teacher	381	Activity D, line 2	critique content	critique the content

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (9781788051019)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	384	Life processes and living things: Living things in their environment, line 1	About ways	Find out about ways
Publisher	9781788051224	Teacher	384	Knowledge and understanding of environmental change	identity	identify
Publisher	9781788051224	Teacher	384	Preparing to play an active role as citizens, line 1	That resources	Learn that resources
Publisher	9781788051224	Teacher	386	Extension Activity:, line 1	complete Magic Glasses	complete the Magic Glasses
Publisher	9781788051224	Teacher	386	Interior and Northern Alaska Coloring Book:, line 5	answer and include new	answer, including new
Publisher	9781788051224	Teacher	386	Interior and Northern Alaska Coloring Book:, line 8	sky, sun, maybe	sky, Sun, and maybe
Publisher	9781788051224	Teacher	393	Bullet 4, line 1	vocabulary	vocabulary
Publisher	9781788051224	Teacher	411	Activity A, line 1	the work to end of chapter	the the work to end of the chapter
Publisher	9781788051224	Teacher	411	Activity A, bullet 5, line 1	and main	and the main
Publisher	9781788051224	Teacher	411	Activity B, line 3	story the	story of the
Publisher	9781788051224	Teacher	435	Materials:, line 1	into it components	into its components
Publisher	9781788051224	Teacher	443	Self-confidence and Self-esteem, line 1	Is able	Be able
Publisher	9781788051224	Teacher	443	Understanding Shape, line 1	Visualise	Visualize
Publisher	9781788051224	Teacher	443	Understanding Shape, line 2	an describe their	and describe their
Publisher	9781788051224	Teacher	445	Other TPS Reading materials:, line 1	animal shapes	Animal Shapes
Publisher	9781788051224	Teacher	445	Community - Online library:, line 1	shape	Shape
Publisher	9781788051224	Teacher	445	Reader Activity Book focus:, line 1	animal shapes	Animal Shapes
Publisher	9781788051224	Teacher	474	Activity C, line 2	weather, which countries are mentioned?	weather, and which countries are mentioned.
Publisher	9781788051224	Teacher	485	Bullet 4	about if they	about whether they
Publisher	9781788051224	Teacher	487	Activity B, line 2	about harvest	about Harvest

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (9781788051019)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	487	Activity C, line 2	working in.	working in?
Publisher	9781788051224	Teacher	487	Last line	they can	students can
Publisher	9781788051224	Teacher	493	Green box line 1	subtraction you	subtraction, you
Publisher	9781788051224	Teacher	493	Green box line 3	Record the Spoilage	Record the spoilage
Publisher	9781788051224	Teacher	507	Community - Online library:, line 3	there is more	there are more
Publisher	9781788051224	Teacher	507	Reader Activity Book focus:, line 2	before just	before, just
Publisher	9781788051224	Teacher	532	Activity B, line 2	Cover,	Cover:
Publisher	9781788051224	Teacher	532	Activity C, last line	following features for example?	following features, for example?
Publisher	9781788051224	Teacher	544	Activity C, line 6	looking or	looking at or
Publisher	9781788051224	Teacher	544	Activity C, line 8	use most?	use most.
Publisher	9781788051224	Teacher	556	Activity C, line 3	What is most used, graphic or	What is most used; graphic or
Publisher	9781788051224	Teacher	561	Reader Activity Book focus:, line 2	What is his favorite animal.	What is his favorite animal?
Publisher	9781788051224	Teacher	563	Line 5 after numbered section	english conventions	English conventions
Publisher	9781788051224	Teacher	563	Line 7 after numbered section	conventions such	conventions, such
Publisher	9781788051224	Teacher	568	Cooperative Learning Interactions, line 5	interaction students	interaction, students
Publisher	9781788051224	Teacher	592	Last line but one	will they use.	will they use?
Publisher	9781788051224	Teacher	592	Last line	Ask groups to compare	Ask groups to consult
Publisher	9781788051224	Teacher	593	Activity C, line 4	critique each group's	critique other groups
Publisher	9781788051224	Teacher	593	Activity E, line 4	companies who provide	companies which provide
Publisher	9781788051224	Teacher	595	Activity C, line 1	present second	present a second
Publisher	9781788051224	Teacher	596	Activity C, line 3	present next draft to teacher.	present the next draft to the teacher.
Publisher	9781788051224	Teacher	596	Activity D line vii	viii on wrong line	move to line below
Publisher	9781788051224	Teacher	606	Activity A, line 2	to make an event one page poster	to make a one page event poster
Publisher	9781788051224	Teacher	607	Activity D, line 3	posters to teacher	posters to the teacher

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English Language Arts and Reading, Grade 1 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (9781788051019)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	618	Community - Online library;, line 2	animals. Page 38 of above project and also discuss	animals (Page 38 of the above project). Also discuss
Publisher	9781788051224	Teacher	642	Line 3 after number 3.	different to that	different than that
Publisher	9781788051224	Teacher	642	Activity B, line 1	documentation to	documentation, to
Publisher	9781788051224	Teacher	650	Activity C, line 2	the letter they	the letter, they
Publisher	9781788051224	Teacher	664	Preparing to play an active role as citizens, line 1	That they	Know that they
Publisher	9781788051224	Teacher	665	Bullet 1, line 2	they didn't know	they did not know
Publisher	9781788051224	Teacher	665	Bullet 2, line 2	things such	things, such
Publisher	9781788051224	Teacher	665	Bullet 3, line 1	information are organised.	information is organized.
Publisher	9781788051224	Teacher	666	Community - Online library;, line 1	make Star	make a Star
Publisher	9781788051224	Teacher	666	Community - Online library;, line 2	Highlight it informs	Highlight that it informs
Publisher	9781788051224	Teacher	692	Bullet 7	small magents	small magnets
Publisher	9781788051224	Teacher	700	Activity A, line 2	about caving?	about caving.
Publisher	9781788051224	Teacher	700	Activity A, line 10	class answer	class, answer
Publisher	9781788051224	Teacher	701	Activity D, line 4	better explore than	better explorer than
Publisher	9781788051224	Teacher	701	Activity D, line 4	presentation each	presentation, each
Publisher	9781788051224	Teacher	701	Activity E, line 3	upon the debate.	upon the debate?
Publisher	9781788051224	Teacher	701	Activity E, line 4	class discuss	class, discuss
Publisher	9781788051224	Teacher	713	Using and applying mathematics, second bullet, line 3	organising	organizing
Publisher	9781788051224	Teacher	715	Last line	Why or why not.	Why or why not?

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with Online Class Set (9781788052252) and Online only Class Set (9781788052269)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	5	Third line from bottom	different to the	different from the
Publisher	9781788051224	Teacher	24	Seventh line from bottom	students they	students that they
Publisher	9781788051224	Teacher	25	Third line after Activity D	complete Think and craft section	complete the Think and Craft section
Publisher	9781788051224	Teacher	34	Third line after Activity B	the Activity	the activity
Publisher	9781788051224	Teacher	35	Last line but one	explain what phase	explain which phase
Publisher	9781788051224	Teacher	47	Number 3	they do	they should do
Publisher	9781788051224	Teacher	48	Fifth line	they would	they will
Publisher	9781788051224	Teacher	48	Sixth line	person would	person should
Publisher	9781788051224	Teacher	48	Last line	alternate	alternative
Publisher	9781788051224	Teacher	50	Third bullet, first line	number of carry-on	numbers of carry-on
Publisher	9781788051224	Teacher	60	Number 7, line 4	Eifel Tower	Eiffel Tower
Publisher	9781788051224	Teacher	61	5g	new car	New car
Publisher	9781788051224	Teacher	61	5h	new house	New house
Publisher	9781788051224	Teacher	61	5i	horse	Horse
Publisher	9781788051224	Teacher	61	5j	dog	Dog
Publisher	9781788051224	Teacher	69	Line 1 under Objective	the sun	the Sun
Publisher	9781788051224	Teacher	69	Line 2 under Background	the sun's	the Sun's
Publisher	9781788051224	Teacher	71	Line 2 under ELLS	spelling	Spelling
Publisher	9781788051224	Teacher	76	Number 14, line 5	words	word's
Publisher	9781788051224	Teacher	79	Line 4 under Ideas for ELL	language and they	language; they
Publisher	9781788051224	Teacher	107	Fourth line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	107	Second line from bottom	end, does	end; does
Publisher	9781788051224	Teacher	108	Fifth line	letters 'P' and	letters 'p' and
Publisher	9781788051224	Teacher	108	Number vii, line 5	r-i-n-g	r-i-ng

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with Online Class Set (9781788052252) and Online only Class Set (9781788052269)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	109	Activity C, line 4	analyse	analyze
Publisher	9781788051224	Teacher	109	Activity C, line 7	blends?	blends.
Publisher	9781788051224	Teacher	109	Activity C, line 8	but each	and each
Publisher	9781788051224	Teacher	109	Last line	them putting	then putting
Publisher	9781788051224	Teacher	122	Activity A, line 2	understanding of	understanding of the
Publisher	9781788051224	Teacher	122	Activity A, line 11	by a long	by long
Publisher	9781788051224	Teacher	122	Activity A, line 12	use them?	use them.
Publisher	9781788051224	Teacher	122	Fourth line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	123	Second line	end, does	end; does
Publisher	9781788051224	Teacher	123	Line 9	letters ‘P’ and	letters ‘p’ and
Publisher	9781788051224	Teacher	123	Number vi, line 6	words, the	words; the
Publisher	9781788051224	Teacher	123	Number vii, line 6	r-i-n-g	r-i-ng
Publisher	9781788051224	Teacher	124	Activity C, line 5	analyse	analyze
Publisher	9781788051224	Teacher	124	Activity C, line 11	blends?	blends.
Publisher	9781788051224	Teacher	124	Activity C, line 12	but each	and each
Publisher	9781788051224	Teacher	124	Activity C, line 17	trigraph?	trigraph.
Publisher	9781788051224	Teacher	124	Activity C, Number iii, line 4	use ‘ay’	use of ‘ay’
Publisher	9781788051224	Teacher	124	Last line but one	them putting	then putting
Publisher	9781788051224	Teacher	125	Activity d, line 3	demonstrate”Front cover	demonstrate:
Publisher	9781788051224	Teacher	128	First line under Teacher instructions	Discuss if a	Discuss whether a
Publisher	9781788051224	Teacher	128	Second line under Teacher instructions	in the sky?	in the sky.
Publisher	9781788051224	Teacher	128	Third line from bottom	vowel, does	vowel; does
Publisher	9781788051224	Teacher	128	Last two lines	What else could be changed? For example, add an s at the end, change a letter to a different letter, or add a letter to the end, does this make new words? Explore ideas.	What else could be changed? For example, add an s, change a letter to a different letter, or add a letter to the end; does this make new words? Explore ideas.
Publisher	9781788051224	Teacher	129	Fifth line	letters ‘P’ and	letters ‘p’ and

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	129	Number vii, line 6	r-i-n-g	r-i-ng
Publisher	9781788051224	Teacher	130	Activity C, line 5	analyse	analyze
Publisher	9781788051224	Teacher	130	Number ii, line 2	blends?	blends.
Publisher	9781788051224	Teacher	130	Number ii, line 3	quickly but each	quickly and each
Publisher	9781788051224	Teacher	131	Seventh bullett	Explore 1, II	Explore I, II
Publisher	9781788051224	Teacher	131	Activity C, line 3	students choose	students to choose
Publisher	9781788051224	Teacher	135	Second line under Other TPS Reading materials:	weather effect	weather affect
Publisher	9781788051224	Teacher	136	Last line but one	students may not	students would not
Publisher	9781788051224	Teacher	137	Fourth line from bottom	focus, teacher	focus, the teacher
Publisher	9781788051224	Teacher	139	Second line from bottom	and these	and then
Publisher	9781788051224	Teacher	183	Activity B, line 3	them understand word meanings?	them to understand word meanings.
Publisher	9781788051224	Teacher	183	Activity B, line 4	them	them to
Publisher	9781788051224	Teacher	183	Activity B, line 5	roller	rolled
Publisher	9781788051224	Teacher	198	Introduction, line 2	students they	students that they
Publisher	9781788051224	Teacher	198	Introduction, line 9	Explain the	Explain that the
Publisher	9781788051224	Teacher	198	Introduction, line 11	makes the	make the
Publisher	9781788051224	Teacher	198	Main Session, line 3	from a range of materials	from the materials
Publisher	9781788051224	Teacher	198	Main Session, line 4	Suggest they	Suggest that they
Publisher	9781788051224	Teacher	198	Main Session, line 13	areas?	areas.
Publisher	9781788051224	Teacher	200	Seconf line under Other TPS Reading materials:	who participate	which participate
Publisher	9781788051224	Teacher	203	Ghost story, line 5	and they should	and students should
Publisher	9781788051224	Teacher	203	TV news report, line 3	imagine they	imagine that they
Publisher	9781788051224	Teacher	206	Ideas for ELL, line 5	native language	first language
Publisher	9781788051224	Teacher	221	Last but one line before table	comment why is their category important	comment on why their category is important

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	221	Last line before table	chapter?	chapter.
Publisher	9781788051224	Teacher	221	Table - Discussion	some to a decision	come to a decision
Publisher	9781788051224	Teacher	221	Table - Genre	drama, romance, horror	drama or adventure
Publisher	9781788051224	Teacher	237	Last line	the alphabet book	the Alphabet Book
Publisher	9781788051224	Teacher	240	Line 8 after Teacher Background Notes	alphabetica,l	alphabetical,
Publisher	9781788051224	Teacher	243	Ideas for at home, line 1	activity is an at home activity	activity is one for at home
Publisher	9781788051224	Teacher	244	Bullet 4, line 1	vocabular	vocabulary
Publisher	9781788051224	Teacher	259	Table - Discussion	some to a decision	come to a decision
Publisher	9781788051224	Teacher	259	Table - Genre	drama, romance, horror	drama or adventure
Publisher	9781788051224	Teacher	267	Community - Online library:. Line 2	the alphabet book	the Alphabet Book
Publisher	9781788051224	Teacher	273	Bullet 4	behave? can	behave? Can
Publisher	9781788051224	Teacher	299	Activity G, line 4	space, air.	space, and air.
Publisher	9781788051224	Teacher	308	Activity A line 7	students, what do dog's	students what dogs
Publisher	9781788051224	Teacher	308	Activity A line 8	sad? Ask students what	sad. What
Publisher	9781788051224	Teacher	309	Bullet 1, line 1	Description? Point	Description - point
Publisher	9781788051224	Teacher	309	Bullet 2, line 1	does	would
Publisher	9781788051224	Teacher	309	Bullet 3, line 1	solutions? – Ask	solutions - ask
Publisher	9781788051224	Teacher	309	Bullet 4, line 1	effect. -Have	effect - have
Publisher	9781788051224	Teacher	309	Bullet 4, line 2	has someone	whether someone
Publisher	9781788051224	Teacher	309	Bullet 4, line 2	issue?	issue.
Publisher	9781788051224	Teacher	309	Bullet 5, line 1	Can they	can they
Publisher	9781788051224	Teacher	309	Bullet 5, line 3	example. 'The	example, 'The
Publisher	9781788051224	Teacher	309	Activity D, line 4	think about what	consider what
Publisher	9781788051224	Teacher	310	Activity H, line 3	their Family	their family

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	310	Activity C, line 5	used or not?	used or not.
Publisher	9781788051224	Teacher	316	Activity C, line 6	Description?	Description
Publisher	9781788051224	Teacher	319	Activity C, line 8	solutions?	solutions
Publisher	9781788051224	Teacher	320	Activity D, line 2	them build	them to build
Publisher	9781788051224	Teacher	320	Activity D, line 3	in?	in.
Publisher	9781788051224	Teacher	322	Line 3	what species	which species
Publisher	9781788051224	Teacher	331	Other TPS Reading materials;, line 1	Christopher and his Animal brigade	Christopher Stephen and his Animal Brigade
Publisher	9781788051224	Teacher	331	Reader Activity Book focus;, line 2	his animal brigade	his Animal Brigade
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 2	in to	into
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 3	isn't	is not
Publisher	9781788051224	Teacher	331	Interior and Northern Alaska Coloring Book;, line 5	make?	take?
Publisher	9781788051224	Teacher	332	Fourth line from bottom	utilised	utilized
Publisher	9781788051224	Teacher	336	Line 1	and	and are
Publisher	9781788051224	Teacher	337	Ideas for ELL, line 3	individuals from their countries of origin.	individuals significant to them.
Publisher	9781788051224	Teacher	358	Activity A, line 1	work to end of chapter	work to the end of chahe pter
Publisher	9781788051224	Teacher	358	Activity B, last line	Tour de Eiffel	Eiffel Tower
Publisher	9781788051224	Teacher	358	Activity C, last line	mentioned in the	mentioned on the
Publisher	9781788051224	Teacher	359	Activity E, line 2	Tour de Eiffel	Eiffel Tower
Publisher	9781788051224	Teacher	370	Activity A, line 4	connection from this story to the Amelia Rose story?	connection between this story and the Amelia Rose story.
Publisher	9781788051224	Teacher	370	Activity A, line 2	story?	story.
Publisher	9781788051224	Teacher	380	Line 5	Chart results of all designs to show the results.	Chart the results of all the designs.
Publisher	9781788051224	Teacher	381	Activity A, line 5	Paris.	Paris?

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	381	Activity D, line 2	critique content	critique the content
Publisher	9781788051224	Teacher	384	Life processes and living things: Living things in their environment, line 1	About ways	Find out about ways
Publisher	9781788051224	Teacher	384	Knowledge and understanding of environmental change	identity	identify
Publisher	9781788051224	Teacher	384	Preparing to play an active role as citizens, line 1	That resources	Learn that resources
Publisher	9781788051224	Teacher	386	Extension Activity:, line 1	complete Magic Glasses	complete the Magic Glasses
Publisher	9781788051224	Teacher	386	Interior and Northern Alaska Coloring Book:, line 5	answer and include new	answer, including new
Publisher	9781788051224	Teacher	386	Interior and Northern Alaska Coloring Book:, line 8	sky, sun, maybe	sky, Sun, and maybe
Publisher	9781788051224	Teacher	393	Bullet 4, line 1	vocabulary	vocabulary
Publisher	9781788051224	Teacher	411	Activity A, line 1	the work to end of chapter	the the work to end of the chapter
Publisher	9781788051224	Teacher	411	Activity A, bullet 5, line 1	and main	and the main
Publisher	9781788051224	Teacher	411	Activity B, line 3	story the	story of the
Publisher	9781788051224	Teacher	435	Materials:, line 1	into it components	into its components
Publisher	9781788051224	Teacher	443	Self-confidence and Self-esteem, line 1	Is able	Be able
Publisher	9781788051224	Teacher	443	Understanding Shape, line 1	Visualise	Visualize
Publisher	9781788051224	Teacher	443	Understanding Shape, line 2	an describe their	and describe their
Publisher	9781788051224	Teacher	445	Other TPS Reading materials:, line 1	animal shapes	Animal Shapes
Publisher	9781788051224	Teacher	445	Community - Online library:, line 1	shape	Shape
Publisher	9781788051224	Teacher	445	Reader Activity Book focus:, line 1	animal shapes	Animal Shapes
Publisher	9781788051224	Teacher	474	Activity C, line 2	weather, which countries are mentioned?	weather, and which countries are mentioned.
Publisher	9781788051224	Teacher	485	Bullet 4	about if they	about whether they
Publisher	9781788051224	Teacher	487	Activity B, line 2	about harvest	about Harvest

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	487	Activity C, line 2	working in.	working in?
Publisher	9781788051224	Teacher	487	Last line	they can	students can
Publisher	9781788051224	Teacher	493	Green box line 1	subtraction you	subtraction, you
Publisher	9781788051224	Teacher	493	Green box line 3	Record the Spoilage	Record the spoilage
Publisher	9781788051224	Teacher	507	Community - Online library:, line 3	there is more	there are more
Publisher	9781788051224	Teacher	507	Reader Activity Book focus:, line 2	before just	before, just
Publisher	9781788051224	Teacher	532	Activity B, line 2	Cover,	Cover:
Publisher	9781788051224	Teacher	532	Activity C, last line	following features for example?	following features, for example?
Publisher	9781788051224	Teacher	544	Activity C, line 6	looking or	looking at or
Publisher	9781788051224	Teacher	544	Activity C, line 8	use most?	use most.
Publisher	9781788051224	Teacher	556	Activity C, line 3	What is most used, graphic or	What is most used; graphic or
Publisher	9781788051224	Teacher	561	Reader Activity Book focus:, line 2	What is his favorite animal.	What is his favorite animal?
Publisher	9781788051224	Teacher	563	Line 5 after numbered section	english conventions	English conventions
Publisher	9781788051224	Teacher	563	Line 7 after numbered section	conventions such	conventions, such
Publisher	9781788051224	Teacher	568	Cooperative Learning Interactions, line 5	interaction students	interaction, students
Publisher	9781788051224	Teacher	592	Last line but one	will they use.	will they use?
Publisher	9781788051224	Teacher	592	Last line	Ask groups to compare	Ask groups to consult
Publisher	9781788051224	Teacher	593	Activity C, line 4	critique each group's	critique other groups
Publisher	9781788051224	Teacher	593	Activity E, line 4	companies who provide	companies which provide
Publisher	9781788051224	Teacher	595	Activity C, line 1	present second	present a second
Publisher	9781788051224	Teacher	596	Activity C, line 3	present next draft to teacher.	present the next draft to the teacher.
Publisher	9781788051224	Teacher	596	Activity D line vii	viii on wrong line	move to line below
Publisher	9781788051224	Teacher	606	Activity A, line 2	to make an event one page poster	to make a one page event poster
Publisher	9781788051224	Teacher	607	Activity D, line 3	posters to teacher	posters to the teacher

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English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with Online Class Set (9781788052252) and Online only Class Set (9781788052269)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788051224	Teacher	618	Community - Online library;, line 2	animals. Page 38 of above project and also discuss	animals (Page 38 of the above project). Also discuss
Publisher	9781788051224	Teacher	642	Line 3 after number 3.	different to that	different than that
Publisher	9781788051224	Teacher	642	Activity B, line 1	documentation to	documentation, to
Publisher	9781788051224	Teacher	650	Activity C, line 2	the letter they	the letter, they
Publisher	9781788051224	Teacher	664	Preparing to play an active role as citizens, line 1	That they	Know that they
Publisher	9781788051224	Teacher	665	Bullet 1, line 2	they didn't know	they did not know
Publisher	9781788051224	Teacher	665	Bullet 2, line 2	things such	things, such
Publisher	9781788051224	Teacher	665	Bullet 3, line 1	information are organised.	information is organized.
Publisher	9781788051224	Teacher	666	Community - Online library;, line 1	make Star	make a Star
Publisher	9781788051224	Teacher	666	Community - Online library;, line 2	Highlight it informs	Highlight that it informs
Publisher	9781788051224	Teacher	692	Bullet 7	small magents	small magnets
Publisher	9781788051224	Teacher	700	Activity A, line 2	about caving?	about caving.
Publisher	9781788051224	Teacher	700	Activity A, line 10	class answer	class, answer
Publisher	9781788051224	Teacher	701	Activity D, line 4	better explore than	better explorer than
Publisher	9781788051224	Teacher	701	Activity D, line 4	presentation each	presentation, each
Publisher	9781788051224	Teacher	701	Activity E, line 3	upon the debate.	upon the debate?
Publisher	9781788051224	Teacher	701	Activity E, line 4	class discuss	class, discuss
Publisher	9781788051224	Teacher	713	Using and applying mathematics, second bullet, line 3	organising	organizing
Publisher	9781788051224	Teacher	715	Last line	Why or why not.	Why or why not?
Publisher	9781788051224	Teacher	713	Using and applying mathematics, second bullet, line 3	organising	organizing
Publisher	9781788051224	Teacher	715	Last line	Why or why not.	Why or why not?

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	3	Procedure, line 10	them this	them that this
Publisher	9781788050395	Teacher	3	Procedure, line 12	question they	question, they
Publisher	9781788050395	Teacher	4	Whole group – main discussion, line 8	‘by committee’ such	‘by committee’, such
Publisher	9781788050395	Teacher	48	Lesson Overview:, line 3	and drip onto	and drips onto
Publisher	9781788050395	Teacher	48	Lesson Overview:, line 4	powered	powdered
Publisher	9781788050395	Teacher	48	Bullet 1, line 1	every	each of the?
Publisher	9781788050395	Teacher	48	Bullet 1, line 1	incandescant	incandescent
Publisher	9781788050395	Teacher	48	Bullet 2, line 6	Text in wrong place	move text up to end of line 5
Publisher	9781788050395	Teacher	60	Line 2	complete	entire
Publisher	9781788050395	Teacher	61	Extension Activity:, line 1	complete Captain Confidence	complete the Captain Confidence
Publisher	9781788050395	Teacher	61	ABC I Love My Life - Online library, line 1	Within it they	Within it, they
Publisher	9781788050395	Teacher	61	ABC I Love My Life - Online library, line 3	provide	enable
Publisher	9781788050395	Teacher	69	Ideas for ELL, line 2	phonemes and	phonemes,
Publisher	9781788050395	Teacher	69	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050395	Teacher	93	Teacher instructions:, line 3	Text in wrong place	move text up to end of line 2
Publisher	9781788050395	Teacher	93	Number ii, line 11	vowel, does	vowel. Does
Publisher	9781788050395	Teacher	93	Number ii, line 13	end, does	end. Does
Publisher	9781788050395	Teacher	94	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	95	Activity C vi, line 4	analyse	analyze
Publisher	9781788050395	Teacher	99	Activity B line 1	from Amelia Rose	from the Amelia Rose
Publisher	9781788050395	Teacher	99	Activity B line 1	word	words
Publisher	9781788050395	Teacher	100	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	101	Activity C vi, line 4	analyse	analyze
Publisher	9781788050395	Teacher	104	Teacher instructions: line 3	Text in wrong place	move text up

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	104	Activity B line 1	word	words
Publisher	9781788050395	Teacher	104	Activity B line 2	wall	Wall
Publisher	9781788050395	Teacher	105	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	106	Activity C vi, line 4	analyse	analyze
Publisher	9781788050395	Teacher	109	Other TPS Reading Materials: line 2	the water cycle?	the water cycle.
Publisher	9781788050395	Teacher	109	Reader Activity Book focus: Olympic Reader Book 2: line 2	their home state.	their home state?
Publisher	9781788050395	Teacher	110	Objective line 1	have confidence	have the confidence
Publisher	9781788050395	Teacher	110	Objective line 1	ensure students	ensure that students
Publisher	9781788050395	Teacher	110	Objective line 3	show they	show that they
Publisher	9781788050395	Teacher	110	Objective line 7	application	applications
Publisher	9781788050395	Teacher	110	Objective line 8	project	projects
Publisher	9781788050395	Teacher	116	Daily reading line 2	Use the Amelia Rose, Lewis Family	Use the Amelia Rose and Lewis Family
Publisher	9781788050395	Teacher	117	Ideas for ELL, line 1	their native language	their first language
Publisher	9781788050395	Teacher	117	Ideas for at home, line1	3	2
Publisher	9781788050395	Teacher	118	Summary Discussion, line 6	communications?	communications.
Publisher	9781788050395	Teacher	136	Teacher instructions: line 1	Complete Amelia Rose activity	Complete the Amelia Rose activity
Publisher	9781788050395	Teacher	136	Activity D, line 3	idiom and homograph.	idiom or homograph.
Publisher	9781788050395	Teacher	146	Acitivity D, homograph line 1	have same meaning	have the same meaning
Publisher	9781788050395	Teacher	146	Acitivity D, homograph line 1	but may not	but that may not
Publisher	9781788050395	Teacher	161	Activity A, line 3	to give to rest of class.	to give to the rest of the class.
Publisher	9781788050395	Teacher	162	Activity D, line 11	word(S)	word(s)
Publisher	9781788050395	Teacher	164	Materials, line 16	object such as	objects such as
Publisher	9781788050395	Teacher	190	Answers, line 5	the same way but may not	the same way, but that may not

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	191	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050395	Teacher	193	Scaffolding information, line 13	correctly pronounced, listen to	correctly pronounced, and to listen to
Publisher	9781788050395	Teacher	197	Ideas for ELL, line 5	their native language	their first language
Publisher	9781788050395	Teacher	208	Teacher instructions: line 11	for Amelia Rose,	for Amelia Rose.
Publisher	9781788050395	Teacher	208	Teacher instructions: line 15	why is their category important	why their category is important
Publisher	9781788050395	Teacher	208	Teacher instructions: line 16	in the chapter?	in the chapter.
Publisher	9781788050395	Teacher	208	Vocabulary box, Characters: line 1	persons in a story	persons or animals in a story
Publisher	9781788050395	Teacher	208	Vocabulary box, Discussion: line 2	or some to a decision	or come to a decision
Publisher	9781788050395	Teacher	208	Vocabulary box, Genre: line 1	drama, romance, horror	drama, adventure
Publisher	9781788050395	Teacher	210	Italicized text at bottom, line 8	practise	practice
Publisher	9781788050395	Teacher	225	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050395	Teacher	226	Line 4	this task then complete the activity	this task, then undertake the activity
Publisher	9781788050395	Teacher	230	Daily reading, line 10	expressions, basic	expressions, and basic
Publisher	9781788050395	Teacher	231	Ideas for at home, line 5	spend an additional 15 minutes	spend a further 15 minutes
Publisher	9781788050395	Teacher	231	Ideas for at home, line 7	and detail as more in English	and detail, as more English
Publisher	9781788050395	Teacher	244	Teacher instructions: para 3, line 6	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050395	Teacher	244	Teacher instructions: para 3, line 7	It may be the author is the same.	It may be that the author is the same.
Publisher	9781788050395	Teacher	245	Vocabulary box, Characters: line 1	persons in a story	persons and animals in a story
Publisher	9781788050395	Teacher	245	Vocabulary box, Genre: line 1	drama, romance, horror	drama, adventure
Publisher	9781788050395	Teacher	247	Italicized text at bottom, line 8	practise	practice
Publisher	9781788050395	Teacher	263	Objective, line 2	texts that get increasingly more difficult	texts that become increasingly difficult
Publisher	9781788050395	Teacher	265	Teacher Lesson Notes, line 11	help them practice	help them to practice
Publisher	9781788050395	Teacher	266	No.6, line 6	owned one themself.	owned one themselves.

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	266	No.7, line 2	that isn't exactly said in the book,	that is not exactly stated in the book,
Publisher	9781788050395	Teacher	266	No.7, line 5	combine information so they	combine information; so they
Publisher	9781788050395	Teacher	267	Ideas for ELL, line 3	Key vocabulary should be available in both languages.	Key vocabulary should be available in different languages, as appropriate.
Publisher	9781788050395	Teacher	292	Activity A, line 1	Explain to students what the three key reasons an author writes text.	Explain to students that there are three key reasons why an author writes text.
Publisher	9781788050395	Teacher	292	Activity A, line 2	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	292	Activity A, line 6	the story first section	the story's first section
Publisher	9781788050395	Teacher	293	Activity C, line 8	help they know what they are about to do and or understand	help them to know what they are about to do and/or understand
Publisher	9781788050395	Teacher	293	Activity F, line 12	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	294	Activity H, line 9	detailed notes responses about the	detailed notes of their responses to the
Publisher	9781788050395	Teacher	294	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	294	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	297	Activity A, line 1	Ask students to tell you what the three key reasons an author writes text.	Ask students to tell you that there are three key reasons why an author writes text.
Publisher	9781788050395	Teacher	297	Activity A, line 2	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	298	Activity D, line 2	appear, what materials	appear, which materials
Publisher	9781788050395	Teacher	298	Activity D, line 3	work best, what shapes	work best, and what shapes
Publisher	9781788050395	Teacher	298	Activity F, line 8	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	298	Activity G, line 3	Explain what materials sink and float.	Explain which materials sink and which ones float.
Publisher	9781788050395	Teacher	299	Activity H, line 9	detailed notes responses	detailed notes of responses
Publisher	9781788050395	Teacher	299	Activity H, line 18	that sometimes authors do not write the facts but	that, sometimes, authors do not write the facts, but
Publisher	9781788050395	Teacher	299	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	299	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	310	Activity A, line 2	reasons an author writes text.	reasons why an author writes text.
Publisher	9781788050395	Teacher	310	Activity A, line 3	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	310	Activity A, line 8	curricula	curricular

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	311	Activity D, line 2	to appear, what color	to appear; what color
Publisher	9781788050395	Teacher	311	Activity E, line 2	comparison	comparisons
Publisher	9781788050395	Teacher	311	Activity F, line 9	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	312	Activity G, line 3	Explain what materials	Explain which materials
Publisher	9781788050395	Teacher	312	Activity H, line 9	notes responses	notes of responses
Publisher	9781788050395	Teacher	312	Activity H, line 10	about the same topics.	on the same topics.
Publisher	9781788050395	Teacher	312	Activity H, line 11	work in Andre and Hedy story and their	work in the Andre and Hedy story, their
Publisher	9781788050395	Teacher	312	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	312	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	314	Teacher tip, line 3	hot glue rather than apply it themselves the risk	hot glue, rather than apply it themselves, the risk
Publisher	9781788050395	Teacher	319	No.6, line 2	round up the nearest	round up to the nearest
Publisher	9781788050395	Teacher	320	No.6,b, line 2	subtraction make sense.	subtraction make sense?
Publisher	9781788050395	Teacher	320	No.8, line 6	students that really enjoy	students who really enjoy
Publisher	9781788050395	Teacher	352	Line 7	Tell students it is important	Remind them that it is important
Publisher	9781788050395	Teacher	352	Line 8	statements that you make. Tell students to retell a text	statements that they make. Explain to students that to retell a text
Publisher	9781788050395	Teacher	352	Line 11	Tell students this means you	Reiterate that this means you
Publisher	9781788050395	Teacher	352	Line 12	don't	do not
Publisher	9781788050395	Teacher	352	Line 13	and condense the story in to bullet points.	and sometimes condense the story into bullet points.
Publisher	9781788050395	Teacher	352	Line 12	instead reword it in to your own	instead put it into your own
Publisher	9781788050395	Teacher	355	Daily reading, line 6	reading ensure students are developing their basic sight vocabulary, and	reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050395	Teacher	357	Bullet point 4, line 1	vocabular	vocabulary
Publisher	9781788050395	Teacher	377	Activity D, line 6	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	377	Activity F, line 1	about movement	about the movement
Publisher	9781788050395	Teacher	388	Activity D, line 5	inaccuracy or gap	inaccuracy, gap

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	400	Activity A, line 9	predicitons	predictions
Publisher	9781788050395	Teacher	401	Activity D, line 5	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	401	Activity E, line 6	minichopper	mini-chopper
Publisher	9781788050395	Teacher	409	Language for Communication, line 5	Enjoy listening to and using spoken	Enjoy listening to, and using, spoken
Publisher	9781788050395	Teacher	409	Life processes, line 1	That animals,	Know that animals,
Publisher	9781788050395	Teacher	410	Bullet point 3, line 1	eat	eats
Publisher	9781788050395	Teacher	410	Bullet point 3, line 2	can help identify	can help to identify
Publisher	9781788050395	Teacher	411	Other TPS Reading Materials: line 1	carpet	Carpet
Publisher	9781788050395	Teacher	416	Daily reading, line 6	reading ensure students developing their basic sight vocabulary, and	reading, ensure that students developing their basic sight vocabulary, and are
Publisher	9781788050395	Teacher	434	Activity B, line 5	kind, horrid.	kind, or horrid.
Publisher	9781788050395	Teacher	435	Activity D, line 11	sun	Sun
Publisher	9781788050395	Teacher	445	Activity B, line 3	evidence either in text or graphics to	evidence, either in text or graphics, to
Publisher	9781788050395	Teacher	458	Activity B, line 2	left side have them draw to detail the Outside	left side, have them draw to detail the outside
Publisher	9781788050395	Teacher	458	Activity B, line 4	right side have the students create an Inside	right side, have the students create an inside
Publisher	9781788050395	Teacher	458	Activity B, line 5	choose but must	choose, but they must
Publisher	9781788050395	Teacher	459	Activity C, line 2	and by reading aloud from the story support	and, by reading aloud from the story, support
Publisher	9781788050395	Teacher	465	Procedure, line 6	and in groups they	and, in groups, they
Publisher	9781788050395	Teacher	472	Line 9	one sense such as an audiobook which or a videobook.	one sense, such as an audiobook or a videobook.
Publisher	9781788050395	Teacher	472	Line 10	non-fiction informational texts from the classroom library	non-fiction texts from the classroom library,
Publisher	9781788050395	Teacher	472	Line 14	pick out the parts	highlight the parts
Publisher	9781788050395	Teacher	493	Activity A, line 1	fable and fairy tale?	fable and fairy tale.
Publisher	9781788050395	Teacher	493	Activity A, line 5	founded by fact;	founded on fact;
Publisher	9781788050395	Teacher	494	Activity D, i, line 2	fairy tale or fable or folk tale.	fairy tale, fable or folktale.
Publisher	9781788050395	Teacher	494	Activity D, ii, line 3	and graphics and	and graphics are there, and

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	494	Activity D, ii, line 4	appear	appears
Publisher	9781788050395	Teacher	494	Activity D, iii, line 2	order and any cause and effect that appears in	order and are there any cause and effect statements that appear in
Publisher	9781788050395	Teacher	494	Activity D, iii, line 3	the works.	the works?
Publisher	9781788050395	Teacher	495	Activity F, line 3	for students, ask	for students; ask
Publisher	9781788050395	Teacher	506	Activity A, line 2	fairy tale? Ask	fairy tale. Ask
Publisher	9781788050395	Teacher	506	Activity A, line 5	not founded by fact;	not founded on fact;
Publisher	9781788050395	Teacher	507	Activity C, line 3	and setting?	and the setting?
Publisher	9781788050395	Teacher	507	Activity D, i, line 2	folk tale. Each group must support statements	folktale. Each group must reinforce statements
Publisher	9781788050395	Teacher	507	Activity D, ii, line 3	graphics and	graphics are there, and
Publisher	9781788050395	Teacher	507	Activity D, ii, line 4	appear	appears
Publisher	9781788050395	Teacher	507	Activity D, iii, line 3	order and any cause and effect that appears in	order and are there any cause and effect statements that appear in
Publisher	9781788050395	Teacher	508	Activity F, line 3	for students, ask	for students; ask
Publisher	9781788050395	Teacher	519	Teach instructions: line 14	Or the very famous	or, the very famous
Publisher	9781788050395	Teacher	520	Activity C, line 5	help voters decide	help voters to decide
Publisher	9781788050395	Teacher	521	Activity F, line 4	Which pair wins.	Which pair wins?
Publisher	9781788050395	Teacher	535	Introduction, line 1	sun	Sun
Publisher	9781788050395	Teacher	535	Life processes and living things: Living things in their environment, line 3	About how	To find out about how
Publisher	9781788050395	Teacher	539	Line 5	but all of which are in fear	but which are all in fear
Publisher	9781788050395	Teacher	539	Line 11	the reader visualize the story.	the reader to visualize the story.
Publisher	9781788050395	Teacher	540	Procedure, line 7	pictures help tell to the story?	pictures help to tell the story?
Publisher	9781788050395	Teacher	543	Ideas for ELL, line 3	language	languages
Publisher	9781788050395	Teacher	561	Activity A, line 1	students learn?	students learn.
Publisher	9781788050395	Teacher	562	Activity E, line 2	begin review that they recall	begin, review whether they recall

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	562	Activity E, line 8	Now ask each student to find	Now, ask students to find
Publisher	9781788050395	Teacher	562	Activity F, line 2	know there	know that there
Publisher	9781788050395	Teacher	572	Activity C, line 3	help them learn	help them to learn
Publisher	9781788050395	Teacher	573	Activity E, line 9	Now ask each student to find	Now, ask students to find
Publisher	9781788050395	Teacher	587	Line 1	I love my pet	I Love my Pet
Publisher	9781788050395	Teacher	588	Other TPS Reading Materials: line 1	Poetry, is there repetition?	Poetry; is there repetition?
Publisher	9781788050395	Teacher	588	Interior and Northern Alaska Coloring Book:	this text, how the	this text, and how the
Publisher	9781788050395	Teacher	590	Scaffolding information, line 12	english	English
Publisher	9781788050395	Teacher	590	Scaffolding information, line 15	english	English
Publisher	9781788050395	Teacher	590	Scaffolding information, line 16	Grade 1 such as nouns that will help	Grade 1, such as nouns, that will help
Publisher	9781788050395	Teacher	590	Common misconceptions	english	English
Publisher	9781788050395	Teacher	595	Ideas for ELL, line 2	english	English
Publisher	9781788050395	Teacher	595	Ideas for at home, line 4	english	English
Publisher	9781788050395	Teacher	619	Activity B, i, line 1	Each group present their work to teacher.	Each group presents their work to the teacher.
Publisher	9781788050395	Teacher	619	Activity C, line 6	Create final draft	Create the final draft
Publisher	9781788050395	Teacher	619	Activity C, line 7	Remain in same groups	Remain in the same groups
Publisher	9781788050395	Teacher	631	Activity A, line 2	their writing, how best	their writing, and how best
Publisher	9781788050395	Teacher	632	Activity B, i, line 1	complete	completes
Publisher	9781788050395	Teacher	632	Activity B, ii, line 4	and for example, review use of repetition.	and, for example, review the use of repetition.
Publisher	9781788050395	Teacher	632	Activity C, line 7	Remain in same groups	Remain in the same groups
Publisher	9781788050395	Teacher	644	Activity A, line 6	they will share	the group will share
Publisher	9781788050395	Teacher	645	Activity B, i, line 1	Each group create their plan and present their work to teacher.	Each group creates their plan and presents their work to the teacher.
Publisher	9781788050395	Teacher	650	No.3, line 2	you	your
Publisher	9781788050395	Teacher	651	No.9, line 2	certain it	certain it is

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM Into English Language Arts & Reading Grade Two - Print Class Set (9781788052306)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	651	No.1, line 2	that by entering the area they may	that, by entering the area, they may
Publisher	9781788050395	Teacher	655	Life processes and living things: Humans and other animals, line 1	About the role	Learn about the role
Publisher	9781788050395	Teacher	656	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050395	Teacher	656	Other TPS Reading materials: line 4	what	which
Publisher	9781788050395	Teacher	679	Activity B, line 3	prediction, process steps and	prediction, and process steps, and
Publisher	9781788050395	Teacher	689	Activity A, line 2	and tell class	and tell the class
Publisher	9781788050395	Teacher	689	Activity B, line 3	and course for it	and a course for it
Publisher	9781788050395	Teacher	701	Teacher instructions: line 2	Today they will become palaeontologists.	Today, they will become paleontologists.
Publisher	9781788050395	Teacher	701	Activity C, line 1	robber	robbers
Publisher	9781788050395	Teacher	709	Developing a healthy, safer lifestyle, line 1	The names	Know the names
Publisher	9781788050395	Teacher	710	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050395	Teacher	711	Reader Activity Book focus: line 2	stay healthy	stay healthy?
Publisher	9781788050395	Teacher	713	Line 7	doesn't	does not
Publisher	9781788050395	Teacher	737	Teacher instructions: line 2	moon	Moon
Publisher	9781788050395	Teacher	737	Whole page	moon	capital M for 'the Moon' each time it appears
Publisher	9781788050395	Teacher	737	Activity B, line 5	Discuss as a class how they can	Discuss, as a class, how they can
Publisher	9781788050395	Teacher	738	Activity D, line 7	what is a citation?	what is a citation.
Publisher	9781788050395	Teacher	747	Activity A, line 6	review any then open questions.	review any remaining open questions.
Publisher	9781788050395	Teacher	747	Activity B, line 11	to develop and then follow their research plan.	to develop, and then follow, their research plan.
Publisher	9781788050395	Teacher	748	Activity C, line 7	or friends, a source	or friends; a source
Publisher	9781788050395	Teacher	748	Activity F, line 1	Have	Have the
Publisher	9781788050395	Teacher	748	Activity F, line 2	class critique and have any amendments	class critique the presentation and have any amendments
Publisher	9781788050395	Teacher	760	Teacher instructions: line 1	helps plants make	helps plants to make

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	760	Teacher instructions: line 2	that animals eat, such as cows.	that animals, such as cows, eat.
Publisher	9781788050395	Teacher	760	Teacher instructions: line 6	Explain that today they	Explain that, today, they
Publisher	9781788050395	Teacher	760	Activity A, line 4	from food.	from food?
Publisher	9781788050395	Teacher	760	Activity B, line 7	a florist face	a florist face?
Publisher	9781788050395	Teacher	761	Activity D, line 4	Class then vote and confirm best sources.	The class then votes and confirms the best sources.
Publisher	9781788050395	Teacher	761	Activity G, line 2	a poem, a written report for example.	a poem, or a written report, for example.
Publisher	9781788050395	Teacher	765	No.2, line 2	what	which
Publisher	9781788050395	Teacher	768	Teacher tip, line 1	sample questions, you will	sample questions; you will
Publisher	9781788050395	Teacher	769	No.4, line 1	Like	like
Publisher	9781788050395	Teacher	769	No.4, line 4	Don't	Do not
Publisher	9781788050395	Teacher	769	Teacher tip: line 4	who	whose
Publisher	9781788050395	Teacher	769	Teacher tip: line 2	I	A
Publisher	9781788050395	Teacher	771	Other TPS Reading materials: line 2	help us stay healthy.	help us to stay healthy.

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with basic online class set (9781788051026)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	3	Procedure, line 10	didn't	did not
Publisher	9781788050395	Teacher	3	Procedure, line 10	them this	them that this
Publisher	9781788050395	Teacher	3	Procedure, line 12	question they	question, they
Publisher	9781788050395	Teacher	4	Whole group – main discussion, line 8	'by committee' such	'by committee', such
Publisher	9781788050395	Teacher	48	Lesson Overview:, line 3	and drip onto	and drips onto
Publisher	9781788050395	Teacher	48	Lesson Overview:, line 4	powered	powdered
Publisher	9781788050395	Teacher	48	Bullet 1, line 1	every	each of the?
Publisher	9781788050395	Teacher	48	Bullet 1, line 1	incandescent	incandescent
Publisher	9781788050395	Teacher	48	Bullet 2, line 6	Text in wrong place	move text up to end of line 5
Publisher	9781788050395	Teacher	60	Line 2	complete	entire
Publisher	9781788050395	Teacher	61	Extension Activity:, line 1	complete Captain Confidence	complete the Captain Confidence
Publisher	9781788050395	Teacher	61	ABC I Love My Life - Online library, line 1	Within it they	Within it, they
Publisher	9781788050395	Teacher	61	ABC I Love My Life - Online library, line 3	provide	enable
Publisher	9781788050395	Teacher	69	Ideas for ELL, line 2	phonemes and	phonemes,
Publisher	9781788050395	Teacher	69	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050395	Teacher	93	Teacher instructions:, line 3	Text in wrong place	move text up to end of line 2
Publisher	9781788050395	Teacher	93	Number ii, line 11	vowel, does	vowel. Does
Publisher	9781788050395	Teacher	93	Number ii, line 13	end, does	end. Does
Publisher	9781788050395	Teacher	94	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	95	Activity C vi, line 4	analyse	analyze
Publisher	9781788050395	Teacher	99	Activity B line 1	from Amelia Rose	from the Amelia Rose
Publisher	9781788050395	Teacher	99	Activity B line 1	word	words
Publisher	9781788050395	Teacher	100	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	101	Activity C vi, line 4	analyse	analyze

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. <i>STEAM into English Language Arts & Reading Grade Two - Print with basic online class set</i> (9781788051026)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	104	Teacher instructions: line 3	Text in wrong place	move text up
Publisher	9781788050395	Teacher	104	Activity B line 1	word	words
Publisher	9781788050395	Teacher	104	Activity B line 2	wall	Wall
Publisher	9781788050395	Teacher	105	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	106	Activity C vi, line 4	analyse	analyze
Publisher	9781788050395	Teacher	109	Other TPS Reading Materials: line 2	the water cycle?	the water cycle.
Publisher	9781788050395	Teacher	109	Reader Activity Book focus: Olympic Reader	their home state.	their home state?
Publisher	9781788050395	Teacher	110	Objective line 1	have confidence	have the confidence
Publisher	9781788050395	Teacher	110	Objective line 1	ensure students	ensure that students
Publisher	9781788050395	Teacher	110	Objective line 3	show they	show that they
Publisher	9781788050395	Teacher	110	Objective line 7	application	applications
Publisher	9781788050395	Teacher	110	Objective line 8	project	projects
Publisher	9781788050395	Teacher	116	Daily reading line 2	Use the Amelia Rose, Lewis Family	Use the Amelia Rose and Lewis Family
Publisher	9781788050395	Teacher	117	Ideas for ELL, line 1	their native language	their first language
Publisher	9781788050395	Teacher	117	Ideas for at home, line1	3	2
Publisher	9781788050395	Teacher	118	Summary Discussion, line 6	communications?	communications.
Publisher	9781788050395	Teacher	136	Teacher instructions: line 1	Complete Amelia Rose activity	Complete the Amelia Rose activity
Publisher	9781788050395	Teacher	136	Activity D, line 3	idiom and homograph.	idiom or homograph.
Publisher	9781788050395	Teacher	146	Acitivity D, homograph line 1	have same meaning	have the same meaning
Publisher	9781788050395	Teacher	146	Acitivity D, homograph line 1	but may not	but that may not
Publisher	9781788050395	Teacher	161	Activity A, line 3	to give to rest of class.	to give to the rest of the class.
Publisher	9781788050395	Teacher	162	Activity D, line 11	word(\$)	word(s)
Publisher	9781788050395	Teacher	164	Materials, line 16	object such as	objects such as
Publisher	9781788050395	Teacher	190	Answers, line 5	the same way but may not	the same way, but that may not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	191	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050395	Teacher	193	Scaffolding information, line 13	correctly pronounced, listen to	correctly pronounced, and to listen to
Publisher	9781788050395	Teacher	197	Ideas for ELL, line 5	their native language	their first language
Publisher	9781788050395	Teacher	208	Teacher instructions: line 11	for Amelia Rose,	for Amelia Rose.
Publisher	9781788050395	Teacher	208	Teacher instructions: line 15	why is their category important	why their category is important
Publisher	9781788050395	Teacher	208	Teacher instructions: line 16	in the chapter?	in the chapter.
Publisher	9781788050395	Teacher	208	Vocabulary box, Characters: line 1	persons in a story	persons or animals in a story
Publisher	9781788050395	Teacher	208	Vocabulary box, Discussion: line 2	or some to a decision	or come to a decision
Publisher	9781788050395	Teacher	208	Vocabulary box, Genre: line 1	drama, romance, horror	drama, adventure
Publisher	9781788050395	Teacher	210	Italicized text at bottom, line 8	practise	practice
Publisher	9781788050395	Teacher	225	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050395	Teacher	226	Line 4	this task then complete the activity	this task, then undertake the activity
Publisher	9781788050395	Teacher	230	Daily reading, line 10	expressions, basic	expressions, and basic
Publisher	9781788050395	Teacher	231	Ideas for at home, line 5	spend an additional 15 minutes	spend a further 15 minutes
Publisher	9781788050395	Teacher	231	Ideas for at home, line 7	and detail as more in English	and detail, as more English
Publisher	9781788050395	Teacher	244	Teacher instructions: para 3, line 6	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050395	Teacher	244	Teacher instructions: para 3, line 7	It may be the author is the same.	It may be that the author is the same.
Publisher	9781788050395	Teacher	245	Vocabulary box, Characters: line 1	persons in a story	persons and animals in a story
Publisher	9781788050395	Teacher	245	Vocabulary box, Genre: line 1	drama, romance, horror	drama, adventure
Publisher	9781788050395	Teacher	247	Italicized text at bottom, line 8	practise	practice
Publisher	9781788050395	Teacher	263	Objective, line 2	texts that get increasingly more difficult	texts that become increasingly difficult
Publisher	9781788050395	Teacher	265	Teacher Lesson Notes, line 11	help them practice	help them to practice
Publisher	9781788050395	Teacher	266	No.6, line 6	owned one themself.	owned one themselves.
Publisher	9781788050395	Teacher	266	No.7, line 2	that isn't exactly said in the book,	that is not exactly stated in the book,

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	266	No.7, line 5	combine information so they	combine information; so they
Publisher	9781788050395	Teacher	267	Ideas for ELL, line 3	Key vocabulary should be available in both languages.	Key vocabulary should be available in different languages, as appropriate.
Publisher	9781788050395	Teacher	292	Activity A, line 1	Explain to students what the three key reasons an author writes text.	Explain to students that there are three key reasons why an author writes text.
Publisher	9781788050395	Teacher	292	Activity A, line 2	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	292	Activity A, line 6	the story first section	the story's first section
Publisher	9781788050395	Teacher	293	Activity C, line 8	help they know what they are about to do and or understand	help them to know what they are about to do and/or understand
Publisher	9781788050395	Teacher	293	Activity F, line 12	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	294	Activity H, line 9	detailed notes responses about the	detailed notes of their responses to the
Publisher	9781788050395	Teacher	294	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	294	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	297	Activity A, line 1	Ask students to tell you what the three key reasons an author writes text.	Ask students to tell you that there are three key reasons why an author writes text.
Publisher	9781788050395	Teacher	297	Activity A, line 2	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	298	Activity D, line 2	appear, what materials	appear, which materials
Publisher	9781788050395	Teacher	298	Activity D, line 3	work best, what shapes	work best, and what shapes
Publisher	9781788050395	Teacher	298	Activity F, line 8	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	298	Activity G, line 3	Explain what materials sink and float.	Explain which materials sink and which ones float.
Publisher	9781788050395	Teacher	299	Activity H, line 9	detailed notes responses	detailed notes of responses
Publisher	9781788050395	Teacher	299	Activity H, line 18	that sometimes authors do not write the facts but	that, sometimes, authors do not write the facts, but
Publisher	9781788050395	Teacher	299	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	299	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	310	Activity A, line 2	reasons an author writes text.	reasons why an author writes text.
Publisher	9781788050395	Teacher	310	Activity A, line 3	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	310	Activity A, line 8	curricula	curricular
Publisher	9781788050395	Teacher	311	Activity D, line 2	to appear, what color	to appear; what color

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	311	Activity E, line 2	comparison	comparisons
Publisher	9781788050395	Teacher	311	Activity F, line 9	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	312	Activity G, line 3	Explain what materials	Explain which materials
Publisher	9781788050395	Teacher	312	Activity H, line 9	notes responses	notes of responses
Publisher	9781788050395	Teacher	312	Activity H, line 10	about the same topics.	on the same topics.
Publisher	9781788050395	Teacher	312	Activity H, line 11	work in Andre and Hedy story and their	work in the Andre and Hedy story, their
Publisher	9781788050395	Teacher	312	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	312	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	314	Teacher tip, line 3	hot glue rather than apply it themselves the risk	hot glue, rather than apply it themselves, the risk
Publisher	9781788050395	Teacher	319	No.6, line 2	round up the nearest	round up to the nearest
Publisher	9781788050395	Teacher	320	No.6,b, line 2	subtraction make sense.	subtraction make sense?
Publisher	9781788050395	Teacher	320	No.8, line 6	students that really enjoy	students who really enjoy
Publisher	9781788050395	Teacher	352	Line 7	Tell students it is important	Remind them that it is important
Publisher	9781788050395	Teacher	352	Line 8	statements that you make. Tell students to retell a text	statements that they make. Explain to students that to retell a text
Publisher	9781788050395	Teacher	352	Line 11	Tell students this means you	Reiterate that this means you
Publisher	9781788050395	Teacher	352	Line 12	don't	do not
Publisher	9781788050395	Teacher	352	Line 13	and condense the story in to bullet points.	and sometimes condense the story into bullet points.
Publisher	9781788050395	Teacher	352	Line 12	instead reword it in to your own	instead put it into your own
Publisher	9781788050395	Teacher	355	Daily reading, line 6	reading ensure students are developing their basic sight vocabulary, and	reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050395	Teacher	357	Bullet point 4, line 1	vocabular	vocabulary
Publisher	9781788050395	Teacher	377	Activity D, line 6	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	377	Activity F, line 1	about movement	about the movement
Publisher	9781788050395	Teacher	388	Activity D, line 5	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	400	Activity A, line 9	predicitons	predictions

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	401	Activity D, line 5	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	401	Activity E, line 6	minichopper	mini-chopper
Publisher	9781788050395	Teacher	409	Language for Communication, line 5	Enjoy listening to and using spoken	Enjoy listening to, and using, spoken
Publisher	9781788050395	Teacher	409	Life processes, line 1	That animals,	Know that animals,
Publisher	9781788050395	Teacher	410	Bullet point 3, line 1	eat	eats
Publisher	9781788050395	Teacher	410	Bullet point 3, line 2	can help identify	can help to identify
Publisher	9781788050395	Teacher	411	Other TPS Reading Materials: line 1	carpet	Carpet
Publisher	9781788050395	Teacher	416	Daily reading, line 6	reading ensure students developing their basic sight vocabulary, and	reading, ensure that students developing their basic sight vocabulary, and are
Publisher	9781788050395	Teacher	434	Activity B, line 5	kind, horrid.	kind, or horrid.
Publisher	9781788050395	Teacher	435	Activity D, line 11	sun	Sun
Publisher	9781788050395	Teacher	445	Activity B, line 3	evidence either in text or graphics to	evidence, either in text or graphics, to
Publisher	9781788050395	Teacher	458	Activity B, line 2	left side have them draw to detail the Outside	left side, have them draw to detail the outside
Publisher	9781788050395	Teacher	458	Activity B, line 4	right side have the students create an Inside	right side, have the students create an inside
Publisher	9781788050395	Teacher	458	Activity B, line 5	choose but must	choose, but they must
Publisher	9781788050395	Teacher	459	Activity C, line 2	and by reading aloud from the story support	and, by reading aloud from the story, support
Publisher	9781788050395	Teacher	465	Procedure, line 6	and in groups they	and, in groups, they
Publisher	9781788050395	Teacher	472	Line 9	one sense such as an audiobook which or a videobook.	one sense, such as an audiobookor a videobook.
Publisher	9781788050395	Teacher	472	Line 10	non-fiction informational texts from the classroom library	non-fiction texts from the classroom library,
Publisher	9781788050395	Teacher	472	Line 14	pick out the parts	highlight the parts
Publisher	9781788050395	Teacher	493	Activity A, line 1	fable and fairy tale?	fable and fairy tale.
Publisher	9781788050395	Teacher	493	Activity A, line 5	founded by fact;	founded on fact;
Publisher	9781788050395	Teacher	494	Activity D, i, line 2	fairy tale or fable or folk tale.	fairy tale, fable or folktale.
Publisher	9781788050395	Teacher	494	Activity D, ii, line 3	and graphics and	and graphics are there, and
Publisher	9781788050395	Teacher	494	Activity D, ii, line 4	appear	appears

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	494	Activity D, iii, line 2	order and any cause and effect that appears in	order and are there any cause and effect statements that appear in
Publisher	9781788050395	Teacher	494	Activity D, iii, line 3	the works.	the works?
Publisher	9781788050395	Teacher	495	Activity F, line 3	for students, ask	for students; ask
Publisher	9781788050395	Teacher	506	Activity A, line 2	fairy tale? Ask	fairy tale. Ask
Publisher	9781788050395	Teacher	506	Activity A, line 5	not founded by fact;	not founded on fact;
Publisher	9781788050395	Teacher	507	Activity C, line 3	and setting?	and the setting?
Publisher	9781788050395	Teacher	507	Activity D, i, line 2	folk tale. Each group must support statements	folktale. Each group must reinforce statements
Publisher	9781788050395	Teacher	507	Activity D, ii, line 3	graphics and	graphics are there, and
Publisher	9781788050395	Teacher	507	Activity D, ii, line 4	appear	appears
Publisher	9781788050395	Teacher	507	Activity D, iii, line 3	order and any cause and effect that appears in	order and are there any cause and effect statements that appear in
Publisher	9781788050395	Teacher	508	Activity F, line 3	for students, ask	for students; ask
Publisher	9781788050395	Teacher	519	Teach instructions: line 14	Or the very famous	or, the very famous
Publisher	9781788050395	Teacher	520	Activity C, line 5	help voters decide	help voters to decide
Publisher	9781788050395	Teacher	521	Activity F, line 4	Which pair wins.	Which pair wins?
Publisher	9781788050395	Teacher	535	Introduction, line 1	sun	Sun
Publisher	9781788050395	Teacher	535	Life processes and living things: Living things in their environment, line 3	About how	To find out about how
Publisher	9781788050395	Teacher	539	Line 5	but all of which are in fear	but which are all in fear
Publisher	9781788050395	Teacher	539	Line 11	the reader visualize the story.	the reader to visualize the story.
Publisher	9781788050395	Teacher	540	Procedure, line 7	pictures help tell to the story?	pictures help to tell the story?
Publisher	9781788050395	Teacher	543	Ideas for ELL, line 3	language	languages
Publisher	9781788050395	Teacher	561	Activity A, line 1	students learn?	students learn.
Publisher	9781788050395	Teacher	562	Activity E, line 2	begin review that they recall	begin, review whether they recall
Publisher	9781788050395	Teacher	562	Activity E, line 8	Now ask each student to find	Now, ask students to find

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	562	Activity F, line 2	know there	know that there
Publisher	9781788050395	Teacher	572	Activity C, line 3	help them learn	help them to learn
Publisher	9781788050395	Teacher	573	Activity E, line 9	Now ask each student to find	Now, ask students to find
Publisher	9781788050395	Teacher	587	Line 1	I love my pet	I Love my Pet
Publisher	9781788050395	Teacher	588	Other TPS Reading Materials: line 1	Poetry, is there repetition?	Poetry; is there repetition?
Publisher	9781788050395	Teacher	588	Interior and Northern Alaska Coloring Book:	this text, how the	this text, and how the
Publisher	9781788050395	Teacher	590	Scaffolding information, line 12	english	English
Publisher	9781788050395	Teacher	590	Scaffolding information, line 15	english	English
Publisher	9781788050395	Teacher	590	Scaffolding information, line 16	Grade 1 such as nouns that will help	Grade 1, such as nouns, that will help
Publisher	9781788050395	Teacher	590	Common misconceptions	english	English
Publisher	9781788050395	Teacher	595	Ideas for ELL, line 2	english	English
Publisher	9781788050395	Teacher	595	Ideas for at home, line 4	english	English
Publisher	9781788050395	Teacher	619	Activity B, i, line 1	Each group present their work to teacher.	Each group presents their work to the teacher.
Publisher	9781788050395	Teacher	619	Activity C, line 6	Create final draft	Create the final draft
Publisher	9781788050395	Teacher	619	Activity C, line 7	Remain in same groups	Remain in the same groups
Publisher	9781788050395	Teacher	631	Activity A, line 2	their writing, how best	their writing, and how best
Publisher	9781788050395	Teacher	632	Activity B, i, line 1	complete	completes
Publisher	9781788050395	Teacher	632	Activity B, ii, line 4	and for example, review use of repetition.	and, for example, review the use of repetition.
Publisher	9781788050395	Teacher	632	Activity C, line 7	Remain in same groups	Remain in the same groups
Publisher	9781788050395	Teacher	644	Activity A, line 6	they will share	the group will share
Publisher	9781788050395	Teacher	645	Activity B, i, line 1	Each group create their plan and present their work to teacher.	Each group creates their plan and presents their work to the teacher.
Publisher	9781788050395	Teacher	650	No.3, line 2	you	your
Publisher	9781788050395	Teacher	651	No.9, line 2	certain it	certain it is
Publisher	9781788050395	Teacher	651	No.1, line 2	that by entering the area they may	that, by entering the area, they may

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	655	Life processes and living things: Humans and other animals, line 1	About the role	Learn about the role
Publisher	9781788050395	Teacher	656	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050395	Teacher	656	Other TPS Reading materials: line 4	what	which
Publisher	9781788050395	Teacher	679	Activity B, line 3	prediction, process steps and	prediction, and process steps, and
Publisher	9781788050395	Teacher	689	Activity A, line 2	and tell class	and tell the class
Publisher	9781788050395	Teacher	689	Activity B, line 3	and course for it	and a course for it
Publisher	9781788050395	Teacher	701	Teacher instructions: line 2	Today they will become palaeontologists.	Today, they will become paleontologists.
Publisher	9781788050395	Teacher	701	Activity C, line 1	robber	robbers
Publisher	9781788050395	Teacher	709	Developing a healthy, safer lifestyle, line 1	The names	Know the names
Publisher	9781788050395	Teacher	710	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050395	Teacher	711	Reader Activity Book focus: line 2	stay healthy	stay healthy?
Publisher	9781788050395	Teacher	713	Line 7	doesn't	does not
Publisher	9781788050395	Teacher	737	Teacher instructions: line 2	moon	Moon
Publisher	9781788050395	Teacher	737	Whole page	moon	capital M for 'the Moon' each time it appears
Publisher	9781788050395	Teacher	737	Activity B, line 5	Discuss as a class how they can	Discuss, as a class, how they can
Publisher	9781788050395	Teacher	738	Activity D, line 7	what is a citation?	what is a citation.
Publisher	9781788050395	Teacher	747	Activity A, line 6	review any then open questions.	review any remaining open questions.
Publisher	9781788050395	Teacher	747	Activity B, line 11	to develop and then follow their research plan.	to develop, and then follow, their research plan.
Publisher	9781788050395	Teacher	748	Activity C, line 7	or friends, a source	or friends; a source
Publisher	9781788050395	Teacher	748	Activity F, line 1	Have	Have the
Publisher	9781788050395	Teacher	748	Activity F, line 2	class critique and have any amendments	class critique the presentation and have any amendments
Publisher	9781788050395	Teacher	760	Teacher instructions: line 1	helps plants make	helps plants to make
Publisher	9781788050395	Teacher	760	Teacher instructions: line 2	that animals eat, such as cows.	that animals, such as cows, eat.

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TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with basic online class set (9781788051026)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	760	Teacher instructions: line 6	Explain that today they	Explain that, today, they
Publisher	9781788050395	Teacher	760	Activity A, line 4	from food.	from food?
Publisher	9781788050395	Teacher	760	Activity B, line 7	a florist face	a florist face?
Publisher	9781788050395	Teacher	761	Activity D, line 4	Class then vote and confirm best sources.	The class then votes and confirms the best sources.
Publisher	9781788050395	Teacher	761	Activity G, line 2	a poem, a written report for example.	a poem, or a written report, for example.
Publisher	9781788050395	Teacher	765	No.2, line 2	what	which
Publisher	9781788050395	Teacher	768	Teacher tip, line 1	sample questions, you will	sample questions; you will
Publisher	9781788050395	Teacher	769	No.4, line 1	Like	like
Publisher	9781788050395	Teacher	769	No.4, line 4	Don't	Do not
Publisher	9781788050395	Teacher	769	Teacher tip: line 4	who	whose
Publisher	9781788050395	Teacher	769	Teacher tip: line 2	I	A
Publisher	9781788050395	Teacher	771	Other TPS Reading materials: line 2	help us stay healthy.	help us to stay healthy.

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with Online Class Set (9781788052313) and Online only Class Set (9781788052320)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	3	Procedure, line 10	didn't	did not
Publisher	9781788050395	Teacher	3	Procedure, line 10	them this	them that this
Publisher	9781788050395	Teacher	3	Procedure, line 12	question they	question, they
Publisher	9781788050395	Teacher	4	Whole group – main discussion, line 8	'by committee' such	'by committee', such
Publisher	9781788050395	Teacher	48	Lesson Overview:, line 3	and drip onto	and drips onto
Publisher	9781788050395	Teacher	48	Lesson Overview:, line 4	powered	powdered
Publisher	9781788050395	Teacher	48	Bullet 1, line 1	every	each of the?
Publisher	9781788050395	Teacher	48	Bullet 1, line 1	incandescent	incandescent
Publisher	9781788050395	Teacher	48	Bullet 2, line 6	Text in wrong place	move text up to end of line 5
Publisher	9781788050395	Teacher	60	Line 2	complete	entire
Publisher	9781788050395	Teacher	61	Extension Activity:, line 1	complete Captain Confidence	complete the Captain Confidence
Publisher	9781788050395	Teacher	61	ABC I Love My Life - Online library, line 1	Within it they	Within it, they
Publisher	9781788050395	Teacher	61	ABC I Love My Life - Online library, line 3	provide	enable
Publisher	9781788050395	Teacher	69	Ideas for ELL, line 2	phonemes and	phonemes,
Publisher	9781788050395	Teacher	69	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050395	Teacher	93	Teacher instructions:, line 3	Text in wrong place	move text up to end of line 2
Publisher	9781788050395	Teacher	93	Number ii, line 11	vowel, does	vowel. Does
Publisher	9781788050395	Teacher	93	Number ii, line 13	end, does	end. Does
Publisher	9781788050395	Teacher	94	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	95	Activity C vi, line 4	analyse	analyze
Publisher	9781788050395	Teacher	99	Activity B line 1	from Amelia Rose	from the Amelia Rose
Publisher	9781788050395	Teacher	99	Activity B line 1	word	words
Publisher	9781788050395	Teacher	100	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	101	Activity C vi, line 4	analyse	analyze

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	104	Teacher instructions: line 3	Text in wrong place	move text up
Publisher	9781788050395	Teacher	104	Activity B line 1	word	words
Publisher	9781788050395	Teacher	104	Activity B line 2	wall	Wall
Publisher	9781788050395	Teacher	105	Activity C i, line 5	analyse	analyze
Publisher	9781788050395	Teacher	106	Activity C vi, line 4	analyse	analyze
Publisher	9781788050395	Teacher	109	Other TPS Reading Materials: line 2	the water cycle?	the water cycle.
Publisher	9781788050395	Teacher	109	Reader Activity Book focus: Olympic Reader Book 2: line 2	their home state.	their home state?
Publisher	9781788050395	Teacher	110	Objective line 1	have confidence	have the confidence
Publisher	9781788050395	Teacher	110	Objective line 1	ensure students	ensure that students
Publisher	9781788050395	Teacher	110	Objective line 3	show they	show that they
Publisher	9781788050395	Teacher	110	Objective line 7	application	applications
Publisher	9781788050395	Teacher	110	Objective line 8	project	projects
Publisher	9781788050395	Teacher	116	Daily reading line 2	Use the Amelia Rose, Lewis Family	Use the Amelia Rose and Lewis Family
Publisher	9781788050395	Teacher	117	Ideas for ELL, line 1	their native language	their first language
Publisher	9781788050395	Teacher	117	Ideas for at home, line1	3	2
Publisher	9781788050395	Teacher	118	Summary Discussion, line 6	communications?	communications.
Publisher	9781788050395	Teacher	136	Teacher instructions: line 1	Complete Amelia Rose activity	Complete the Amelia Rose activity
Publisher	9781788050395	Teacher	136	Activity D, line 3	idiom and homograph.	idiom or homograph.
Publisher	9781788050395	Teacher	146	Acitivity D, homograph line 1	have same meaning	have the same meaning
Publisher	9781788050395	Teacher	146	Acitivity D, homograph line 1	but may not	but that may not
Publisher	9781788050395	Teacher	161	Activity A, line 3	to give to rest of class.	to give to the rest of the class.
Publisher	9781788050395	Teacher	162	Activity D, line 11	word(S)	word(s)
Publisher	9781788050395	Teacher	164	Materials, line 16	object such as	objects such as
Publisher	9781788050395	Teacher	190	Answers, line 5	the same way but may not	the same way, but that may not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	191	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050395	Teacher	193	Scaffolding information, line 13	correctly pronounced, listen to	correctly pronounced, and to listen to
Publisher	9781788050395	Teacher	197	Ideas for ELL, line 5	their native language	their first language
Publisher	9781788050395	Teacher	208	Teacher instructions: line 11	for Amelia Rose,	for Amelia Rose.
Publisher	9781788050395	Teacher	208	Teacher instructions: line 15	why is their category important	why their category is important
Publisher	9781788050395	Teacher	208	Teacher instructions: line 16	in the chapter?	in the chapter.
Publisher	9781788050395	Teacher	208	Vocabulary box, Characters: line 1	persons in a story	persons or animals in a story
Publisher	9781788050395	Teacher	208	Vocabulary box, Discussion: line 2	or some to a decision	or come to a decision
Publisher	9781788050395	Teacher	208	Vocabulary box, Genre: line 1	drama, romance, horror	drama, adventure
Publisher	9781788050395	Teacher	210	Italicized text at bottom, line 8	practise	practice
Publisher	9781788050395	Teacher	225	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050395	Teacher	226	Line 4	this task then complete the activity	this task, then undertake the activity
Publisher	9781788050395	Teacher	230	Daily reading, line 10	expressions, basic	expressions, and basic
Publisher	9781788050395	Teacher	231	Ideas for at home, line 5	spend an additional 15 minutes	spend a further 15 minutes
Publisher	9781788050395	Teacher	231	Ideas for at home, line 7	and detail as more in English	and detail, as more English
Publisher	9781788050395	Teacher	244	Teacher instructions: para 3, line 6	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050395	Teacher	244	Teacher instructions: para 3, line 7	It may be the author is the same.	It may be that the author is the same.
Publisher	9781788050395	Teacher	245	Vocabulary box, Characters: line 1	persons in a story	persons and animals in a story
Publisher	9781788050395	Teacher	245	Vocabulary box, Genre: line 1	drama, romance, horror	drama, adventure
Publisher	9781788050395	Teacher	247	Italicized text at bottom, line 8	practise	practice
Publisher	9781788050395	Teacher	263	Objective, line 2	texts that get increasingly more difficult	texts that become increasingly difficult
Publisher	9781788050395	Teacher	265	Teacher Lesson Notes, line 11	help them practice	help them to practice
Publisher	9781788050395	Teacher	266	No.6, line 6	owned one themself.	owned one themselves.
Publisher	9781788050395	Teacher	266	No.7, line 2	that isn't exactly said in the book,	that is not exactly stated in the book,

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	266	No.7, line 5	combine information so they	combine information; so they
Publisher	9781788050395	Teacher	267	Ideas for ELL, line 3	Key vocabulary should be available in both languages.	Key vocabulary should be available in different languages, as appropriate.
Publisher	9781788050395	Teacher	292	Activity A, line 1	Explain to students what the three key reasons an author writes text.	Explain to students that there are three key reasons why an author writes text.
Publisher	9781788050395	Teacher	292	Activity A, line 2	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	292	Activity A, line 6	the story first section	the story's first section
Publisher	9781788050395	Teacher	293	Activity C, line 8	help they know what they are about to do and or understand	help them to know what they are about to do and/or understand
Publisher	9781788050395	Teacher	293	Activity F, line 12	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	294	Activity H, line 9	detailed notes responses about the	detailed notes of their responses to the
Publisher	9781788050395	Teacher	294	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	294	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	297	Activity A, line 1	Ask students to tell you what the three key reasons an author writes text.	Ask students to tell you that there are three key reasons why an author writes text.
Publisher	9781788050395	Teacher	297	Activity A, line 2	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	298	Activity D, line 2	appear, what materials	appear, which materials
Publisher	9781788050395	Teacher	298	Activity D, line 3	work best, what shapes	work best, and what shapes
Publisher	9781788050395	Teacher	298	Activity F, line 8	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	298	Activity G, line 3	Explain what materials sink and float.	Explain which materials sink and which ones float.
Publisher	9781788050395	Teacher	299	Activity H, line 9	detailed notes responses	detailed notes of responses
Publisher	9781788050395	Teacher	299	Activity H, line 18	that sometimes authors do not write the facts but	that, sometimes, authors do not write the facts, but
Publisher	9781788050395	Teacher	299	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	299	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	310	Activity A, line 2	reasons an author writes text.	reasons why an author writes text.
Publisher	9781788050395	Teacher	310	Activity A, line 3	Usually, there are three key reasons:	Usually, these are:
Publisher	9781788050395	Teacher	310	Activity A, line 8	curricula	curricular
Publisher	9781788050395	Teacher	311	Activity D, line 2	to appear, what color	to appear; what color

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	311	Activity E, line 2	comparison	comparisons
Publisher	9781788050395	Teacher	311	Activity F, line 9	statements, of an outcome.	statements, about an outcome.
Publisher	9781788050395	Teacher	312	Activity G, line 3	Explain what materials	Explain which materials
Publisher	9781788050395	Teacher	312	Activity H, line 9	notes responses	notes of responses
Publisher	9781788050395	Teacher	312	Activity H, line 10	about the same topics.	on the same topics.
Publisher	9781788050395	Teacher	312	Activity H, line 11	work in Andre and Hedy story and their	work in the Andre and Hedy story, their
Publisher	9781788050395	Teacher	312	Activity I, line 10	Text Feature – what features in the chapter helped them find information?	Text Features – which features in the chapter helped them to find information?
Publisher	9781788050395	Teacher	312	Activity I, line 13	and in class go through	and, in class, go through
Publisher	9781788050395	Teacher	314	Teacher tip, line 3	hot glue rather than apply it themselves the risk	hot glue, rather than apply it themselves, the risk
Publisher	9781788050395	Teacher	319	No.6, line 2	round up the nearest	round up to the nearest
Publisher	9781788050395	Teacher	320	No.6,b, line 2	subtraction make sense.	subtraction make sense?
Publisher	9781788050395	Teacher	320	No.8, line 6	students that really enjoy	students who really enjoy
Publisher	9781788050395	Teacher	352	Line 7	Tell students it is important	Remind them that it is important
Publisher	9781788050395	Teacher	352	Line 8	statements that you make. Tell students to retell a text	statements that they make. Explain to students that to retell a text
Publisher	9781788050395	Teacher	352	Line 11	Tell students this means you	Reiterate that this means you
Publisher	9781788050395	Teacher	352	Line 12	don't	do not
Publisher	9781788050395	Teacher	352	Line 13	and condense the story in to bullet points.	and sometimes condense the story into bullet points.
Publisher	9781788050395	Teacher	352	Line 12	instead reword it in to your own	instead put it into your own
Publisher	9781788050395	Teacher	355	Daily reading, line 6	reading ensure students are developing their basic sight vocabulary, and	reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050395	Teacher	357	Bullet point 4, line 1	vocabular	vocabulary
Publisher	9781788050395	Teacher	377	Activity D, line 6	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	377	Activity F, line 1	about movement	about the movement
Publisher	9781788050395	Teacher	388	Activity D, line 5	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	400	Activity A, line 9	predicitons	predictions

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	401	Activity D, line 5	inaccuracy or gap	inaccuracy, gap
Publisher	9781788050395	Teacher	401	Activity E, line 6	minichopper	mini-chopper
Publisher	9781788050395	Teacher	409	Language for Communication, line 5	Enjoy listening to and using spoken	Enjoy listening to, and using, spoken
Publisher	9781788050395	Teacher	409	Life processes, line 1	That animals,	Know that animals,
Publisher	9781788050395	Teacher	410	Bullet point 3, line 1	eat	eats
Publisher	9781788050395	Teacher	410	Bullet point 3, line 2	can help identify	can help to identify
Publisher	9781788050395	Teacher	411	Other TPS Reading Materials: line 1	carpet	Carpet
Publisher	9781788050395	Teacher	416	Daily reading, line 6	reading ensure students developing their basic sight vocabulary, and	reading, ensure that students developing their basic sight vocabulary, and are
Publisher	9781788050395	Teacher	434	Activity B, line 5	kind, horrid.	kind, or horrid.
Publisher	9781788050395	Teacher	435	Activity D, line 11	sun	Sun
Publisher	9781788050395	Teacher	445	Activity B, line 3	evidence either in text or graphics to	evidence, either in text or graphics, to
Publisher	9781788050395	Teacher	458	Activity B, line 2	left side have them draw to detail the Outside	left side, have them draw to detail the outside
Publisher	9781788050395	Teacher	458	Activity B, line 4	right side have the students create an Inside	right side, have the students create an inside
Publisher	9781788050395	Teacher	458	Activity B, line 5	choose but must	choose, but they must
Publisher	9781788050395	Teacher	459	Activity C, line 2	and by reading aloud from the story support	and, by reading aloud from the story, support
Publisher	9781788050395	Teacher	465	Procedure, line 6	and in groups they	and, in groups, they
Publisher	9781788050395	Teacher	472	Line 9	one sense such as an audiobook which or a videobook.	one sense, such as an audiobookor a videobook.
Publisher	9781788050395	Teacher	472	Line 10	non-fiction informational texts from the classroom library	non-fiction texts from the classroom library,
Publisher	9781788050395	Teacher	472	Line 14	pick out the parts	highlight the parts
Publisher	9781788050395	Teacher	493	Activity A, line 1	fable and fairy tale?	fable and fairy tale.
Publisher	9781788050395	Teacher	493	Activity A, line 5	founded by fact;	founded on fact;
Publisher	9781788050395	Teacher	494	Activity D, i, line 2	fairy tale or fable or folk tale.	fairy tale, fable or folktale.
Publisher	9781788050395	Teacher	494	Activity D, ii, line 3	and graphics and	and graphics are there, and
Publisher	9781788050395	Teacher	494	Activity D, ii, line 4	appear	appears

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	494	Activity D, iii, line 2	order and any cause and effect that appears in	order and are there any cause and effect statements that appear in
Publisher	9781788050395	Teacher	494	Activity D, iii, line 3	the works.	the works?
Publisher	9781788050395	Teacher	495	Activity F, line 3	for students, ask	for students; ask
Publisher	9781788050395	Teacher	506	Activity A, line 2	fairy tale? Ask	fairy tale. Ask
Publisher	9781788050395	Teacher	506	Activity A, line 5	not founded by fact;	not founded on fact;
Publisher	9781788050395	Teacher	507	Activity C, line 3	and setting?	and the setting?
Publisher	9781788050395	Teacher	507	Activity D, i, line 2	folk tale. Each group must support statements	folktale. Each group must reinforce statements
Publisher	9781788050395	Teacher	507	Activity D, ii, line 3	graphics and	graphics are there, and
Publisher	9781788050395	Teacher	507	Activity D, ii, line 4	appear	appears
Publisher	9781788050395	Teacher	507	Activity D, iii, line 3	order and any cause and effect that appears in	order and are there any cause and effect statements that appear in
Publisher	9781788050395	Teacher	508	Activity F, line 3	for students, ask	for students; ask
Publisher	9781788050395	Teacher	519	Teach instructions: line 14	Or the very famous	or, the very famous
Publisher	9781788050395	Teacher	520	Activity C, line 5	help voters decide	help voters to decide
Publisher	9781788050395	Teacher	521	Activity F, line 4	Which pair wins.	Which pair wins?
Publisher	9781788050395	Teacher	535	Introduction, line 1	sun	Sun
Publisher	9781788050395	Teacher	535	Life processes and living things: Living things in their environment, line 3	About how	To find out about how
Publisher	9781788050395	Teacher	539	Line 5	but all of which are in fear	but which are all in fear
Publisher	9781788050395	Teacher	539	Line 11	the reader visualize the story.	the reader to visualize the story.
Publisher	9781788050395	Teacher	540	Procedure, line 7	pictures help tell to the story?	pictures help to tell the story?
Publisher	9781788050395	Teacher	543	Ideas for ELL, line 3	language	languages
Publisher	9781788050395	Teacher	561	Activity A, line 1	students learn?	students learn.
Publisher	9781788050395	Teacher	562	Activity E, line 2	begin review that they recall	begin, review whether they recall
Publisher	9781788050395	Teacher	562	Activity E, line 8	Now ask each student to find	Now, ask students to find

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with Online Class Set (9781788052313) and Online only Class Set (9781788052320)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	562	Activity F, line 2	know there	know that there
Publisher	9781788050395	Teacher	572	Activity C, line 3	help them learn	help them to learn
Publisher	9781788050395	Teacher	573	Activity E, line 9	Now ask each student to find	Now, ask students to find
Publisher	9781788050395	Teacher	587	Line 1	I love my pet	I Love my Pet
Publisher	9781788050395	Teacher	588	Other TPS Reading Materials: line 1	Poetry, is there repetition?	Poetry; is there repetition?
Publisher	9781788050395	Teacher	588	Interior and Northern Alaska Coloring Book:	this text, how the	this text, and how the
Publisher	9781788050395	Teacher	590	Scaffolding information, line 12	english	English
Publisher	9781788050395	Teacher	590	Scaffolding information, line 15	english	English
Publisher	9781788050395	Teacher	590	Scaffolding information, line 16	Grade 1 such as nouns that will help	Grade 1, such as nouns, that will help
Publisher	9781788050395	Teacher	590	Common misconceptions	english	English
Publisher	9781788050395	Teacher	595	Ideas for ELL, line 2	english	English
Publisher	9781788050395	Teacher	595	Ideas for at home, line 4	english	English
Publisher	9781788050395	Teacher	619	Activity B, i, line 1	Each group present their work to teacher.	Each group presents their work to the teacher.
Publisher	9781788050395	Teacher	619	Activity C, line 6	Create final draft	Create the final draft
Publisher	9781788050395	Teacher	619	Activity C, line 7	Remain in same groups	Remain in the same groups
Publisher	9781788050395	Teacher	631	Activity A, line 2	their writing, how best	their writing, and how best
Publisher	9781788050395	Teacher	632	Activity B, i, line 1	complete	completes
Publisher	9781788050395	Teacher	632	Activity B, ii, line 4	and for example, review use of repetition.	and, for example, review the use of repetition.
Publisher	9781788050395	Teacher	632	Activity C, line 7	Remain in same groups	Remain in the same groups
Publisher	9781788050395	Teacher	644	Activity A, line 6	they will share	the group will share
Publisher	9781788050395	Teacher	645	Activity B, i, line 1	Each group create their plan and present their work to teacher.	Each group creates their plan and presents their work to the teacher.
Publisher	9781788050395	Teacher	650	No.3, line 2	you	your
Publisher	9781788050395	Teacher	651	No.9, line 2	certain it	certain it is
Publisher	9781788050395	Teacher	651	No.1, line 2	that by entering the area they may	that, by entering the area, they may

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English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with Online Class Set (9781788052313) and Online only Class Set (9781788052320)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	655	Life processes and living things: Humans and other animals, line 1	About the role	Learn about the role
Publisher	9781788050395	Teacher	656	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050395	Teacher	656	Other TPS Reading materials: line 4	what	which
Publisher	9781788050395	Teacher	679	Activity B, line 3	prediction, process steps and	prediction, and process steps, and
Publisher	9781788050395	Teacher	689	Activity A, line 2	and tell class	and tell the class
Publisher	9781788050395	Teacher	689	Activity B, line 3	and course for it	and a course for it
Publisher	9781788050395	Teacher	701	Teacher instructions: line 2	Today they will become palaeontologists.	Today, they will become paleontologists.
Publisher	9781788050395	Teacher	701	Activity C, line 1	robber	robbers
Publisher	9781788050395	Teacher	709	Developing a healthy, safer lifestyle, line 1	The names	Know the names
Publisher	9781788050395	Teacher	710	Other TPS Reading materials: line 1	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050395	Teacher	711	Reader Activity Book focus: line 2	stay healthy	stay healthy?
Publisher	9781788050395	Teacher	713	Line 7	doesn't	does not
Publisher	9781788050395	Teacher	737	Teacher instructions: line 2	moon	Moon
Publisher	9781788050395	Teacher	737	Whole page	moon	capital M for 'the Moon' each time it appears
Publisher	9781788050395	Teacher	737	Activity B, line 5	Discuss as a class how they can	Discuss, as a class, how they can
Publisher	9781788050395	Teacher	738	Activity D, line 7	what is a citation?	what is a citation.
Publisher	9781788050395	Teacher	747	Activity A, line 6	review any then open questions.	review any remaining open questions.
Publisher	9781788050395	Teacher	747	Activity B, line 11	to develop and then follow their research plan.	to develop, and then follow, their research plan.
Publisher	9781788050395	Teacher	748	Activity C, line 7	or friends, a source	or friends; a source
Publisher	9781788050395	Teacher	748	Activity F, line 1	Have	Have the
Publisher	9781788050395	Teacher	748	Activity F, line 2	class critique and have any amendments	class critique the presentation and have any amendments
Publisher	9781788050395	Teacher	760	Teacher instructions: line 1	helps plants make	helps plants to make
Publisher	9781788050395	Teacher	760	Teacher instructions: line 2	that animals eat, such as cows.	that animals, such as cows, eat.

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English Language Arts and Reading, Grade 2						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with Online Class Set (9781788052313) and Online only Class Set (9781788052320)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050395	Teacher	760	Teacher instructions: line 6	Explain that today they	Explain that, today, they
Publisher	9781788050395	Teacher	760	Activity A, line 4	from food.	from food?
Publisher	9781788050395	Teacher	760	Activity B, line 7	a florist face	a florist face?
Publisher	9781788050395	Teacher	761	Activity D, line 4	Class then vote and confirm best sources.	The class then votes and confirms the best sources.
Publisher	9781788050395	Teacher	761	Activity G, line 2	a poem, a written report for example.	a poem, or a written report, for example.
Publisher	9781788050395	Teacher	765	No.2, line 2	what	which
Publisher	9781788050395	Teacher	768	Teacher tip, line 1	sample questions, you will	sample questions; you will
Publisher	9781788050395	Teacher	769	No.4, line 1	Like	like
Publisher	9781788050395	Teacher	769	No.4, line 4	Don't	Do not
Publisher	9781788050395	Teacher	769	Teacher tip: line 4	who	whose
Publisher	9781788050395	Teacher	769	Teacher tip: line 2	I	A
Publisher	9781788050395	Teacher	771	Other TPS Reading materials: line 2	help us stay healthy.	help us to stay healthy.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	2	Line 6	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050470	Teacher	2	Line 8	easily understood, make eye contact	easily understood, and make eye contact
Publisher	9781788050470	Teacher	2	Line 9	not too fast or slow or	not too quickly or slowly nor
Publisher	9781788050470	Teacher	2	Line 10	loud or too quiet, they want to be heard but not shouting.	loudly or quietly; they want to be heard but not shout.
Publisher	9781788050470	Teacher	4	Procedure, line 6	TV station	TV/radio station
Publisher	9781788050470	Teacher	4	Procedure, line 17/18	reminded that when working in their groups they should	reminded that, when working in their groups, they should
Publisher	9781788050470	Teacher	23	Line 7	pace so everyone	pace so that everyone
Publisher	9781788050470	Teacher	23	Line 13	class that should any team member not listen well they will	class that, should any team member not listen well, they will
Publisher	9781788050470	Teacher	23	Activity E, line 6	you will be listening to assure they work	that you will be listening to ensure they work
Publisher	9781788050470	Teacher	25	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	32	Activity A, no.3	What	Which
Publisher	9781788050470	Teacher	32	Activity A, no.5	What	Which
Publisher	9781788050470	Teacher	44	Activity A, line 7	need	needs
Publisher	9781788050470	Teacher	44	Activity A, no.3	property	properties
Publisher	9781788050470	Teacher	44	Activity B, line 1	We would propose that when looking at each instruction page you ask	It is suggested that, when looking at each instruction page, you ask
Publisher	9781788050470	Teacher	60	Reader Activity Book focus: line 2	chapter	Chapter
Publisher	9781788050470	Teacher	62	Line 11	Two	2
Publisher	9781788050470	Teacher	63	Lesson Topics, no.2, line 5	diphthongs	diphthongs
Publisher	9781788050470	Teacher	67	Ideas for support, line 2	classroom such as a visual alphabet with upper and lowercase letters	classroom, such as a visual alphabet with upper and lower case letters
Publisher	9781788050470	Teacher	67	Ideas fo ELL, line 4	native language and they could	native language. They could
Publisher	9781788050470	Teacher	67	Ideas for at home	always learning, it does	always learning; it does
Publisher	9781788050470	Teacher	88	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	88	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	88	Activity A, vi, 13th bullet	shift	shifts

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM English Language Arts & Reading Grade Three - Print Class Set (9781788052368)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	89	Activity B, i, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	89	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	89	Activity B, vi, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	89	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	90	Activity B, vii, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	90	Activity B, vii, line 2	analyse	analyze
Publisher	9781788050470	Teacher	92	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	100	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	100	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	100	Activity A, vi, 13th bullet	shift	shifts
Publisher	9781788050470	Teacher	101	Activity B, i, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	101	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	101	Activity B, vi, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	101	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	102	Activity B, vii, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	102	Activity B, vii, line 2	analyse	analyze
Publisher	9781788050470	Teacher	114	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	114	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	114	Activity A, vi, 13th bullet	shift	shifts
Publisher	9781788050470	Teacher	115	Activity B, i, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,
Publisher	9781788050470	Teacher	115	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	115	Activity B, vi, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,
Publisher	9781788050470	Teacher	115	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	116	Activity B, vii, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	116	Activity B, vii, line 1	analyse	analyze
Publisher	9781788050470	Teacher	124	ABC Activity Books - Online library: line 2	book	Book
Publisher	9781788050470	Teacher	124	Reader Activity Book focus: line 2	games	Games
Publisher	9781788050470	Teacher	128	Line 10	of	or
Publisher	9781788050470	Teacher	129	Ideas for at home: line 5	with	to
Publisher	9781788050470	Teacher	147	Activity A, line 2	ensure there	ensure that there
Publisher	9781788050470	Teacher	148	Line 4	Antonym	Antonyms
Publisher	9781788050470	Teacher	148	Line 5	Synonym	Synonyms
Publisher	9781788050470	Teacher	148	Line 6	used	accepted
Publisher	9781788050470	Teacher	148	Line 8	Homophone	Homophones
Publisher	9781788050470	Teacher	148	Line 10	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	150	Materials: 1st bullet	number	Number
Publisher	9781788050470	Teacher	158	Activity A, line 2	ensure there	ensure that there
Publisher	9781788050470	Teacher	148	Activity D, Line 5	Antonym	Antonyms
Publisher	9781788050470	Teacher	148	Activity D, Line 6	Synonym	Synonyms
Publisher	9781788050470	Teacher	148	Activity D, Line 7	used	accepted
Publisher	9781788050470	Teacher	148	Activity D, Line 9	Homophone	Homophones
Publisher	9781788050470	Teacher	148	Activity D, Line 11	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	171	Activity A, line 1	project work and read	project work, read
Publisher	9781788050470	Teacher	171	Activity A, line 3	ensure there	ensure that there
Publisher	9781788050470	Teacher	172	Activity D, Line 5	Antonym	Antonyms
Publisher	9781788050470	Teacher	172	Activity D, Line 6	Synonym	Synonyms
Publisher	9781788050470	Teacher	172	Activity D, Line 7	used	accepted
Publisher	9781788050470	Teacher	172	Activity D, Line 9	Homophone	Homophones

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	172	Activity D, Line 11	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	180	Line 3	Antonym	Antonyms
Publisher	9781788050470	Teacher	180	Line 4	Synonym	Synonyms
Publisher	9781788050470	Teacher	180	Line 5	used	accepted
Publisher	9781788050470	Teacher	180	Line 7	Homophone	Homophones
Publisher	9781788050470	Teacher	180	Line 9	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	181	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050470	Teacher	181	Plenary, line 7	and if not how	and, if not, how
Publisher	9781788050470	Teacher	182	ELL, line 2	Then use of thesaurus.	Then, use of a thesaurus.
Publisher	9781788050470	Teacher	182	Other TPS Reading materials: line 2/3	create glossary cards if new.	create glossary cards if they are new.
Publisher	9781788050470	Teacher	182	Reader Activity Book focus: line 1	processes	Processes
Publisher	9781788050470	Teacher	184	Line 1	In this lesson, students will practice reading with accuracy, comprehension and prosody.	In this lesson, students will practice reading with the appropriate rate, accuracy, and prosody.
Publisher	9781788050470	Teacher	185	Procedure, line 3	standard to read with accuracy, comprehension and prosody.	standard to read with the appropriate rate, accuracy, and prosody.
Publisher	9781788050470	Teacher	187	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050470	Teacher	198	Teacher instructions: line 16	in the chapter?	in the chapter.
Publisher	9781788050470	Teacher	198	Vocabulary box: Discussion, line 2	some	come
Publisher	9781788050470	Teacher	208	Teacher instructions: line 2	Amelia Rose but now using Forces are Fun word wall chapter they recently completed.	Amelia Rose, but now using the Forces are Fun word wall chapter that they recently completed.
Publisher	9781788050470	Teacher	210	Teacher instructions: line 2	Amelia Rose and Forces Are Fun but now using the STEM Ski Math chapter together with	Amelia Rose and Forces Are Fun, but now using the STEM Ski Math chapter, together with
Publisher	9781788050470	Teacher	213	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050470	Teacher	213	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050470	Teacher	213	Interior and Northern Alaska Coloring Book:	fluenty	fluently
Publisher	9781788050470	Teacher	216	Teacher Lesson Notes, line 1	books at or slightly above their	books at, or slightly above, their
Publisher	9781788050470	Teacher	229	Teacher instructions: line 19	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050470	Teacher	229	Teacher instructions: line 20	It may be the author is the same.	It may be that the author is the same.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	230	Vocabulary box: Discussion, line 2	some	come
Publisher	9781788050470	Teacher	240	Teacher instructions: line 2	Amelia Rose but now using Forces Are Fun word wall chapter they recently completed.	Amelia Rose, but now using the Forces Are Fun word wall chapter that they recently completed.
Publisher	9781788050470	Teacher	242	Teacher instructions: line 2	Amelia Rose and Forces Are Fun but now using the STEM Ski Math chapter together with	Amelia Rose and Forces Are Fun, but now using the STEM Ski Math chapter, together with
Publisher	9781788050470	Teacher	245	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050470	Teacher	245	Interior and Northern Alaska Coloring Book: line 3	Then	Finally,
Publisher	9781788050470	Teacher	247	Common Misconceptions, line 8	isn't	is not
Publisher	9781788050470	Teacher	249	Line 6	line break in wrong place	move text up
Publisher	9781788050470	Teacher	249	Line 21	aren't	are not
Publisher	9781788050470	Teacher	249	3rd line from the bottom	and why?	and why.
Publisher	9781788050470	Teacher	249	Bottom line	class?	class.
Publisher	9781788050470	Teacher	249	Bottom line	this is?	this is.
Publisher	9781788050470	Teacher	251	Daily reading, line 10	expressions, basic or	expressions, and basic or
Publisher	9781788050470	Teacher	252	Summary Discussion, 3rd paragraph, line 5	tp	to
Publisher	9781788050470	Teacher	276	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	276	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050470	Teacher	277	Activity D, line 2	that time, what would	that time; what would
Publisher	9781788050470	Teacher	277	Activity E, line 2	biodegradable?	biodegradable.
Publisher	9781788050470	Teacher	277	Activity E, line 9	have heard others	have heard that others
Publisher	9781788050470	Teacher	280	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	288	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	288	Activity A, line 6	they want	they want to be
Publisher	9781788050470	Teacher	288	Activity A, line 7	Explain that as they move through the chapter they should	Explain that, as they move through the chapter, they should
Publisher	9781788050470	Teacher	289	Activity D, line 4	how	who
Publisher	9781788050470	Teacher	289	Activity E, line 2	happened, how did	happened; how did

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	301	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	301	Activity A, line 3	explore maps, delivery routes and be	explore map and delivery routes, and be
Publisher	9781788050470	Teacher	301	Activity A, line 9	with class.	with the class.
Publisher	9781788050470	Teacher	301	Activity A, line 11	approach of prior two reviews	approach of the prior two reviews
Publisher	9781788050470	Teacher	301	Activity A, line 12	and at the end of the chapter review	and, at the end of the chapter, review
Publisher	9781788050470	Teacher	302	Activity C, line 2	to occur?	to occur.
Publisher	9781788050470	Teacher	335	ELL: line 2	Then use of	Then, use of a
Publisher	9781788050470	Teacher	335	Other TPS Reading materials: line 1	musical band.	Musical Band.
Publisher	9781788050470	Teacher	335	ABC Handling Data - How Do We Get To School page 9 - Online library: line 2	alphabet book	Alphabet Book
Publisher	9781788050470	Teacher	361	Activity A, line 4	passed	past
Publisher	9781788050470	Teacher	361	Activity A, line 5	their family, in school	their family, and in school
Publisher	9781788050470	Teacher	361	Activity B, line 4	Have students perform to rest of class and have students critique each other’s work.	Have students perform to the rest of the class and then critique each other’s work.
Publisher	9781788050470	Teacher	362	Activity C, line 1	Ask students work	Ask students to work
Publisher	9781788050470	Teacher	362	Activity C, line 4	Each pair of students then, compare	Each pair of students should then compare
Publisher	9781788050470	Teacher	362	Activity D, Line 5	Discuss as a class which pair	Discuss, as a class, which pair
Publisher	9781788050470	Teacher	362	Activity E, line 2	that help predict	that help to predict
Publisher	9781788050470	Teacher	362	Activity E, line 6	‘freewriting’?	‘freewriting’.
Publisher	9781788050470	Teacher	362	Activity E, line 7	Guide students to know it is where they write for a fixed time which is set, and they do not need to worry about grammar and spelling but basically empty their minds of	Guide students to know it is where they write for a fixed time which is set, and they do not need to worry about grammar and spelling but instead write down all their thoughts
Publisher	9781788050470	Teacher	362	Activity F, line 2	what	which
Publisher	9781788050470	Teacher	365	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	372	Activity A, line 4	being changed and that leading	being changed, leading
Publisher	9781788050470	Teacher	373	Activity D, line 3	important?	important.
Publisher	9781788050470	Teacher	373	Activity F, line 7	maintain throughout the year a picture	maintain, throughout the year, a picture

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	373	Activity G, line 5	that assist the reader to solve.	that assists the reader to solve it.
Publisher	9781788050470	Teacher	388	Activity C, line 1	fact	facts
Publisher	9781788050470	Teacher	388	Activity D, line 1	create	creates
Publisher	9781788050470	Teacher	388	Activity F, line 6	one with most accurate	one with the most accurate
Publisher	9781788050470	Teacher	388	Activity F, line 7	sentences in time allowed. Suggest maximum	sentences in the time allowed. Suggest a maximum
Publisher	9781788050470	Teacher	392	ELL: line 2	Work through rest of the page.	Work through the rest of the page.
Publisher	9781788050470	Teacher	394	Common Misconceptions, line 6	developing vocabulary	developing the vocabulary
Publisher	9781788050470	Teacher	394	Common Misconceptions, line 8	as a focus, teacher	as a focus, the teacher
Publisher	9781788050470	Teacher	396	Line 13	about how story mountains	about, the way in which story mountains
Publisher	9781788050470	Teacher	398	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050470	Teacher	412	Activity A, line 7	about subject	about the subject
Publisher	9781788050470	Teacher	412	Activity A, bullet 4	What can natural resources be used to make	What can natural resources be used to make?
Publisher	9781788050470	Teacher	413	Activity D, line 1	help achieve	help to achieve
Publisher	9781788050470	Teacher	415	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	421	Activity A, line 7	about subject	about the subject
Publisher	9781788050470	Teacher	421	Activity C, line 2	the solution?	the solution.
Publisher	9781788050470	Teacher	421	Activity C, line 6	the text to find the answer.	the text which gives the answer.
Publisher	9781788050470	Teacher	435	Activity A, line 13	about subject	about the subject
Publisher	9781788050470	Teacher	435	Activity B, line 6/7	For each character draw a picture and label on the left side the physical traits and on the right side the personality traits.	For each character, draw a picture and label, on the left side, the physical traits and, on the right side, the personality traits.
Publisher	9781788050470	Teacher	435	Activity B, line 15	or minor.	or minor?
Publisher	9781788050470	Teacher	449	Other TPS Reading materials: line 2	Emotions or Trees or Seasons?	Emotions, Trees or Seasons?
Publisher	9781788050470	Teacher	449	Reader Activity Book focus - The Davis Family: line 1	discuss how usually their	discuss how, usually, their
Publisher	9781788050470	Teacher	452	Teacher Lesson Notes, last line	each one to create	them all to create
Publisher	9781788050470	Teacher	456	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM English Language Arts & Reading Grade Three - Print Class Set (9781788052368)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	481	Activity A, line 1	fairy tale?	fairy tale.
Publisher	9781788050470	Teacher	481	Activity A, line 9	find a definition for	find definitions for
Publisher	9781788050470	Teacher	481	Activity A, line 17	the theme?	the theme.
Publisher	9781788050470	Teacher	482	Activity B, line 1	rest of Amelia Rose work.	rest of the Amelia Rose work.
Publisher	9781788050470	Teacher	482	Activity C, line 2	their traits?	their traits.
Publisher	9781788050470	Teacher	483	Line 2	the setting?	the setting.
Publisher	9781788050470	Teacher	483	Activity D, ii, line 2	the readers learn.	the readers to learn.
Publisher	9781788050470	Teacher	483	Activity D, iii, line 5	or more combined together.	or more of these combined together.
Publisher	9781788050470	Teacher	484	Activity E, i, line 2/3	They are to imagine that rather than asking her daddy to go outside that she argues that,	They are to imagine that, rather than asking her daddy to go outside, she argues that,
Publisher	9781788050470	Teacher	484	Activity E, i, line 6	Write down notes to explain what you	Students should write down notes to explain what they
Publisher	9781788050470	Teacher	484	Activity E, i, line 7/8	have attempted to do and then pass your story, not your notes, o another student to review.	have attempted to do and then pass their story, not their notes, to another student to review.
Publisher	9781788050470	Teacher	484	Activity E, i, line 9	Ask reviewing student to find identify	Ask the reviewing student to identify
Publisher	9781788050470	Teacher	484	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	486	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	494	Activity B, line 2	What Is It Like chapter.	What Is It Like? chapter.
Publisher	9781788050470	Teacher	494	Activity C, line 2	their traits?	their traits.
Publisher	9781788050470	Teacher	495	Line 2	readers learn.	readers to learn.
Publisher	9781788050470	Teacher	495	Line 4	Activity. -Let’s students know they are about to take action and do something rather	Activity - Lets students know that they are about to take action and do something, rather
Publisher	9781788050470	Teacher	495	iii, line 5	or more combined together.	or more of these combined together.
Publisher	9781788050470	Teacher	495	Activity E, i, line 2	wants to go but his problem is that the does not	wants to go, but his problem is that he does not
Publisher	9781788050470	Teacher	495	Activity E, i, line 3	travel so he	travel so that he
Publisher	9781788050470	Teacher	495	Activity E, i, line 8	Write down notes to explain what you have attempted to do and then pass your	Students should write down notes to explain what they have attempted to do and then pass their
Publisher	9781788050470	Teacher	495	Activity E, i, line 9	story, not your notes, o another student to review.	story, not their notes, to another student to review.
Publisher	9781788050470	Teacher	495	Activity E, i, line 10	Ask reviewing student to find identify a claim	Ask the reviewing student to identify a claim

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM English Language Arts & Reading Grade Three - Print Class Set (9781788052368)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	495	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	507	Activity D, i, line 2	main idea purpose	main idea the purpose
Publisher	9781788050470	Teacher	507	Activity D, ii, line 4	readers learn.	readers to learn.
Publisher	9781788050470	Teacher	507	Activity D, iii, line 6	or more combined	or more of these combined
Publisher	9781788050470	Teacher	507	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	511	Extension Activity: line 1	from the disaster scene from	from the disaster in
Publisher	9781788050470	Teacher	511	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050470	Teacher	512	Line 12	graphic	graphics
Publisher	9781788050470	Teacher	515	Procedure, paragraph 4, line 3	had	has
Publisher	9781788050470	Teacher	517	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050470	Teacher	519	Ideas for at home, line 1	Use a simple outline similar to the one below, plan	Use a simple outline, similar to the one below, to plan
Publisher	9781788050470	Teacher	519	Ideas for at home, line 2	Be ready to share your ideas with the class.	Students must be ready to share their ideas with the class.
Publisher	9781788050470	Teacher	519	Summary Discussion, line 2	stories.	stories?
Publisher	9781788050470	Teacher	539	Activity A, line 3	text?	text.
Publisher	9781788050470	Teacher	539	Activity A, line 6	Amelia Rose?	Amelia Rose.
Publisher	9781788050470	Teacher	539	Activity A, line 14	the Sun and how it plays its part in the water cycle and	the Sun, and how it plays its part in the water cycle, and
Publisher	9781788050470	Teacher	540	Activity C, line 6	students learn	students to learn
Publisher	9781788050470	Teacher	540	Activity C, line 7	an	and
Publisher	9781788050470	Teacher	540	Activity D, line 2	TEKS learning they should already know many.	TEKS learning, they should already know many of them
Publisher	9781788050470	Teacher	540	Activity D, line 10	missing.	missing?
Publisher	9781788050470	Teacher	540	Activity D, line 11	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	541	Line 1	from sound	from their sound
Publisher	9781788050470	Teacher	541	Activity E, line 14	quickly know it does not	quickly realise that it does not
Publisher	9781788050470	Teacher	541	Activity F, line 1	voice?	voice.

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM English Language Arts & Reading Grade Three - Print Class Set (9781788052368)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	541	Activity F, line 14	When you hear certain sentences in the story from each chapter do	When they hear certain sentences in the story from each chapter, do
Publisher	9781788050470	Teacher	544	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	551	Activity A, line 1	writing?	writing.
Publisher	9781788050470	Teacher	551	Activity A, line 3	text?	text.
Publisher	9781788050470	Teacher	552	Activity D, line 10	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	553	Activity F, line 2	students that if they are authors they cannot	students that, if they are authors, they cannot
Publisher	9781788050470	Teacher	553	Activity F, line 3	author’s voice?	author’s voice.
Publisher	9781788050470	Teacher	553	Activity F, line 4	As a class try and	As a class, try to
Publisher	9781788050470	Teacher	553	Activity F, line 11	When you hear	When they hear
Publisher	9781788050470	Teacher	566	Activity A, line 6	How many agree what was the purpose?	How many agree about what was the purpose?
Publisher	9781788050470	Teacher	566	Activity A, line 7	How many agree what was the big idea/message?	How many agree about what was the big idea/message?
Publisher	9781788050470	Teacher	566	Activity C, line 2	that stage and like a cookbook it should	that stage and, like a cookbook, it should
Publisher	9781788050470	Teacher	566	Activity C, line 4/5	Ask students if the titles Explore I,II,III tell them anything and or the Describe and Use it sections.	Ask students if the titles Explore I,II,III and/or the Describe and Use it sections tell them anything.
Publisher	9781788050470	Teacher	567	Activity D, line 14	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	567	Activity E, line 4	help remind	help to remind
Publisher	9781788050470	Teacher	567	Activity F, line 6	When you hear	When they hear
Publisher	9781788050470	Teacher	567	Activity G, line 3	what is ‘hyperbole’?	what is ‘hyperbole’.
Publisher	9781788050470	Teacher	594	Scaffolding Information, Line 13	english	English
Publisher	9781788050470	Teacher	597	Materials: line 1	of different nationalities	of different cultures and nationalities
Publisher	9781788050470	Teacher	622	Activity A, line 15	develop	develops
Publisher	9781788050470	Teacher	622	Activity A, line 16	need	needs
Publisher	9781788050470	Teacher	622	Activity B, line 1	Each group present their plans in writing to teacher.	Each group presents their plans in writing to the teacher.
Publisher	9781788050470	Teacher	622	Activity B, i, line 2/3/4	Whatever type of genre or purpose or structure, each group must include and introduction and conclusion and ensure their idea will be well received by the audience.	Whatever type of genre, purpose or structure, each group must include an introduction and conclusion, and ensure that their idea will be well received by the audience.
Publisher	9781788050470	Teacher	623	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They must explain to the writing group why they believe the edits are required.

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM English Language Arts & Reading Grade Three - Print Class Set (9781788052368)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	623	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first and make the required edits to
Publisher	9781788050470	Teacher	623	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers and critique the final draft of the other group, and
Publisher	9781788050470	Teacher	623	Activity E, line 3	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	625	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	634	Teacher instructions, line 6	official	Official
Publisher	9781788050470	Teacher	634	Activity A, line 6	Before commencing writing the class must decide the environment where logging	Before commencing writing, the class must decide on the environment where logging
Publisher	9781788050470	Teacher	634	Activity A, line 11	help save	help to save
Publisher	9781788050470	Teacher	634	Activity A, line 18	Likelihood of logging and results if that occurs on the ecosystem and food chains.	Likelihood of logging and results, if that occurs, on the ecosystem and food chains.
Publisher	9781788050470	Teacher	634	Activity A, line 19	develop	develops
Publisher	9781788050470	Teacher	634	Activity B line 1	Each group present their plans for their assigned act in writing to teacher.	Each group presents their plans for their assigned act, in writing, to the teacher.
Publisher	9781788050470	Teacher	635	i, line 3	of genre or	of genre,
Publisher	9781788050470	Teacher	635	i, line 5	ensure their	ensure that their
Publisher	9781788050470	Teacher	635	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050470	Teacher	635	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first, then make the required edits to
Publisher	9781788050470	Teacher	635	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers, critique the final draft of the other group and
Publisher	9781788050470	Teacher	636	Activity E, line 2	Have each group present to class the now final acts.	Have each group present to class the, now, final acts.
Publisher	9781788050470	Teacher	636	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	648	Teacher instructions, line 3	Tell students that as they work through the project they need to create	Tell students that, as they work through the project, they need to create
Publisher	9781788050470	Teacher	648	Activity A, line 1	will use, what style of song?	will use, and the style of song.
Publisher	9781788050470	Teacher	648	Activity A, bullet 3	The food Chain	The food chain
Publisher	9781788050470	Teacher	648	Activity A, last line	develop	develops
Publisher	9781788050470	Teacher	648	Activity B, line 1	Each group present their plans for their assigned song, in writing, to teacher.	Each group presents their plans for their assigned song, in writing, to the teacher.
Publisher	9781788050470	Teacher	648	Activity B, i, line 1	their notes and include detailed	their notes, include detailed
Publisher	9781788050470	Teacher	648	Activity B, i, line 2	song words and assign soloists if appropriate.	song words, and assign soloists, if appropriate.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	648	Activity B, i, line 3	of genre or purpose	of genre, purpose
Publisher	9781788050470	Teacher	648	Activity B, i, line 5	ensure their idea	ensure that their idea
Publisher	9781788050470	Teacher	648	Activity B, ii, line 3	critique	critiques
Publisher	9781788050470	Teacher	649	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050470	Teacher	649	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first, then make the required edits to
Publisher	9781788050470	Teacher	649	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers, critique the final draft of the other group, and
Publisher	9781788050470	Teacher	649	Activity E, line 2	Have each group present to class the now final songs.	Have each group present to class the, now, final songs.
Publisher	9781788050470	Teacher	649	Activity E, line 3	Hold a class vote, which is	Hold a class vote; which is
Publisher	9781788050470	Teacher	649	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	669	Preparing to play an active role as citizens, line 1	That resources can be	Understand that resources can be
Publisher	9781788050470	Teacher	670	Plenary, line 4	to help improve	to help to improve
Publisher	9781788050470	Teacher	671	Other TPS Reading materials: line 3	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050470	Teacher	693	Activity A, line 14	including but not limited to music,	including, but not limited to, music and
Publisher	9781788050470	Teacher	693	Activity A, line 15	horror of comedy	horror or comedy
Publisher	9781788050470	Teacher	694	Line 8	to populate information about	to populate the text box about
Publisher	9781788050470	Teacher	694	Line 16	Presented logically including key facts such as title, genre, author followed by	Presented logically, including key facts such as title, genre, author, followed by
Publisher	9781788050470	Teacher	694	Line 19	follow	follows
Publisher	9781788050470	Teacher	694	Activity B, line 3	compositions about other	compositions on other
Publisher	9781788050470	Teacher	695	Activity D, line 1	imagine they are	imagine that they are
Publisher	9781788050470	Teacher	697	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	707	Activity A, line 4	Ask students complete	Ask students to complete
Publisher	9781788050470	Teacher	708	Activity B, line 5	genre, characteristics	genre, and characteristics
Publisher	9781788050470	Teacher	708	Activity B line 2	the alsation.	the Alsatian.
Publisher	9781788050470	Teacher	719	penultimate line from the bottom	as a class and ask students	as a class, then and ask students

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	720	Activity C, line 1	Florida keys	Florida Keys
Publisher	9781788050470	Teacher	720	Activity C, line 3	the cause and best ways to help protect the	the cause, and the best ways to help to protect the
Publisher	9781788050470	Teacher	720	Activity D, line 3	It is decided to attract new members and gain funding they are going	It is decided that to attract new members and gain funding, they are going
Publisher	9781788050470	Teacher	723	Other TPS Reading materials: line 1	Have students Christopher Stephen	Have students read Christopher Stephen
Publisher	9781788050470	Teacher	727	7th line from the bottom	plagiarising,	plagiarizing,
Publisher	9781788050470	Teacher	749	Activity A, line 8	If you have a smaller class have less groups and assign multiple chapters.	If there is a smaller class, have fewer groups and assign multiple chapters.
Publisher	9781788050470	Teacher	749	Activity B, line 3	Have the group agree their plan with you.	Have the group agree their plan with teacher.
Publisher	9781788050470	Teacher	749	Activity C, line 3	sources list and agree them with you.	sources list and check them with the teacher.
Publisher	9781788050470	Teacher	750	Activity D, line 3	what is primary?	what is primary.
Publisher	9781788050470	Teacher	750	Activity D, line 4/5/6	They are sources that may have information but may not of the quality or volume of a primary source or be as accessible.	They are sources that may provide information, but this may not be of the quality or volume of a primary source, or be as accessible.
Publisher	9781788050470	Teacher	750	Activity D, line 7	Ensure students	Ensure that students
Publisher	9781788050470	Teacher	750	Activity D, line 9	what is a citation?	what is a citation.
Publisher	9781788050470	Teacher	750	Activity D, line 12	Each group creates their presentation ensuring all information is found.	Each group creates their presentation, ensuring that all information is found.
Publisher	9781788050470	Teacher	750	Activity E, 2nd bullet	How sources used were primary and secondary?	Which sources used were primary and secondary?
Publisher	9781788050470	Teacher	751	Line 7	afterward	afterwards.
Publisher	9781788050470	Teacher	751	Activity G, line 4	Usually when completing research the cited page	Usually, when completing research, the cited page
Publisher	9781788050470	Teacher	751	Activity G, last line	of Amelia Rose chapters content.	of the Amelia Rose chapters' content.
Publisher	9781788050470	Teacher	753	Teacher instructions, line 3/4	Explain that you want them to create a chapter that would exactly align to the TEKS listed below.	Explain that they should create a chapter that would exactly align to the TEKS listed below.
Publisher	9781788050470	Teacher	754	Activity F, line 1	Have student groups verify citations and review text of chapter.	Have student groups verify citations and review the text of the chapter.
Publisher	9781788050470	Teacher	754	Activity G, line 1	Each group has provided a works cited page and then checked a second group's work.	Each group should provide a works cited page and then check a second group's work.
Publisher	9781788050470	Teacher	763	Teacher instructions, line 2	choose one	choose the one
Publisher	9781788050470	Teacher	763	Teacher instructions, line 8	textbook is required by the	textbook is obliged by the

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print with basic online class set (9781788051033)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	2	Line 6	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050470	Teacher	2	Line 8	easily understood, make eye contact	easily understood, and make eye contact
Publisher	9781788050470	Teacher	2	Line 9	not too fast or slow or	not too quickly or slowly nor
Publisher	9781788050470	Teacher	2	Line 10	loud or too quiet, they want to be heard but not shouting.	loudly or quietly; they want to be heard but not shout.
Publisher	9781788050470	Teacher	4	Procedure, line 6	TV station	TV/radio station
Publisher	9781788050470	Teacher	4	Procedure, line 17/18	reminded that when working in their groups they should	reminded that, when working in their groups, they should
Publisher	9781788050470	Teacher	23	Line 7	pace so everyone	pace so that everyone
Publisher	9781788050470	Teacher	23	Line 13	class that should any team member not listen well they will	class that, should any team member not listen well, they will
Publisher	9781788050470	Teacher	23	Activity E, line 6	you will be listening to assure they work	that you will be listening to ensure they work
Publisher	9781788050470	Teacher	25	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	32	Activity A, no.3	What	Which
Publisher	9781788050470	Teacher	32	Activity A, no.5	What	Which
Publisher	9781788050470	Teacher	44	Activity A, line 7	need	needs
Publisher	9781788050470	Teacher	44	Activity A, no.3	property	properties
Publisher	9781788050470	Teacher	44	Activity B, line 1	We would propose that when looking at each instruction page you ask	It is suggested that, when looking at each instruction page, you ask
Publisher	9781788050470	Teacher	60	Reader Activity Book focus: line 2	chapter	Chapter
Publisher	9781788050470	Teacher	62	Line 11	Two	2
Publisher	9781788050470	Teacher	63	Lesson Topics, no.2, line 5	diphthongs	diphthongs
Publisher	9781788050470	Teacher	67	Ideas for support, line 2	classroom such as a visual alphabet with upper and lowercase letters	classroom, such as a visual alphabet with upper and lower case letters
Publisher	9781788050470	Teacher	67	Ideas fo ELL, line 4	native language and they could	native language. They could
Publisher	9781788050470	Teacher	67	Ideas for at home	always learning, it does	always learning; it does
Publisher	9781788050470	Teacher	88	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	88	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	88	Activity A, vi, 13th bullet	shift	shifts

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TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print with basic online class set (9781788051033)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	89	Activity B, i, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	89	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	89	Activity B, vi, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	89	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	90	Activity B, vii, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	90	Activity B, vii, line 2	analyse	analyze
Publisher	9781788050470	Teacher	92	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	100	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	100	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	100	Activity A, vi, 13th bullet	shift	shifts
Publisher	9781788050470	Teacher	101	Activity B, i, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	101	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	101	Activity B, vi, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	101	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	102	Activity B, vii, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	102	Activity B, vii, line 2	analyse	analyze
Publisher	9781788050470	Teacher	114	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	114	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	114	Activity A, vi, 13th bullet	shift	shifts
Publisher	9781788050470	Teacher	115	Activity B, i, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,
Publisher	9781788050470	Teacher	115	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	115	Activity B, vi, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,
Publisher	9781788050470	Teacher	115	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	116	Activity B, vii, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	116	Activity B, vii, line 1	analyse	analyze
Publisher	9781788050470	Teacher	124	ABC Activity Books - Online library: line 2	book	Book
Publisher	9781788050470	Teacher	124	Reader Activity Book focus: line 2	games	Games
Publisher	9781788050470	Teacher	128	Line 10	of	or
Publisher	9781788050470	Teacher	129	Ideas for at home: line 5	with	to
Publisher	9781788050470	Teacher	147	Activity A, line 2	ensure there	ensure that there
Publisher	9781788050470	Teacher	148	Line 4	Antonym	Antonyms
Publisher	9781788050470	Teacher	148	Line 5	Synonym	Synonyms
Publisher	9781788050470	Teacher	148	Line 6	used	accepted
Publisher	9781788050470	Teacher	148	Line 8	Homophone	Homophones
Publisher	9781788050470	Teacher	148	Line 10	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	150	Materials: 1st bullet	number	Number
Publisher	9781788050470	Teacher	158	Activity A, line 2	ensure there	ensure that there
Publisher	9781788050470	Teacher	148	Activity D, Line 5	Antonym	Antonyms
Publisher	9781788050470	Teacher	148	Activity D, Line 6	Synonym	Synonyms
Publisher	9781788050470	Teacher	148	Activity D, Line 7	used	accepted
Publisher	9781788050470	Teacher	148	Activity D, Line 9	Homophone	Homophones
Publisher	9781788050470	Teacher	148	Activity D, Line 11	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	171	Activity A, line 1	project work and read	project work, read
Publisher	9781788050470	Teacher	171	Activity A, line 3	ensure there	ensure that there
Publisher	9781788050470	Teacher	172	Activity D, Line 5	Antonym	Antonyms
Publisher	9781788050470	Teacher	172	Activity D, Line 6	Synonym	Synonyms
Publisher	9781788050470	Teacher	172	Activity D, Line 7	used	accepted
Publisher	9781788050470	Teacher	172	Activity D, Line 9	Homophone	Homophones

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	172	Activity D, Line 11	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	180	Line 3	Antonym	Antonyms
Publisher	9781788050470	Teacher	180	Line 4	Synonym	Synonyms
Publisher	9781788050470	Teacher	180	Line 5	used	accepted
Publisher	9781788050470	Teacher	180	Line 7	Homophone	Homophones
Publisher	9781788050470	Teacher	180	Line 9	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	181	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050470	Teacher	181	Plenary, line 7	and if not how	and, if not, how
Publisher	9781788050470	Teacher	182	ELL, line 2	Then use of thesaurus.	Then, use of a thesaurus.
Publisher	9781788050470	Teacher	182	Other TPS Reading materials: line 2/3	create glossary cards if new.	create glossary cards if they are new.
Publisher	9781788050470	Teacher	182	Reader Activity Book focus: line 1	processes	Processes
Publisher	9781788050470	Teacher	184	Line 1	In this lesson, students will practice reading with accuracy, comprehension and prosody.	In this lesson, students will practice reading with the appropriate rate, accuracy, and prosody.
Publisher	9781788050470	Teacher	185	Procedure, line 3	standard to read with accuracy, comprehension and prosody.	standard to read with the appropriate rate, accuracy, and prosody.
Publisher	9781788050470	Teacher	187	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050470	Teacher	198	Teacher instructions: line 16	in the chapter?	in the chapter.
Publisher	9781788050470	Teacher	198	Vocabulary box: Discussion, line 2	some	come
Publisher	9781788050470	Teacher	208	Teacher instructions: line 2	Amelia Rose but now using Forces are Fun word wall chapter they recently completed.	Amelia Rose, but now using the Forces are Fun word wall chapter that they recently completed.
Publisher	9781788050470	Teacher	210	Teacher instructions: line 2	Amelia Rose and Forces Are Fun but now using the STEM Ski Math chapter together with	Amelia Rose and Forces Are Fun, but now using the STEM Ski Math chapter, together with
Publisher	9781788050470	Teacher	213	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050470	Teacher	213	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050470	Teacher	213	Interior and Northern Alaska Coloring Book: line 2	fluenty	fluently
Publisher	9781788050470	Teacher	216	Teacher Lesson Notes, line 1	books at or slightly above their	books at, or slightly above, their
Publisher	9781788050470	Teacher	229	Teacher instructions: line 19	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050470	Teacher	229	Teacher instructions: line 20	It may be the author is the same.	It may be that the author is the same.

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Publisher	9781788050470	Teacher	230	Vocabulary box: Discussion, line 2	some	come
Publisher	9781788050470	Teacher	240	Teacher instructions: line 2	Amelia Rose but now using Forces Are Fun word wall chapter they recently completed.	Amelia Rose, but now using the Forces Are Fun word wall chapter that they recently completed.
Publisher	9781788050470	Teacher	242	Teacher instructions: line 2	Amelia Rose and Forces Are Fun but now using the STEM Ski Math chapter together with	Amelia Rose and Forces Are Fun, but now using the STEM Ski Math chapter, together with
Publisher	9781788050470	Teacher	245	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050470	Teacher	245	Interior and Northern Alaska Coloring Book: line 3	Then	Finally,
Publisher	9781788050470	Teacher	247	Common Misconceptions, line 8	isn't	is not
Publisher	9781788050470	Teacher	249	Line 6	line break in wrong place	move text up
Publisher	9781788050470	Teacher	249	Line 21	aren't	are not
Publisher	9781788050470	Teacher	249	3rd line from the bottom	and why?	and why.
Publisher	9781788050470	Teacher	249	Bottom line	class?	class.
Publisher	9781788050470	Teacher	249	Bottom line	this is?	this is.
Publisher	9781788050470	Teacher	251	Daily reading, line 10	expressions, basic or	expressions, and basic or
Publisher	9781788050470	Teacher	252	Summary Discussion, 3rd paragraph, line 5	tp	to
Publisher	9781788050470	Teacher	276	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	276	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050470	Teacher	277	Activity D, line 2	that time, what would	that time; what would
Publisher	9781788050470	Teacher	277	Activity E, line 2	biodegradable?	biodegradable.
Publisher	9781788050470	Teacher	277	Activity E, line 9	have heard others	have heard that others
Publisher	9781788050470	Teacher	280	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	288	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	288	Activity A, line 6	they want	they want to be
Publisher	9781788050470	Teacher	288	Activity A, line 7	Explain that as they move through the chapter they should	Explain that, as they move through the chapter, they should
Publisher	9781788050470	Teacher	289	Activity D, line 4	how	who
Publisher	9781788050470	Teacher	289	Activity E, line 2	happened, how did	happened; how did

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Publisher	9781788050470	Teacher	301	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	301	Activity A, line 3	explore maps, delivery routes and be	explore map and delivery routes, and be
Publisher	9781788050470	Teacher	301	Activity A, line 9	with class.	with the class.
Publisher	9781788050470	Teacher	301	Activity A, line 11	approach of prior two reviews	approach of the prior two reviews
Publisher	9781788050470	Teacher	301	Activity A, line 12	and at the end of the chapter review	and, at the end of the chapter, review
Publisher	9781788050470	Teacher	302	Activity C, line 2	to occur?	to occur.
Publisher	9781788050470	Teacher	335	ELL: line 2	Then use of	Then, use of a
Publisher	9781788050470	Teacher	335	Other TPS Reading materials: line 1	musical band.	Musical Band.
Publisher	9781788050470	Teacher	335	ABC Handling Data - How Do We Get To School page 9 - Online library: line 2	alphabet book	Alphabet Book
Publisher	9781788050470	Teacher	361	Activity A, line 4	passed	past
Publisher	9781788050470	Teacher	361	Activity A, line 5	their family, in school	their family, and in school
Publisher	9781788050470	Teacher	361	Activity B, line 4	Have students perform to rest of class and have students critique each other's work.	Have students perform to the rest of the class and then critique each other's work.
Publisher	9781788050470	Teacher	362	Activity C, line 1	Ask students work	Ask students to work
Publisher	9781788050470	Teacher	362	Activity C, line 4	Each pair of students then, compare	Each pair of students should then compare
Publisher	9781788050470	Teacher	362	Activity D, Line 5	Discuss as a class which pair	Discuss, as a class, which pair
Publisher	9781788050470	Teacher	362	Activity E, line 2	that help predict	that help to predict
Publisher	9781788050470	Teacher	362	Activity E, line 6	'freewriting'?	'freewriting'.
Publisher	9781788050470	Teacher	362	Activity E, line 7	Guide students to know it is where they write for a fixed time which is set, and they do not need to worry about grammar and spelling but basically empty their minds of	Guide students to know it is where they write for a fixed time which is set, and they do not need to worry about grammar and spelling but instead write down all their thoughts
Publisher	9781788050470	Teacher	362	Activity F, line 2	what	which
Publisher	9781788050470	Teacher	365	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	372	Activity A, line 4	being changed and that leading	being changed, leading
Publisher	9781788050470	Teacher	373	Activity D, line 3	important?	important.
Publisher	9781788050470	Teacher	373	Activity F, line 7	maintain throughout the year a picture	maintain, throughout the year, a picture

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	373	Activity G, line 5	that assist the reader to solve.	that assists the reader to solve it.
Publisher	9781788050470	Teacher	388	Activity C, line 1	fact	facts
Publisher	9781788050470	Teacher	388	Activity D, line 1	create	creates
Publisher	9781788050470	Teacher	388	Activity F, line 6	one with most accurate	one with the most accurate
Publisher	9781788050470	Teacher	388	Activity F, line 7	sentences in time allowed. Suggest maximum	sentences in the time allowed. Suggest a maximum
Publisher	9781788050470	Teacher	392	ELL: line 2	Work through rest of the page.	Work through the rest of the page.
Publisher	9781788050470	Teacher	394	Common Misconceptions, line 6	developing vocabulary	developing the vocabulary
Publisher	9781788050470	Teacher	394	Common Misconceptions, line 8	as a focus, teacher	as a focus, the teacher
Publisher	9781788050470	Teacher	396	Line 13	about how story mountains	about, the way in which story mountains
Publisher	9781788050470	Teacher	398	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050470	Teacher	412	Activity A, line 7	about subject	about the subject
Publisher	9781788050470	Teacher	412	Activity A, bullet 4	What can natural resources be used to make	What can natural resources be used to make?
Publisher	9781788050470	Teacher	413	Activity D, line 1	help achieve	help to achieve
Publisher	9781788050470	Teacher	415	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	421	Activity A, line 7	about subject	about the subject
Publisher	9781788050470	Teacher	421	Activity C, line 2	the solution?	the solution.
Publisher	9781788050470	Teacher	421	Activity C, line 6	the text to find the answer.	the text which gives the answer.
Publisher	9781788050470	Teacher	435	Activity A, line 13	about subject	about the subject
Publisher	9781788050470	Teacher	435	Activity B, line 6/7	For each character draw a picture and label on the left side the physical traits and on the right side the personality traits.	For each character, draw a picture and label, on the left side, the physical traits and, on the right side, the personality traits.
Publisher	9781788050470	Teacher	435	Activity B, line 15	or minor.	or minor?
Publisher	9781788050470	Teacher	449	Other TPS Reading materials: line 2	Emotions or Trees or Seasons?	Emotions, Trees or Seasons?
Publisher	9781788050470	Teacher	449	Reader Activity Book focus - The Davis Family: line 1	discuss how usually their	discuss how, usually, their
Publisher	9781788050470	Teacher	452	Teacher Lesson Notes, last line	each one to create	them all to create
Publisher	9781788050470	Teacher	456	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are

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Publisher	9781788050470	Teacher	481	Activity A, line 1	fairy tale?	fairy tale.
Publisher	9781788050470	Teacher	481	Activity A, line 9	find a definition for	find definitions for
Publisher	9781788050470	Teacher	481	Activity A, line 17	the theme?	the theme.
Publisher	9781788050470	Teacher	482	Activity B, line 1	rest of Amelia Rose work.	rest of the Amelia Rose work.
Publisher	9781788050470	Teacher	482	Activity C, line 2	their traits?	their traits.
Publisher	9781788050470	Teacher	483	Line 2	the setting?	the setting.
Publisher	9781788050470	Teacher	483	Activity D, ii, line 2	the readers learn.	the readers to learn.
Publisher	9781788050470	Teacher	483	Activity D, iii, line 5	or more combined together.	or more of these combined together.
Publisher	9781788050470	Teacher	484	Activity E, i, line 2/3	They are to imagine that rather than asking her daddy to go outside that she argues that,	They are to imagine that, rather than asking her daddy to go outside, she argues that,
Publisher	9781788050470	Teacher	484	Activity E, i, line 6	Write down notes to explain what you	Students should write down notes to explain what they
Publisher	9781788050470	Teacher	484	Activity E, i, line 7/8	have attempted to do and then pass your story, not your notes, o another student to review.	have attempted to do and then pass their story, not their notes, to another student to review.
Publisher	9781788050470	Teacher	484	Activity E, i, line 9	Ask reviewing student to find identify	Ask the reviewing student to identify
Publisher	9781788050470	Teacher	484	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	486	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	494	Activity B, line 2	What Is It Like chapter.	What Is It Like? chapter.
Publisher	9781788050470	Teacher	494	Activity C, line 2	their traits?	their traits.
Publisher	9781788050470	Teacher	495	Line 2	readers learn.	readers to learn.
Publisher	9781788050470	Teacher	495	Line 4	Activity. -Let’s students know they are about to take action and do something rather	Activity - Lets students know that they are about to take action and do something, rather
Publisher	9781788050470	Teacher	495	iii, line 5	or more combined together.	or more of these combined together.
Publisher	9781788050470	Teacher	495	Activity E, i, line 2	wants to go but his problem is that the does not	wants to go, but his problem is that he does not
Publisher	9781788050470	Teacher	495	Activity E, i, line 3	travel so he	travel so that he
Publisher	9781788050470	Teacher	495	Activity E, i, line 8	Write down notes to explain what you have attempted to do and then pass your	Students should write down notes to explain what they have attempted to do and then pass their
Publisher	9781788050470	Teacher	495	Activity E, i, line 9	story, not your notes, o another student to review.	story, not their notes, to another student to review.
Publisher	9781788050470	Teacher	495	Activity E, i, line 10	Ask reviewing student to find identify a claim	Ask the reviewing student to identify a claim

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Publisher	9781788050470	Teacher	495	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	507	Activity D, i, line 2	main idea purpose	main idea the purpose
Publisher	9781788050470	Teacher	507	Activity D, ii, line 4	readers learn.	readers to learn.
Publisher	9781788050470	Teacher	507	Activity D, iii, line 6	or more combined	or more of these combined
Publisher	9781788050470	Teacher	507	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	511	Extension Activity: line 1	from the disaster scene from	from the disaster in
Publisher	9781788050470	Teacher	511	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050470	Teacher	512	Line 12	graphic	graphics
Publisher	9781788050470	Teacher	515	Procedure, paragraph 4, line 3	had	has
Publisher	9781788050470	Teacher	517	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050470	Teacher	519	Ideas for at home, line 1	Use a simple outline similar to the one below, plan	Use a simple outline, similar to the one below, to plan
Publisher	9781788050470	Teacher	519	Ideas for at home, line 2	Be ready to share your ideas with the class.	Students must be ready to share their ideas with the class.
Publisher	9781788050470	Teacher	519	Summary Discussion, line 2	stories.	stories?
Publisher	9781788050470	Teacher	539	Activity A, line 3	text?	text.
Publisher	9781788050470	Teacher	539	Activity A, line 6	Amelia Rose?	Amelia Rose.
Publisher	9781788050470	Teacher	539	Activity A, line 14	the Sun and how it plays its part in the water cycle and	the Sun, and how it plays its part in the water cycle, and
Publisher	9781788050470	Teacher	540	Activity C, line 6	students learn	students to learn
Publisher	9781788050470	Teacher	540	Activity C, line 7	an	and
Publisher	9781788050470	Teacher	540	Activity D, line 2	TEKS learning they should already know many.	TEKS learning, they should already know many of them
Publisher	9781788050470	Teacher	540	Activity D, line 10	missing.	missing?
Publisher	9781788050470	Teacher	540	Activity D, line 11	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	541	Line 1	from sound	from their sound
Publisher	9781788050470	Teacher	541	Activity E, line 14	quickly know it does not	quickly realise that it does not
Publisher	9781788050470	Teacher	541	Activity F, line 1	voice?	voice.

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Publisher	9781788050470	Teacher	541	Activity F, line 14	When you hear certain sentences in the story from each chapter do	When they hear certain sentences in the story from each chapter, do
Publisher	9781788050470	Teacher	544	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	551	Activity A, line 1	writing?	writing.
Publisher	9781788050470	Teacher	551	Activity A, line 3	text?	text.
Publisher	9781788050470	Teacher	552	Activity D, line 10	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	553	Activity F, line 2	students that if they are authors they cannot	students that, if they are authors, they cannot
Publisher	9781788050470	Teacher	553	Activity F, line 3	author’s voice?	author’s voice.
Publisher	9781788050470	Teacher	553	Activity F, line 4	As a class try and	As a class, try to
Publisher	9781788050470	Teacher	553	Activity F, line 11	When you hear	When they hear
Publisher	9781788050470	Teacher	566	Activity A, line 6	How many agree what was the purpose?	How many agree about what was the purpose?
Publisher	9781788050470	Teacher	566	Activity A, line 7	How many agree what was the big idea/message?	How many agree about what was the big idea/message?
Publisher	9781788050470	Teacher	566	Activity C, line 2	that stage and like a cookbook it should	that stage and, like a cookbook, it should
Publisher	9781788050470	Teacher	566	Activity C, line 4/5	Ask students if the titles Explore I,II,III tell them anything and or the Describe and Use it sections.	Ask students if the titles Explore I,II,III and/or the Describe and Use it sections tell them anything.
Publisher	9781788050470	Teacher	567	Activity D, line 14	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	567	Activity E, line 4	help remind	help to remind
Publisher	9781788050470	Teacher	567	Activity F, line 6	When you hear	When they hear
Publisher	9781788050470	Teacher	567	Activity G, line 3	what is ‘hyperbole’?	what is ‘hyperbole’.
Publisher	9781788050470	Teacher	594	Scaffolding Information, Line 13	english	English
Publisher	9781788050470	Teacher	597	Materials: line 1	of different nationalities	of different cultures and nationalities
Publisher	9781788050470	Teacher	622	Activity A, line 15	develop	develops
Publisher	9781788050470	Teacher	622	Activity A, line 16	need	needs
Publisher	9781788050470	Teacher	622	Activity B, line 1	Each group present their plans in writing to teacher.	Each group presents their plans in writing to the teacher.
Publisher	9781788050470	Teacher	622	Activity B, i, line 2/3/4	Whatever type of genre or purpose or structure, each group must include and introduction and conclusion and ensure their idea will be well received by the audience.	Whatever type of genre, purpose or structure, each group must include an introduction and conclusion, and ensure that their idea will be well received by the audience.
Publisher	9781788050470	Teacher	623	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They must explain to the writing group why they believe the edits are required.

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Publisher	9781788050470	Teacher	623	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first and make the required edits to
Publisher	9781788050470	Teacher	623	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers and critique the final draft of the other group, and
Publisher	9781788050470	Teacher	623	Activity E, line 3	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	625	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	634	Teacher instructions, line 6	official	Official
Publisher	9781788050470	Teacher	634	Activity A, line 6	Before commencing writing the class must decide the environment where logging	Before commencing writing, the class must decide on the environment where logging
Publisher	9781788050470	Teacher	634	Activity A, line 11	help save	help to save
Publisher	9781788050470	Teacher	634	Activity A, line 18	Likelihood of logging and results if that occurs on the ecosystem and food chains.	Likelihood of logging and results, if that occurs, on the ecosystem and food chains.
Publisher	9781788050470	Teacher	634	Activity A, line 19	develop	develops
Publisher	9781788050470	Teacher	634	Activity B line 1	Each group present their plans for their assigned act in writing to teacher.	Each group presents their plans for their assigned act, in writing, to the teacher.
Publisher	9781788050470	Teacher	635	i, line 3	of genre or	of genre,
Publisher	9781788050470	Teacher	635	i, line 5	ensure their	ensure that their
Publisher	9781788050470	Teacher	635	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050470	Teacher	635	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first, then make the required edits to
Publisher	9781788050470	Teacher	635	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers, critique the final draft of the other group and
Publisher	9781788050470	Teacher	636	Activity E, line 2	Have each group present to class the now final acts.	Have each group present to class the, now, final acts.
Publisher	9781788050470	Teacher	636	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	648	Teacher instructions, line 3	Tell students that as they work through the project they need to create	Tell students that, as they work through the project, they need to create
Publisher	9781788050470	Teacher	648	Activity A, line 1	will use, what style of song?	will use, and the style of song.
Publisher	9781788050470	Teacher	648	Activity A, bullet 3	The food Chain	The food chain
Publisher	9781788050470	Teacher	648	Activity A, last line	develop	develops
Publisher	9781788050470	Teacher	648	Activity B, line 1	Each group present their plans for their assigned song, in writing, to teacher.	Each group presents their plans for their assigned song, in writing, to the teacher.
Publisher	9781788050470	Teacher	648	Activity B, i, line 1	their notes and include detailed	their notes, include detailed
Publisher	9781788050470	Teacher	648	Activity B, i, line 2	song words and assign soloists if appropriate.	song words, and assign soloists, if appropriate.

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print with basic online class set (9781788051033)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	648	Activity B, i, line 3	of genre or purpose	of genre, purpose
Publisher	9781788050470	Teacher	648	Activity B, i, line 5	ensure their idea	ensure that their idea
Publisher	9781788050470	Teacher	648	Activity B, ii, line 3	critique	critiques
Publisher	9781788050470	Teacher	649	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050470	Teacher	649	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first, then make the required edits to
Publisher	9781788050470	Teacher	649	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers, critique the final draft of the other group, and
Publisher	9781788050470	Teacher	649	Activity E, line 2	Have each group present to class the now final songs.	Have each group present to class the, now, final songs.
Publisher	9781788050470	Teacher	649	Activity E, line 3	Hold a class vote, which is	Hold a class vote; which is
Publisher	9781788050470	Teacher	649	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	669	Preparing to play an active role as citizens, line 1	That resources can be	Understand that resources can be
Publisher	9781788050470	Teacher	670	Plenary, line 4	to help improve	to help to improve
Publisher	9781788050470	Teacher	671	Other TPS Reading materials: line 3	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050470	Teacher	693	Activity A, line 14	including but not limited to music,	including, but not limited to, music and
Publisher	9781788050470	Teacher	693	Activity A, line 15	horror of comedy	horror or comedy
Publisher	9781788050470	Teacher	694	Line 8	to populate information about	to populate the text box about
Publisher	9781788050470	Teacher	694	Line 16	Presented logically including key facts such as title, genre, author followed by	Presented logically, including key facts such as title, genre, author, followed by
Publisher	9781788050470	Teacher	694	Line 19	follow	follows
Publisher	9781788050470	Teacher	694	Activity B, line 3	compositions about other	compositions on other
Publisher	9781788050470	Teacher	695	Activity D, line 1	imagine they are	imagine that they are
Publisher	9781788050470	Teacher	697	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	707	Activity A, line 4	Ask students complete	Ask students to complete
Publisher	9781788050470	Teacher	708	Activity B, line 5	genre, characteristics	genre, and characteristics
Publisher	9781788050470	Teacher	708	Activity B line 2	the alsation.	the Alsatian.

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print with basic online class set (9781788051033)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	719	penultimate line from the bottom	as a class and ask students	as a class, then and ask students
Publisher	9781788050470	Teacher	720	Activity C, line 1	Florida keys	Florida Keys
Publisher	9781788050470	Teacher	720	Activity C, line 3	the cause and best ways to help protect the	the cause, and the best ways to help to protect the
Publisher	9781788050470	Teacher	720	Activity D, line 3	It is decided to attract new members and gain funding they are going	It is decided that to attract new members and gain funding, they are going
Publisher	9781788050470	Teacher	723	Other TPS Reading materials: line 1	Have students Christopher Stephen	Have students read Christopher Stephen
Publisher	9781788050470	Teacher	727	7th line from the bottom	plagiarising,	plagiarizing,
Publisher	9781788050470	Teacher	749	Activity A, line 8	If you have a smaller class have less groups and assign multiple chapters.	If there is a smaller class, have fewer groups and assign multiple chapters.
Publisher	9781788050470	Teacher	749	Activity B, line 3	Have the group agree their plan with you.	Have the group agree their plan with teacher.
Publisher	9781788050470	Teacher	749	Activity C, line 3	sources list and agree them with you.	sources list and check them with the teacher.
Publisher	9781788050470	Teacher	750	Activity D, line 3	what is primary?	what is primary.
Publisher	9781788050470	Teacher	750	Activity D, line 4/5/6	They are sources that may have information but may not of the quality or volume of a primary source or be as accessible.	They are sources that may provide information, but this may not be of the quality or volume of a primary source, or be as accessible.
Publisher	9781788050470	Teacher	750	Activity D, line 7	Ensure students	Ensure that students
Publisher	9781788050470	Teacher	750	Activity D, line 9	what is a citation?	what is a citation.
Publisher	9781788050470	Teacher	750	Activity D, line 12	Each group creates their presentation ensuring all information is found.	Each group creates their presentation, ensuring that all information is found.
Publisher	9781788050470	Teacher	750	Activity E, 2nd bullet	How sources used were primary and secondary?	Which sources used were primary and secondary?
Publisher	9781788050470	Teacher	751	Line 7	afterward	afterwards.
Publisher	9781788050470	Teacher	751	Activity G, line 4	Usually when completing research the cited page	Usually, when completing research, the cited page
Publisher	9781788050470	Teacher	751	Activity G, last line	of Amelia Rose chapters content.	of the Amelia Rose chapters' content.
Publisher	9781788050470	Teacher	753	Teacher instructions, line 3/4	Explain that you want them to create a chapter that would exactly align to the TEKS listed below.	Explain that they should create a chapter that would exactly align to the TEKS listed below.
Publisher	9781788050470	Teacher	754	Activity F, line 1	Have student groups verify citations and review text of chapter.	Have student groups verify citations and review the text of the chapter.
Publisher	9781788050470	Teacher	754	Activity G, line 1	Each group has provided a works cited page and then checked a second group's work.	Each group should provide a works cited page and then check a second group's work.
Publisher	9781788050470	Teacher	763	Teacher instructions, line 2	choose one	choose the one
Publisher	9781788050470	Teacher	763	Teacher instructions, line 8	textbook is required by the	textbook is obliged by the

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	2	Line 6	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050470	Teacher	2	Line 8	easily understood, make eye contact	easily understood, and make eye contact
Publisher	9781788050470	Teacher	2	Line 9	not too fast or slow or	not too quickly or slowly nor
Publisher	9781788050470	Teacher	2	Line 10	loud or too quiet, they want to be heard but not shouting.	loudly or quietly; they want to be heard but not shout.
Publisher	9781788050470	Teacher	4	Procedure, line 6	TV station	TV/radio station
Publisher	9781788050470	Teacher	4	Procedure, line 17/18	reminded that when working in their groups they should	reminded that, when working in their groups, they should
Publisher	9781788050470	Teacher	23	Line 7	pace so everyone	pace so that everyone
Publisher	9781788050470	Teacher	23	Line 13	class that should any team member not listen well they will	class that, should any team member not listen well, they will
Publisher	9781788050470	Teacher	23	Activity E, line 6	you will be listening to assure they work	that you will be listening to ensure they work
Publisher	9781788050470	Teacher	25	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	32	Activity A, no.3	What	Which
Publisher	9781788050470	Teacher	32	Activity A, no.5	What	Which
Publisher	9781788050470	Teacher	44	Activity A, line 7	need	needs
Publisher	9781788050470	Teacher	44	Activity A, no.3	property	properties
Publisher	9781788050470	Teacher	44	Activity B, line 1	We would propose that when looking at each instruction page you ask	It is suggested that, when looking at each instruction page, you ask
Publisher	9781788050470	Teacher	60	Reader Activity Book focus: line 2	chapter	Chapter
Publisher	9781788050470	Teacher	62	Line 11	Two	2
Publisher	9781788050470	Teacher	63	Lesson Topics, no.2, line 5	diphthongs	diphthongs
Publisher	9781788050470	Teacher	67	Ideas for support, line 2	classroom such as a visual alphabet with upper and lowercase letters	classroom, such as a visual alphabet with upper and lower case letters
Publisher	9781788050470	Teacher	67	Ideas fo ELL, line 4	native language and they could	native language. They could
Publisher	9781788050470	Teacher	67	Ideas for at home	always learning, it does	always learning; it does
Publisher	9781788050470	Teacher	88	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	88	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	88	Activity A, vi, 13th bullet	shift	shifts

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	89	Activity B, i, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	89	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	89	Activity B, vi, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	89	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	90	Activity B, vii, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050470	Teacher	90	Activity B, vii, line 2	analyse	analyze
Publisher	9781788050470	Teacher	92	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	100	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	100	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	100	Activity A, vi, 13th bullet	shift	shifts
Publisher	9781788050470	Teacher	101	Activity B, i, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	101	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	101	Activity B, vi, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	101	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	102	Activity B, vii, line 1	and using the vocabulary page in Up and Down	and, using the vocabulary page in Up and Down,
Publisher	9781788050470	Teacher	102	Activity B, vii, line 2	analyse	analyze
Publisher	9781788050470	Teacher	114	Activity A, vi, 1st bullet	Multiple sound-spelling pattern	multiple sound-spelling patterns
Publisher	9781788050470	Teacher	114	Activity A, vi, 2nd bullet	Closed	closed
Publisher	9781788050470	Teacher	114	Activity A, vi, 13th bullet	shift	shifts
Publisher	9781788050470	Teacher	115	Activity B, i, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,
Publisher	9781788050470	Teacher	115	Activity B, i, line 2	analyse	analyze
Publisher	9781788050470	Teacher	115	Activity B, vi, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,
Publisher	9781788050470	Teacher	115	Activity B, vi, line 2	analyse	analyze
Publisher	9781788050470	Teacher	116	Activity B, vii, line 1	and using ten words of their choice from Ski Math	and, using ten words of their choice from Ski Math,

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	116	Activity B, vii, line 1	analyse	analyze
Publisher	9781788050470	Teacher	124	ABC Activity Books - Online library: line 2	book	Book
Publisher	9781788050470	Teacher	124	Reader Activity Book focus: line 2	games	Games
Publisher	9781788050470	Teacher	128	Line 10	of	or
Publisher	9781788050470	Teacher	129	Ideas for at home: line 5	with	to
Publisher	9781788050470	Teacher	147	Activity A, line 2	ensure there	ensure that there
Publisher	9781788050470	Teacher	148	Line 4	Antonym	Antonyms
Publisher	9781788050470	Teacher	148	Line 5	Synonym	Synonyms
Publisher	9781788050470	Teacher	148	Line 6	used	accepted
Publisher	9781788050470	Teacher	148	Line 8	Homophone	Homophones
Publisher	9781788050470	Teacher	148	Line 10	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	150	Materials: 1st bullet	number	Number
Publisher	9781788050470	Teacher	158	Activity A, line 2	ensure there	ensure that there
Publisher	9781788050470	Teacher	148	Activity D, Line 5	Antonym	Antonyms
Publisher	9781788050470	Teacher	148	Activity D, Line 6	Synonym	Synonyms
Publisher	9781788050470	Teacher	148	Activity D, Line 7	used	accepted
Publisher	9781788050470	Teacher	148	Activity D, Line 9	Homophone	Homophones
Publisher	9781788050470	Teacher	148	Activity D, Line 11	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	171	Activity A, line 1	project work and read	project work, read
Publisher	9781788050470	Teacher	171	Activity A, line 3	ensure there	ensure that there
Publisher	9781788050470	Teacher	172	Activity D, Line 5	Antonym	Antonyms
Publisher	9781788050470	Teacher	172	Activity D, Line 6	Synonym	Synonyms
Publisher	9781788050470	Teacher	172	Activity D, Line 7	used	accepted
Publisher	9781788050470	Teacher	172	Activity D, Line 9	Homophone	Homophones

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	172	Activity D, Line 11	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	180	Line 3	Antonym	Antonyms
Publisher	9781788050470	Teacher	180	Line 4	Synonym	Synonyms
Publisher	9781788050470	Teacher	180	Line 5	used	accepted
Publisher	9781788050470	Teacher	180	Line 7	Homophone	Homophones
Publisher	9781788050470	Teacher	180	Line 9	Homograph -two words spelled the same way but may not have same meaning	Homographs - two words spelled the same way, but which may not have the same meaning
Publisher	9781788050470	Teacher	181	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050470	Teacher	181	Plenary, line 7	and if not how	and, if not, how
Publisher	9781788050470	Teacher	182	ELL, line 2	Then use of thesaurus.	Then, use of a thesaurus.
Publisher	9781788050470	Teacher	182	Other TPS Reading materials: line 2/3	create glossary cards if new.	create glossary cards if they are new.
Publisher	9781788050470	Teacher	182	Reader Activity Book focus: line 1	processes	Processes
Publisher	9781788050470	Teacher	184	Line 1	In this lesson, students will practice reading with accuracy, comprehension and prosody.	In this lesson, students will practice reading with the appropriate rate, accuracy, and prosody.
Publisher	9781788050470	Teacher	185	Procedure, line 3	standard to read with accuracy, comprehension and prosody.	standard to read with the appropriate rate, accuracy, and prosody.
Publisher	9781788050470	Teacher	187	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050470	Teacher	198	Teacher instructions: line 16	in the chapter?	in the chapter.
Publisher	9781788050470	Teacher	198	Vocabulary box: Discussion, line 2	some	come
Publisher	9781788050470	Teacher	208	Teacher instructions: line 2	Amelia Rose but now using Forces are Fun word wall chapter they recently completed.	Amelia Rose, but now using the Forces are Fun word wall chapter that they recently completed.
Publisher	9781788050470	Teacher	210	Teacher instructions: line 2	Amelia Rose and Forces Are Fun but now using the STEM Ski Math chapter together with	Amelia Rose and Forces Are Fun, but now using the STEM Ski Math chapter, together with
Publisher	9781788050470	Teacher	213	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050470	Teacher	213	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050470	Teacher	213	Interior and Northern Alaska Coloring Book: line 2	fluenty	fluently
Publisher	9781788050470	Teacher	216	Teacher Lesson Notes, line 1	books at or slightly above their	books at, or slightly above, their
Publisher	9781788050470	Teacher	229	Teacher instructions: line 19	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050470	Teacher	229	Teacher instructions: line 20	It may be the author is the same.	It may be that the author is the same.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	230	Vocabulary box: Discussion, line 2	some	come
Publisher	9781788050470	Teacher	240	Teacher instructions: line 2	Amelia Rose but now using Forces Are Fun word wall chapter they recently completed.	Amelia Rose, but now using the Forces Are Fun word wall chapter that they recently completed.
Publisher	9781788050470	Teacher	242	Teacher instructions: line 2	Amelia Rose and Forces Are Fun but now using the STEM Ski Math chapter together with	Amelia Rose and Forces Are Fun, but now using the STEM Ski Math chapter, together with
Publisher	9781788050470	Teacher	245	ABC Activity Books - Online library: line 2	the alphabet book	the Alphabet Book
Publisher	9781788050470	Teacher	245	Interior and Northern Alaska Coloring Book: line 3	Then	Finally,
Publisher	9781788050470	Teacher	247	Common Misconceptions, line 8	isn't	is not
Publisher	9781788050470	Teacher	249	Line 6	line break in wrong place	move text up
Publisher	9781788050470	Teacher	249	Line 21	aren't	are not
Publisher	9781788050470	Teacher	249	3rd line from the bottom	and why?	and why.
Publisher	9781788050470	Teacher	249	Bottom line	class?	class.
Publisher	9781788050470	Teacher	249	Bottom line	this is?	this is.
Publisher	9781788050470	Teacher	251	Daily reading, line 10	expressions, basic or	expressions, and basic or
Publisher	9781788050470	Teacher	252	Summary Discussion, 3rd paragraph, line 5	tp	to
Publisher	9781788050470	Teacher	276	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	276	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050470	Teacher	277	Activity D, line 2	that time, what would	that time; what would
Publisher	9781788050470	Teacher	277	Activity E, line 2	biodegradable?	biodegradable.
Publisher	9781788050470	Teacher	277	Activity E, line 9	have heard others	have heard that others
Publisher	9781788050470	Teacher	280	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	288	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	288	Activity A, line 6	they want	they want to be
Publisher	9781788050470	Teacher	288	Activity A, line 7	Explain that as they move through the chapter they should	Explain that, as they move through the chapter, they should
Publisher	9781788050470	Teacher	289	Activity D, line 4	how	who
Publisher	9781788050470	Teacher	289	Activity E, line 2	happened, how did	happened; how did

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	301	Activity A, line 2	informational text?	informational text.
Publisher	9781788050470	Teacher	301	Activity A, line 3	explore maps, delivery routes and be	explore map and delivery routes, and be
Publisher	9781788050470	Teacher	301	Activity A, line 9	with class.	with the class.
Publisher	9781788050470	Teacher	301	Activity A, line 11	approach of prior two reviews	approach of the prior two reviews
Publisher	9781788050470	Teacher	301	Activity A, line 12	and at the end of the chapter review	and, at the end of the chapter, review
Publisher	9781788050470	Teacher	302	Activity C, line 2	to occur?	to occur.
Publisher	9781788050470	Teacher	335	ELL: line 2	Then use of	Then, use of a
Publisher	9781788050470	Teacher	335	Other TPS Reading materials: line 1	musical band.	Musical Band.
Publisher	9781788050470	Teacher	335	ABC Handling Data - How Do We Get To School page 9 - Online library: line 2	alphabet book	Alphabet Book
Publisher	9781788050470	Teacher	361	Activity A, line 4	passed	past
Publisher	9781788050470	Teacher	361	Activity A, line 5	their family, in school	their family, and in school
Publisher	9781788050470	Teacher	361	Activity B, line 4	Have students perform to rest of class and have students critique each other’s work.	Have students perform to the rest of the class and then critique each other’s work.
Publisher	9781788050470	Teacher	362	Activity C, line 1	Ask students work	Ask students to work
Publisher	9781788050470	Teacher	362	Activity C, line 4	Each pair of students then, compare	Each pair of students should then compare
Publisher	9781788050470	Teacher	362	Activity D, Line 5	Discuss as a class which pair	Discuss, as a class, which pair
Publisher	9781788050470	Teacher	362	Activity E, line 2	that help predict	that help to predict
Publisher	9781788050470	Teacher	362	Activity E, line 6	‘freewriting’?	‘freewriting’.
Publisher	9781788050470	Teacher	362	Activity E, line 7	Guide students to know it is where they write for a fixed time which is set, and they do not need to worry about grammar and spelling but basically empty their minds of	Guide students to know it is where they write for a fixed time which is set, and they do not need to worry about grammar and spelling but instead write down all their thoughts
Publisher	9781788050470	Teacher	362	Activity F, line 2	what	which
Publisher	9781788050470	Teacher	365	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	372	Activity A, line 4	being changed and that leading	being changed, leading
Publisher	9781788050470	Teacher	373	Activity D, line 3	important?	important.
Publisher	9781788050470	Teacher	373	Activity F, line 7	maintain throughout the year a picture	maintain, throughout the year, a picture

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English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print with Online Class Set (9781788052375) and Online only Class Set (9781788052382)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	373	Activity G, line 5	that assist the reader to solve.	that assists the reader to solve it.
Publisher	9781788050470	Teacher	388	Activity C, line 1	fact	facts
Publisher	9781788050470	Teacher	388	Activity D, line 1	create	creates
Publisher	9781788050470	Teacher	388	Activity F, line 6	one with most accurate	one with the most accurate
Publisher	9781788050470	Teacher	388	Activity F, line 7	sentences in time allowed. Suggest maximum	sentences in the time allowed. Suggest a maximum
Publisher	9781788050470	Teacher	392	ELL: line 2	Work through rest of the page.	Work through the rest of the page.
Publisher	9781788050470	Teacher	394	Common Misconceptions, line 6	developing vocabulary	developing the vocabulary
Publisher	9781788050470	Teacher	394	Common Misconceptions, line 8	as a focus, teacher	as a focus, the teacher
Publisher	9781788050470	Teacher	396	Line 13	about how story mountains	about, the way in which story mountains
Publisher	9781788050470	Teacher	398	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050470	Teacher	412	Activity A, line 7	about subject	about the subject
Publisher	9781788050470	Teacher	412	Activity A, bullet 4	What can natural resources be used to make	What can natural resources be used to make?
Publisher	9781788050470	Teacher	413	Activity D, line 1	help achieve	help to achieve
Publisher	9781788050470	Teacher	415	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	421	Activity A, line 7	about subject	about the subject
Publisher	9781788050470	Teacher	421	Activity C, line 2	the solution?	the solution.
Publisher	9781788050470	Teacher	421	Activity C, line 6	the text to find the answer.	the text which gives the answer.
Publisher	9781788050470	Teacher	435	Activity A, line 13	about subject	about the subject
Publisher	9781788050470	Teacher	435	Activity B, line 6/7	For each character draw a picture and label on the left side the physical traits and on the right side the personality traits.	For each character, draw a picture and label, on the left side, the physical traits and, on the right side, the personality traits.
Publisher	9781788050470	Teacher	435	Activity B, line 15	or minor.	or minor?
Publisher	9781788050470	Teacher	449	Other TPS Reading materials: line 2	Emotions or Trees or Seasons?	Emotions, Trees or Seasons?
Publisher	9781788050470	Teacher	449	Reader Activity Book focus - The Davis Family: line 1	discuss how usually their	discuss how, usually, their
Publisher	9781788050470	Teacher	452	Teacher Lesson Notes, last line	each one to create	them all to create
Publisher	9781788050470	Teacher	456	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	481	Activity A, line 1	fairy tale?	fairy tale.
Publisher	9781788050470	Teacher	481	Activity A, line 9	find a definition for	find definitions for
Publisher	9781788050470	Teacher	481	Activity A, line 17	the theme?	the theme.
Publisher	9781788050470	Teacher	482	Activity B, line 1	rest of Amelia Rose work.	rest of the Amelia Rose work.
Publisher	9781788050470	Teacher	482	Activity C, line 2	their traits?	their traits.
Publisher	9781788050470	Teacher	483	Line 2	the setting?	the setting.
Publisher	9781788050470	Teacher	483	Activity D, ii, line 2	the readers learn.	the readers to learn.
Publisher	9781788050470	Teacher	483	Activity D, iii, line 5	or more combined together.	or more of these combined together.
Publisher	9781788050470	Teacher	484	Activity E, i, line 2/3	They are to imagine that rather than asking her daddy to go outside that she argues that,	They are to imagine that, rather than asking her daddy to go outside, she argues that,
Publisher	9781788050470	Teacher	484	Activity E, i, line 6	Write down notes to explain what you	Students should write down notes to explain what they
Publisher	9781788050470	Teacher	484	Activity E, i, line 7/8	have attempted to do and then pass your story, not your notes, o another student to review.	have attempted to do and then pass their story, not their notes, to another student to review.
Publisher	9781788050470	Teacher	484	Activity E, i, line 9	Ask reviewing student to find identify	Ask the reviewing student to identify
Publisher	9781788050470	Teacher	484	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	486	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	494	Activity B, line 2	What Is It Like chapter.	What Is It Like? chapter.
Publisher	9781788050470	Teacher	494	Activity C, line 2	their traits?	their traits.
Publisher	9781788050470	Teacher	495	Line 2	readers learn.	readers to learn.
Publisher	9781788050470	Teacher	495	Line 4	Activity. -Let’s students know they are about to take action and do something rather	Activity - Lets students know that they are about to take action and do something, rather
Publisher	9781788050470	Teacher	495	iii, line 5	or more combined together.	or more of these combined together.
Publisher	9781788050470	Teacher	495	Activity E, i, line 2	wants to go but his problem is that the does not	wants to go, but his problem is that he does not
Publisher	9781788050470	Teacher	495	Activity E, i, line 3	travel so he	travel so that he
Publisher	9781788050470	Teacher	495	Activity E, i, line 8	Write down notes to explain what you have attempted to do and then pass your	Students should write down notes to explain what they have attempted to do and then pass their
Publisher	9781788050470	Teacher	495	Activity E, i, line 9	story, not your notes, o another student to review.	story, not their notes, to another student to review.
Publisher	9781788050470	Teacher	495	Activity E, i, line 10	Ask reviewing student to find identify a claim	Ask the reviewing student to identify a claim

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Publisher	9781788050470	Teacher	495	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	507	Activity D, i, line 2	main idea purpose	main idea the purpose
Publisher	9781788050470	Teacher	507	Activity D, ii, line 4	readers learn.	readers to learn.
Publisher	9781788050470	Teacher	507	Activity D, iii, line 6	or more combined	or more of these combined
Publisher	9781788050470	Teacher	507	Activity E, ii, line 1	Ask reviewing	Ask the reviewing
Publisher	9781788050470	Teacher	511	Extension Activity: line 1	from the disaster scene from	from the disaster in
Publisher	9781788050470	Teacher	511	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050470	Teacher	512	Line 12	graphic	graphics
Publisher	9781788050470	Teacher	515	Procedure, paragraph 4, line 3	had	has
Publisher	9781788050470	Teacher	517	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050470	Teacher	519	Ideas for at home, line 1	Use a simple outline similar to the one below, plan	Use a simple outline, similar to the one below, to plan
Publisher	9781788050470	Teacher	519	Ideas for at home, line 2	Be ready to share your ideas with the class.	Students must be ready to share their ideas with the class.
Publisher	9781788050470	Teacher	519	Summary Discussion, line 2	stories.	stories?
Publisher	9781788050470	Teacher	539	Activity A, line 3	text?	text.
Publisher	9781788050470	Teacher	539	Activity A, line 6	Amelia Rose?	Amelia Rose.
Publisher	9781788050470	Teacher	539	Activity A, line 14	the Sun and how it plays its part in the water cycle and	the Sun, and how it plays its part in the water cycle, and
Publisher	9781788050470	Teacher	540	Activity C, line 6	students learn	students to learn
Publisher	9781788050470	Teacher	540	Activity C, line 7	an	and
Publisher	9781788050470	Teacher	540	Activity D, line 2	TEKS learning they should already know many.	TEKS learning, they should already know many of them
Publisher	9781788050470	Teacher	540	Activity D, line 10	missing.	missing?
Publisher	9781788050470	Teacher	540	Activity D, line 11	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	541	Line 1	from sound	from their sound
Publisher	9781788050470	Teacher	541	Activity E, line 14	quickly know it does not	quickly realise that it does not
Publisher	9781788050470	Teacher	541	Activity F, line 1	voice?	voice.

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Publisher	9781788050470	Teacher	541	Activity F, line 14	When you hear certain sentences in the story from each chapter do	When they hear certain sentences in the story from each chapter, do
Publisher	9781788050470	Teacher	544	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	551	Activity A, line 1	writing?	writing.
Publisher	9781788050470	Teacher	551	Activity A, line 3	text?	text.
Publisher	9781788050470	Teacher	552	Activity D, line 10	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	553	Activity F, line 2	students that if they are authors they cannot	students that, if they are authors, they cannot
Publisher	9781788050470	Teacher	553	Activity F, line 3	author’s voice?	author’s voice.
Publisher	9781788050470	Teacher	553	Activity F, line 4	As a class try and	As a class, try to
Publisher	9781788050470	Teacher	553	Activity F, line 11	When you hear	When they hear
Publisher	9781788050470	Teacher	566	Activity A, line 6	How many agree what was the purpose?	How many agree about what was the purpose?
Publisher	9781788050470	Teacher	566	Activity A, line 7	How many agree what was the big idea/message?	How many agree about what was the big idea/message?
Publisher	9781788050470	Teacher	566	Activity C, line 2	that stage and like a cookbook it should	that stage and, like a cookbook, it should
Publisher	9781788050470	Teacher	566	Activity C, line 4/5	Ask students if the titles Explore I,II,III tell them anything and or the Describe and Use it sections.	Ask students if the titles Explore I,II,III and/or the Describe and Use it sections tell them anything.
Publisher	9781788050470	Teacher	567	Activity D, line 14	Discuss examples as a class of each type found or to be edited.	Discuss examples, as a class, of each type found or to be edited.
Publisher	9781788050470	Teacher	567	Activity E, line 4	help remind	help to remind
Publisher	9781788050470	Teacher	567	Activity F, line 6	When you hear	When they hear
Publisher	9781788050470	Teacher	567	Activity G, line 3	what is ‘hyperbole’?	what is ‘hyperbole’.
Publisher	9781788050470	Teacher	594	Scaffolding Information, Line 13	english	English
Publisher	9781788050470	Teacher	597	Materials: line 1	of different nationalities	of different cultures and nationalities
Publisher	9781788050470	Teacher	622	Activity A, line 15	develop	develops
Publisher	9781788050470	Teacher	622	Activity A, line 16	need	needs
Publisher	9781788050470	Teacher	622	Activity B, line 1	Each group present their plans in writing to teacher.	Each group presents their plans in writing to the teacher.
Publisher	9781788050470	Teacher	622	Activity B, i, line 2/3/4	Whatever type of genre or purpose or structure, each group must include and introduction and conclusion and ensure their idea will be well received by the audience.	Whatever type of genre, purpose or structure, each group must include an introduction and conclusion, and ensure that their idea will be well received by the audience.
Publisher	9781788050470	Teacher	623	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They must explain to the writing group why they believe the edits are required.

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Publisher	9781788050470	Teacher	623	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first and make the required edits to
Publisher	9781788050470	Teacher	623	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers and critique the final draft of the other group, and
Publisher	9781788050470	Teacher	623	Activity E, line 3	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	625	Materials: line 2	number	Number
Publisher	9781788050470	Teacher	634	Teacher instructions, line 6	official	Official
Publisher	9781788050470	Teacher	634	Activity A, line 6	Before commencing writing the class must decide the environment where logging	Before commencing writing, the class must decide on the environment where logging
Publisher	9781788050470	Teacher	634	Activity A, line 11	help save	help to save
Publisher	9781788050470	Teacher	634	Activity A, line 18	Likelihood of logging and results if that occurs on the ecosystem and food chains.	Likelihood of logging and results, if that occurs, on the ecosystem and food chains.
Publisher	9781788050470	Teacher	634	Activity A, line 19	develop	develops
Publisher	9781788050470	Teacher	634	Activity B line 1	Each group present their plans for their assigned act in writing to teacher.	Each group presents their plans for their assigned act, in writing, to the teacher.
Publisher	9781788050470	Teacher	635	i, line 3	of genre or	of genre,
Publisher	9781788050470	Teacher	635	i, line 5	ensure their	ensure that their
Publisher	9781788050470	Teacher	635	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050470	Teacher	635	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first, then make the required edits to
Publisher	9781788050470	Teacher	635	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers, critique the final draft of the other group and
Publisher	9781788050470	Teacher	636	Activity E, line 2	Have each group present to class the now final acts.	Have each group present to class the, now, final acts.
Publisher	9781788050470	Teacher	636	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	648	Teacher instructions, line 3	Tell students that as they work through the project they need to create	Tell students that, as they work through the project, they need to create
Publisher	9781788050470	Teacher	648	Activity A, line 1	will use, what style of song?	will use, and the style of song.
Publisher	9781788050470	Teacher	648	Activity A, bullet 3	The food Chain	The food chain
Publisher	9781788050470	Teacher	648	Activity A, last line	develop	develops
Publisher	9781788050470	Teacher	648	Activity B, line 1	Each group present their plans for their assigned song, in writing, to teacher.	Each group presents their plans for their assigned song, in writing, to the teacher.
Publisher	9781788050470	Teacher	648	Activity B, i, line 1	their notes and include detailed	their notes, include detailed
Publisher	9781788050470	Teacher	648	Activity B, i, line 2	song words and assign soloists if appropriate.	song words, and assign soloists, if appropriate.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050470	Teacher	648	Activity B, i, line 3	of genre or purpose	of genre, purpose
Publisher	9781788050470	Teacher	648	Activity B, i, line 5	ensure their idea	ensure that their idea
Publisher	9781788050470	Teacher	648	Activity B, ii, line 3	critique	critiques
Publisher	9781788050470	Teacher	649	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050470	Teacher	649	Activity C, line 7	Remain in same groups and review your own content first and make all required edits to	Remain in the same groups and review their own content first, then make the required edits to
Publisher	9781788050470	Teacher	649	Activity D, xi, line 1	Once again swap papers and critique the final drafts of the other group and	Once again, swap papers, critique the final draft of the other group, and
Publisher	9781788050470	Teacher	649	Activity E, line 2	Have each group present to class the now final songs.	Have each group present to class the, now, final songs.
Publisher	9781788050470	Teacher	649	Activity E, line 3	Hold a class vote, which is	Hold a class vote; which is
Publisher	9781788050470	Teacher	649	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050470	Teacher	669	Preparing to play an active role as citizens, line 1	That resources can be	Understand that resources can be
Publisher	9781788050470	Teacher	670	Plenary, line 4	to help improve	to help to improve
Publisher	9781788050470	Teacher	671	Other TPS Reading materials: line 3	Have students Ella Violet	Have students read Ella Violet
Publisher	9781788050470	Teacher	693	Activity A, line 14	including but not limited to music,	including, but not limited to, music and
Publisher	9781788050470	Teacher	693	Activity A, line 15	horror of comedy	horror or comedy
Publisher	9781788050470	Teacher	694	Line 8	to populate information about	to populate the text box about
Publisher	9781788050470	Teacher	694	Line 16	Presented logically including key facts such as title, genre, author followed by	Presented logically, including key facts such as title, genre, author, followed by
Publisher	9781788050470	Teacher	694	Line 19	follow	follows
Publisher	9781788050470	Teacher	694	Activity B, line 3	compositions about other	compositions on other
Publisher	9781788050470	Teacher	695	Activity D, line 1	imagine they are	imagine that they are
Publisher	9781788050470	Teacher	697	Materials: line 1	number	Number
Publisher	9781788050470	Teacher	707	Activity A, line 4	Ask students complete	Ask students to complete
Publisher	9781788050470	Teacher	708	Activity B, line 5	genre, characteristics	genre, and characteristics
Publisher	9781788050470	Teacher	708	Activity B line 2	the alsation.	the Alsatian.

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Publisher	9781788050470	Teacher	719	penultimate line from the bottom	as a class and ask students	as a class, then and ask students
Publisher	9781788050470	Teacher	720	Activity C, line 1	Florida keys	Florida Keys
Publisher	9781788050470	Teacher	720	Activity C, line 3	the cause and best ways to help protect the	the cause, and the best ways to help to protect the
Publisher	9781788050470	Teacher	720	Activity D, line 3	It is decided to attract new members and gain funding they are going	It is decided that to attract new members and gain funding, they are going
Publisher	9781788050470	Teacher	723	Other TPS Reading materials: line 1	Have students Christopher Stephen	Have students read Christopher Stephen
Publisher	9781788050470	Teacher	727	7th line from the bottom	plagiarising,	plagiarizing,
Publisher	9781788050470	Teacher	749	Activity A, line 8	If you have a smaller class have less groups and assign multiple chapters.	If there is a smaller class, have fewer groups and assign multiple chapters.
Publisher	9781788050470	Teacher	749	Activity B, line 3	Have the group agree their plan with you.	Have the group agree their plan with teacher.
Publisher	9781788050470	Teacher	749	Activity C, line 3	sources list and agree them with you.	sources list and check them with the teacher.
Publisher	9781788050470	Teacher	750	Activity D, line 3	what is primary?	what is primary.
Publisher	9781788050470	Teacher	750	Activity D, line 4/5/6	They are sources that may have information but may not of the quality or volume of a primary source or be as accessible.	They are sources that may provide information, but this may not be of the quality or volume of a primary source, or be as accessible.
Publisher	9781788050470	Teacher	750	Activity D, line 7	Ensure students	Ensure that students
Publisher	9781788050470	Teacher	750	Activity D, line 9	what is a citation?	what is a citation.
Publisher	9781788050470	Teacher	750	Activity D, line 12	Each group creates their presentation ensuring all information is found.	Each group creates their presentation, ensuring that all information is found.
Publisher	9781788050470	Teacher	750	Activity E, 2nd bullet	How sources used were primary and secondary?	Which sources used were primary and secondary?
Publisher	9781788050470	Teacher	751	Line 7	afterward	afterwards.
Publisher	9781788050470	Teacher	751	Activity G, line 4	Usually when completing research the cited page	Usually, when completing research, the cited page
Publisher	9781788050470	Teacher	751	Activity G, last line	of Amelia Rose chapters content.	of the Amelia Rose chapters' content.
Publisher	9781788050470	Teacher	753	Teacher instructions, line 3/4	Explain that you want them to create a chapter that would exactly align to the TEKS listed below.	Explain that they should create a chapter that would exactly align to the TEKS listed below.
Publisher	9781788050470	Teacher	754	Activity F, line 1	Have student groups verify citations and review text of chapter.	Have student groups verify citations and review the text of the chapter.
Publisher	9781788050470	Teacher	754	Activity G, line 1	Each group has provided a works cited page and then checked a second group's work.	Each group should provide a works cited page and then check a second group's work.
Publisher	9781788050470	Teacher	763	Teacher instructions, line 2	choose one	choose the one
Publisher	9781788050470	Teacher	763	Teacher instructions, line 8	textbook is required by the	textbook is obliged by the

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	21	Line 5	They must speak at a reasonable pace so everyone can hear them.	They must speak at a reasonable pace, so that everyone can hear them.
Publisher	9781788050555	Teacher	21	Line 11	The teacher should also advise class that should any team member not listen well they will lose a point for their team.	The teacher should also advise class that, should any team member not listen well, they will lose a point for their team.
Publisher	9781788050555	Teacher	23	Materials; line 1	number	Number
Publisher	9781788050555	Teacher	31	Activity C, line 1	one question or answer	one question or to answer
Publisher	9781788050555	Teacher	32	Activity D, line 5	Set other rules such as timeline that each group must adhere to.	Set other rules, such as timeline, that each group must adhere to.
Publisher	9781788050555	Teacher	44	Penultimate line	as a class and ask students	as a class, then ask students
Publisher	9781788050555	Teacher	45	Activity B, line 2	noticed there is	noticed that there is
Publisher	9781788050555	Teacher	45	Activity C, line 1	Florida keys	Florida Keys
Publisher	9781788050555	Teacher	45	Activity C, line 3	the cause and best ways	the cause and the best ways
Publisher	9781788050555	Teacher	45	Activity D, line 3	It is decided to attract new members and gain funding they are	It is decided that, to attract new members and gain funding, they are
Publisher	9781788050555	Teacher	64	Scaffolding information, line 11	Three	3
Publisher	9781788050555	Teacher	66	Line 2	diphthongs	diphthongs
Publisher	9781788050555	Teacher	69	Ideas for ELL, line 2	of some phonemes and	of some phonemes,
Publisher	9781788050555	Teacher	69	Ideas for ELL, line 4	with sounds in their native language and they could teach students	with sounds in their first language; they could also teach other students
Publisher	9781788050555	Teacher	91	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	91	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	91	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	91	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	91	All bullets	Ending of each bullet	these should all be plural
Publisher	9781788050555	Teacher	91	Activity B, i, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050555	Teacher	91	Activity B, i, line 2	analyse	analyze
Publisher	9781788050555	Teacher	92	vi, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050555	Teacher	92	vi, line 2	analyse	analyze
Publisher	9781788050555	Teacher	94	Materials: line 1	number	Number

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Publisher	9781788050555	Teacher	95	Teacher instructions, line 1	completed,	completed;
Publisher	9781788050555	Teacher	96	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	96	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	96	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	96	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	96	All bullets	Ending of each bullet	these should all be plural
Publisher	9781788050555	Teacher	96	Activity B, i, line 2	Energy analyse	Energy, analyze
Publisher	9781788050555	Teacher	97	vi, line 2	Energy analyse	Energy, analyze
Publisher	9781788050555	Teacher	100	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	100	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	100	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	100	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	100	All bullets	Ending of each bullet	these should all be plural
Publisher	9781788050555	Teacher	100	Activity B, i, line 2	analyse	analyze
Publisher	9781788050555	Teacher	101	iii, line 3	from STEM	from the STEM
Publisher	9781788050555	Teacher	101	vi, line 2	chapter analyse which	chapter, analyze which
Publisher	9781788050555	Teacher	103	Line 4	special,	special;
Publisher	9781788050555	Teacher	103	Line 6	Ask students when creating their scripts to identify	Ask students, when creating their scripts, to identify
Publisher	9781788050555	Teacher	104	ABC Projects - Online library: line 2	book.	Book.
Publisher	9781788050555	Teacher	106	Common Misconceptions, line 8	a focus, teacher	a focus, the teacher
Publisher	9781788050555	Teacher	107	Procedure, penultimate line	then elements	then add elements
Publisher	9781788050555	Teacher	128	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	138	Activity D, line 1	homophone?	homophone.
Publisher	9781788050555	Teacher	142	3rd bullet, line 6	include history	include the history

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	142	Answer text, line 2	sport but does involve risk as do many	sport, but does involve risk, as do many
Publisher	9781788050555	Teacher	150	Activity A, line 7	Amelia Rose of the Word Wall activity,	Amelia Rose or the Word Wall activity,
Publisher	9781788050555	Teacher	154	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050555	Teacher	154	Plenary, line 7	a fair test and if not how could they improve it.	a fair test and, if not, how could they improve it.
Publisher	9781788050555	Teacher	157	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with appropriate rate, accuracy, and prosody.
Publisher	9781788050555	Teacher	158	Procedure, line 3	to read with accuracy, comprehension and prosody.	to read with appropriate rate, accuracy, and prosody.
Publisher	9781788050555	Teacher	158	Procedure, line 4	the three adjectives used to define	the three words used to define
Publisher	9781788050555	Teacher	159	Daily reading, line 11	expressions, basic or	expressions, and basic or
Publisher	9781788050555	Teacher	160	Ideas for ELL	native language	first language
Publisher	9781788050555	Teacher	170	Teacher instructions, line 11	Have each group complete and then review the chapter	Have each group complete, and then review, the chapter
Publisher	9781788050555	Teacher	170	Teacher instructions, line 16	the chapter?	the chapter.
Publisher	9781788050555	Teacher	170	Vocabulary box, Discussion, line 2	some	come
Publisher	9781788050555	Teacher	172	Materials; line 1	number	Number
Publisher	9781788050555	Teacher	184	Teacher instructions, line 2/3	That Was A Collision To Remember but now using the STEM Plan Your Escapement chapter together with	That Was A Collision To Remember, but now using the STEM Plan Your Escapement chapter, together with
Publisher	9781788050555	Teacher	187	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050555	Teacher	187	ABC Activity Books: line 1	books	Books
Publisher	9781788050555	Teacher	187	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050555	Teacher	190	Teacher Lesson Notes, line 1/2	pre-approved books at or slightly above their reading ability.	pre-approved books at, or slightly above, their reading ability.
Publisher	9781788050555	Teacher	193	Line 3	vocabular	vocabulary
Publisher	9781788050555	Teacher	204	Teacher instructions, line 12	Review as a class and agree a final set of answers.	Review, as a class, and agree a final set of answers.
Publisher	9781788050555	Teacher	204	Teacher instructions, line 19	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050555	Teacher	204	Teacher instructions, line 20	It may be the author is the same.	It may be that the author is the same.
Publisher	9781788050555	Teacher	205	Vocabulary box, Discussion, line 2	some	come
Publisher	9781788050555	Teacher	207	Materials: line 1	number	Number

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	219	Teacher instructions, line 2/3	That Was A Collision To Remember but now using the STEM Plan Your Escapement chapter together with	That Was A Collision To Remember, but now using the STEM Plan Your Escapement chapter, together with
Publisher	9781788050555	Teacher	222	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050555	Teacher	228	Line 10 from the bottom	help you understand	help you to understand
Publisher	9781788050555	Teacher	250	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050555	Teacher	250	Activity A, line 9/10	Explain that as they move through the chapter they should try and answer those questions.	Explain that as, they move through the chapter, they should try to answer those questions.
Publisher	9781788050555	Teacher	251	Activity C, line 5	and is it effective?	and are they effective?
Publisher	9781788050555	Teacher	251	Activity D, line 4	what you are wearing.	what they are wearing.
Publisher	9781788050555	Teacher	252	Activity G, line 1/2	from the chapter to show what key ideas	from the chapter, what key ideas
Publisher	9781788050555	Teacher	262	Activity A, line 2	informational text?	informational text.
Publisher	9781788050555	Teacher	262	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050555	Teacher	263	Activity E, line 2	What happened, how did they feel?	What happened; how did they feel?
Publisher	9781788050555	Teacher	263	Activity F, line 5	Remind them that they have	that
Publisher	9781788050555	Teacher	264	Activity H, line 1	again inform	again to inform
Publisher	9781788050555	Teacher	269	1st bullet	nonrenewable?	non-renewable?
Publisher	9781788050555	Teacher	278	Activity A, line 11	Repeat the approach of prior two reviews of Amelia Rose and word wall chapter and at the end of the chapter review all questions, evidenced answers and ensure no questions	Repeat the approach of the two prior reviews of Amelia Rose and word wall chapter and, at the end of the chapter, review all questions, evidenced answers and ensure no
Publisher	9781788050555	Teacher	278	Activity A, penultimate line	found?	found.
Publisher	9781788050555	Teacher	279	Activity B, line 1	they want answered	they want to be answered
Publisher	9781788050555	Teacher	279	Activity B, line 4/5	they want answered	they want to be answered
Publisher	9781788050555	Teacher	279	Activity C, line 2	occur?	occur.
Publisher	9781788050555	Teacher	279	Activity D, line 1	imagine they	imagine that they
Publisher	9781788050555	Teacher	279	Activity D, line 7	you can form mental images that help you to deepen	we can form mental images that help us to deepen our
Publisher	9781788050555	Teacher	291	ABC Activity Books: line 3	unsafe.	unsafe?
Publisher	9781788050555	Teacher	296	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050555	Teacher	297	Simple stories, last bullet, line 1	vocabular	vocabulary

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Publisher	9781788050555	Teacher	318	Activity A, no.3	moon	Moon
Publisher	9781788050555	Teacher	318	Activity B, line 6	perform to rest of class	perform to the rest of the class
Publisher	9781788050555	Teacher	319	Activity C, line 1	students work	students to work
Publisher	9781788050555	Teacher	319	Activity C, line 5	compare and contrast citations	compares and contrasts citations
Publisher	9781788050555	Teacher	319	Activity E, line 6/7	Discuss as a class if the	Discuss, as a class, if the
Publisher	9781788050555	Teacher	319	Activity G, line 4	map?	map.
Publisher	9781788050555	Teacher	319	Activity G, line 8	like?	like.
Publisher	9781788050555	Teacher	321	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	331	Activity A, line 4	radiation?	radiation.
Publisher	9781788050555	Teacher	332	Activity E, no.4, line 1	and as they read they must	and, as they read, they must
Publisher	9781788050555	Teacher	332	Activity G, line 2	content?	content.
Publisher	9781788050555	Teacher	344	Activity A, line 2	water above and on Earth’s surface	water above, and on, Earth’s surface
Publisher	9781788050555	Teacher	344	Activity B, line 1/2	their lives when the water cycle is not being affected by any weather to when, a	their lives, when the water cycle is not being affected by any weather, to when a
Publisher	9781788050555	Teacher	345	Activity F, line 6	one with most accurate	one with the most accurate
Publisher	9781788050555	Teacher	345	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050555	Teacher	345	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050555	Teacher	345	Activity G, line 4	Have	Ask
Publisher	9781788050555	Teacher	348	Extension Activity: line 4	moon	Moon
Publisher	9781788050555	Teacher	348	Other TPS Reading materials: line 4	humans, live	humans, to live
Publisher	9781788050555	Teacher	348	Reader Activity Book focus - Rufus At The Olympics: no.4	How many daylight hours?	How many daylight hours are there?
Publisher	9781788050555	Teacher	351	Teacher Lesson Notes, line 3	or at the end when	or, at the end, when
Publisher	9781788050555	Teacher	354	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure students are developing their basic sight vocabulary, and are
Publisher	9781788050555	Teacher	355	Peer activity, 3rd line from bottom	difficult, did not	difficult, and did not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	370	Activity A, line 12	for Amelia Rose chapters?	for the Amelia Rose chapters.
Publisher	9781788050555	Teacher	370	Activity C, line 3	occur?	occur.
Publisher	9781788050555	Teacher	371	Line 8	about Think	about the Think
Publisher	9781788050555	Teacher	371	Activity D, line 2	explanations, no.	explanations; no.
Publisher	9781788050555	Teacher	373	Materials: line 1	number	Number
Publisher	9781788050555	Teacher	383	Activity A, penultimate line	chain?	chain.
Publisher	9781788050555	Teacher	384	Activity C, line 2	resolved?	resolved.
Publisher	9781788050555	Teacher	389	Last bullet, line 1	electric energy	electrical energy
Publisher	9781788050555	Teacher	396	Activity A, line 2	the you tube clip as	the You Tube clip, as
Publisher	9781788050555	Teacher	396	Activity A, line 14	theme?	theme.
Publisher	9781788050555	Teacher	396	Activity A, line 16	This project and the matching Hedy and Andre story were	This project, and the matching Hedy and Andre story, were
Publisher	9781788050555	Teacher	397	Line 1	character’s	characters'
Publisher	9781788050555	Teacher	397	Activity C, line 7	to 1964 when the group first formed and	to 1964, when the group first formed, and
Publisher	9781788050555	Teacher	421	Extension Activity: line 2	thought to be in existence but	thought to be already in existence, but
Publisher	9781788050555	Teacher	421	ELL: line 1	work on Troubleshooting	work on the Troubleshooting
Publisher	9781788050555	Teacher	421	Interior and Northern Alaska Coloring Book: line 6	they undergo for example when the	they undergo, for example, when the
Publisher	9781788050555	Teacher	427	Peer activity, 3rd line from bottom	difficult, did not enjoy	difficult, and did not enjoy
Publisher	9781788050555	Teacher	448	Line 6	theme?	theme.
Publisher	9781788050555	Teacher	448	Line 7	the type of their group	the type for their group
Publisher	9781788050555	Teacher	448	Activity B, line 1	the rest of Amelia Rose work.	the rest of the Amelia Rose work.
Publisher	9781788050555	Teacher	448	Activity B, line 4	this is and then make	this is, then make
Publisher	9781788050555	Teacher	448	Activity B, line 5	use	used
Publisher	9781788050555	Teacher	448	Activity B, line 11	girls	girl's
Publisher	9781788050555	Teacher	448	Activity B, last line	ensure all students	ensure that all students

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	448	Activity C, line 5	external traits but about other attributes such as:	external traits, but is also about other attributes, such as:
Publisher	9781788050555	Teacher	448	Activity C, last line	Their voice – is it very low or high or squeaky	their voice – is it very low or high or squeaky?
Publisher	9781788050555	Teacher	449	Line 1/2	What body language is usual, their facial gestures as an example, does the person squint or when angry have a thinning lip	What body language is usual, their facial gestures, as an example. Does the person squint or have a thinning lip when angry?
Publisher	9781788050555	Teacher	449	Line 3	perhaps a limp?	perhaps with a limp?
Publisher	9781788050555	Teacher	449	Line 7	more detail so that when a character appears they are	more detail, so that when a character appears, they are
Publisher	9781788050555	Teacher	449	First bullet, line 3	an introduction setting up the theme and characters,	an introduction, setting up the theme and characters;
Publisher	9781788050555	Teacher	449	First bullet line 4	rising action and Act III there is	rising action; and in Act III, there is
Publisher	9781788050555	Teacher	449	2nd bullet, line 1	and characters	and where characters
Publisher	9781788050555	Teacher	449	2nd bullet, line 2	story and often it might be	story and, often, it might be
Publisher	9781788050555	Teacher	450	iii, penultimate line	each one and what they	each one, what they
Publisher	9781788050555	Teacher	453	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	464	Activity A, 3rd line from bottom	fingers this can help delay	fingers, this can help to delay
Publisher	9781788050555	Teacher	465	Activity B, 3rd line from bottom	group’s	groups'
Publisher	9781788050555	Teacher	465	Activity B, last line	with most	with the most
Publisher	9781788050555	Teacher	465	Activity C, line 1	complete	completed
Publisher	9781788050555	Teacher	465	Activity D, i, line 2	idea purpose	idea and purpose
Publisher	9781788050555	Teacher	465	Activity D, iii, line 2	involved?	involved.
Publisher	9781788050555	Teacher	466	Activity E, iii, line 2	or folk tale stories there	or folktale stories, there
Publisher	9781788050555	Teacher	480	Activity D, i, line 2	that	what
Publisher	9781788050555	Teacher	480	Activity D, iii, line 1	from Tommy to that	from Tommy and compare it to that
Publisher	9781788050555	Teacher	480	Activity D, iii, line 3	that music as a genre can be	that music, as a genre, can be
Publisher	9781788050555	Teacher	481	Activity F, line 4	compare.	compare?
Publisher	9781788050555	Teacher	481	Activity F, line 5	dumb	mute
Publisher	9781788050555	Teacher	484	Reader Activity Book focus - Rufus At The Olympics: line 3	dumb.	mute.

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Publisher	9781788050555	Teacher	508	Activity A, line 3	text?	text.
Publisher	9781788050555	Teacher	508	Activity A, line 6	to	in
Publisher	9781788050555	Teacher	508	Activity A, line 10	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050555	Teacher	509	Activity C, line 2	topics?	topics.
Publisher	9781788050555	Teacher	509	Activity C, line 5	‘Let’s Do It’.	‘Let’s Do It’?
Publisher	9781788050555	Teacher	509	Activity D, line 3	‘imagery’?	‘imagery’.
Publisher	9781788050555	Teacher	509	Activity D, line 5	imagine use	imagine the use
Publisher	9781788050555	Teacher	509	Activity D, line 8	metaphor?	metaphor.
Publisher	9781788050555	Teacher	510	Line 4	alliteration?	alliteration.
Publisher	9781788050555	Teacher	510	Line 8	assonance?	assonance.
Publisher	9781788050555	Teacher	510	Activity F, line 1	voice?	voice.
Publisher	9781788050555	Teacher	511	Activity G, line 1	‘anecdote’?	‘anecdote’.
Publisher	9781788050555	Teacher	513	Materials: line 1	number	Number
Publisher	9781788050555	Teacher	520	Activity A, line 1	writing?	writing.
Publisher	9781788050555	Teacher	520	Activity A, line 3	text?	text.
Publisher	9781788050555	Teacher	520	Activity A, line 6	Marion?	Marion.
Publisher	9781788050555	Teacher	521	Activity C, line 1	messages	message's
Publisher	9781788050555	Teacher	521	Activity D, line 6	Discuss examples as a class of each	Discuss examples, as a class, of each
Publisher	9781788050555	Teacher	521	Activity E, line 5	review?	review.
Publisher	9781788050555	Teacher	522	Activity F, line 1	A Song For Marion	'A Song For Marion'
Publisher	9781788050555	Teacher	522	Activity F, line 8	di	did
Publisher	9781788050555	Teacher	522	Activity F, line 8	you	them
Publisher	9781788050555	Teacher	522	Activity G, line 5	an	and
Publisher	9781788050555	Teacher	530	No.5, line 1	his sister	his sister to

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Publisher	9781788050555	Teacher	537	Activity A, line 1	were?	were.
Publisher	9781788050555	Teacher	537	Activity A, line 5	explore	Explore
Publisher	9781788050555	Teacher	538	Activity C, line 2	that stage and like a cookbook	that stage and, like a cookbook,
Publisher	9781788050555	Teacher	538	Activity D, line 3	metaphors, types	metaphors, and types
Publisher	9781788050555	Teacher	538	Activity E, line 1	Stem	STEM
Publisher	9781788050555	Teacher	559	Line 2	If they did then have	If they did, then have
Publisher	9781788050555	Teacher	560	Objective, line 1	sun	Sun
Publisher	9781788050555	Teacher	560	Background, line 2	sun's	Sun's
Publisher	9781788050555	Teacher	562	Extension Activity: line 1	space	space,
Publisher	9781788050555	Teacher	593	Activity B, line 1	Each group present their plans in writing to teacher.	Each group presents their plans in writing to the teacher.
Publisher	9781788050555	Teacher	593	Activity B, line 6	result,	result;
Publisher	9781788050555	Teacher	593	Activity B, i, line 2	story?	story.
Publisher	9781788050555	Teacher	593	Activity B, ii, line 2	increase engagement	increase the engagement
Publisher	9781788050555	Teacher	593	Activity B, ii, line 4	present	presents
Publisher	9781788050555	Teacher	593	Activity B, ii, last line	Teacher provides feedback. Revisions are made to final draft.	The teacher provides feedback. Revisions are made to the final draft.
Publisher	9781788050555	Teacher	594	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	594	Activity C, line 8/9	Remain in same groups and review your own content first and make all required edits to ensure you meet the requirements listed below.	Remaining in the same groups they should review their own content first and make all required edits to ensure they meet the requirements listed below.
Publisher	9781788050555	Teacher	594	Activity E, line 2	Teacher grades each group's work.	The teacher grades each group's work.
Publisher	9781788050555	Teacher	597	Activity A, line 6	the	they
Publisher	9781788050555	Teacher	597	Activity A, line 7	topics?	topics.
Publisher	9781788050555	Teacher	597	Activity A, line 10	than used	than that used
Publisher	9781788050555	Teacher	597	Activity B, i, line 1	present	presents
Publisher	9781788050555	Teacher	597	Activity B, i, line 1	to teacher.	to the teacher.
Publisher	9781788050555	Teacher	597	Activity B, ii, line 2	to teacher.	to the teacher.

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Publisher	9781788050555	Teacher	597	Activity B, ii, line 4	by teacher.	by the teacher.
Publisher	9781788050555	Teacher	598	Line 1	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	598	Line 4/5	Remain in same groups and review your own content first and make all required edits to review all of the requirements listed below.	Remaining in the same groups, they should review their own content first and make all required edits to review all of the requirements listed below.
Publisher	9781788050555	Teacher	598	Activity E, line 5	work?	work.
Publisher	9781788050555	Teacher	598	Activity E, line 6	knowledge base has improved from before Amelia Rose work to current.	knowledge base has improved from before the Amelia Rose work to the current version.
Publisher	9781788050555	Teacher	598	Activity E, line 7	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050555	Teacher	612	Teacher instructions, line 1	machines they	machines that they
Publisher	9781788050555	Teacher	612	Activity A, line 3	what this person does, they are	what these people do, they are
Publisher	9781788050555	Teacher	612	Activity A, line 7	and environment.	and the environment.
Publisher	9781788050555	Teacher	612	Activity A, line 16	what is their purpose	what are their purpose
Publisher	9781788050555	Teacher	612	Activity B, line 1	present	presents
Publisher	9781788050555	Teacher	612	Activity B, line 1	to teacher	to the teacher.
Publisher	9781788050555	Teacher	613	i, line 2/3/4	Whatever type of genre or purpose or structure, each group must include and introduction and conclusion to their work and must ensure their idea will be well received by the audience.	Whatever type of genre, purpose or structure is chosen, each group must include an introduction and conclusion to their work, and must ensure that their idea will be well received by the audience.
Publisher	9781788050555	Teacher	613	ii, line 3	critique	critiques
Publisher	9781788050555	Teacher	613	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	613	Activity C, line 7/8	Remain in same groups and review your own content first and make all required edits to review all of the requirements listed below.	Remaining in the same groups, they should review their own content first and make all required edits to review all of the requirements listed below.
Publisher	9781788050555	Teacher	614	Line 1	group first check their own work	group must first check that their own work
Publisher	9781788050555	Teacher	614	Line 3	and either	and then either
Publisher	9781788050555	Teacher	614	Activity E, line 2	to class.	to the class.
Publisher	9781788050555	Teacher	614	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050555	Teacher	632	Line 3	animal's	animals'
Publisher	9781788050555	Teacher	633	Discussion point 3, line 1	Explain that although bones are hard they can	Explain that, although bones are hard, they can
Publisher	9781788050555	Teacher	633	Discussion point 4, line 3	centre	center
Publisher	9781788050555	Teacher	634	Extension Activity: line 5	in the 1990’s, by NASA, to Jupiter, it was	in the 1990s, by NASA to Jupiter, and it was

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Publisher	9781788050555	Teacher	634	Extension Activity: line 6	The reason was current day	The reason for this was that current day
Publisher	9781788050555	Teacher	638	Teacher Lesson Notes, line 1	three	four
Publisher	9781788050555	Teacher	656	Activity A, line 17	Discuss as a class and agree	Discuss, as a class, and agree
Publisher	9781788050555	Teacher	656	Activity A, line 18	Review with students to know that craft,	Remind students that craft,
Publisher	9781788050555	Teacher	656	Activity A, penultimate line	including but not limited to music,	including, but not limited to, music and
Publisher	9781788050555	Teacher	656	Activity A, last line	of	or
Publisher	9781788050555	Teacher	657	Line 2	and often is passionate	and is often passionate
Publisher	9781788050555	Teacher	657	Line 3	uses unique	uses a unique
Publisher	9781788050555	Teacher	657	Line 16	Chapter	chapter
Publisher	9781788050555	Teacher	657	Activity B, line 2	They must however use a	They must, however, use a
Publisher	9781788050555	Teacher	658	Activity D, line 3	for	about
Publisher	9781788050555	Teacher	661	Activity C, line 2	‘How Does Travel Enable Humans to Understand Different Cultures	‘How does travel enable humans to understand different cultures
Publisher	9781788050555	Teacher	661	Activity C, line 7	reported to halve the number	reported to have halved the number
Publisher	9781788050555	Teacher	661	Activity C, line 11	Cited works page must be included.	A cited works page must be included.
Publisher	9781788050555	Teacher	661	Activity D, line 1	imagine they	imagine that they
Publisher	9781788050555	Teacher	661	Activity D, line 2	enter his country.	enter this country.
Publisher	9781788050555	Teacher	675	Line 6	class and ask students	class, then ask students
Publisher	9781788050555	Teacher	675	Activity B, line 3	facts of the travel	facts about the travel
Publisher	9781788050555	Teacher	675	Activity D, line 1	imagine they are	imagine that they are
Publisher	9781788050555	Teacher	675	Activity D, line 4	important they	important that they
Publisher	9781788050555	Teacher	695	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050555	Teacher	695	Reader Activity Book focus - Rufus At The Olympics: line 2	games	Games
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 4	here.	here too.
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 7	developing vocabulary	developing the vocabulary

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English Language Arts and Reading, Grade 4 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four - Print Class Set (9781788052429)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 9	focus, teacher,	focus, the teacher,
Publisher	9781788050555	Teacher	698	Teacher Lesson Notes, line 1	introducing the topic	introducing a link to the topic
Publisher	9781788050555	Teacher	720	Activity A, line 15	discuss on an	discuss this, on an informal basis, and
Publisher	9781788050555	Teacher	720	Activity B, line 1	for how to best	for how best to
Publisher	9781788050555	Teacher	721	Activity D, line 2	primary, which	primary, and which
Publisher	9781788050555	Teacher	721	Activity D, line 3	what is primary? It is the best source(s)	what is a primary source. It is the best source
Publisher	9781788050555	Teacher	721	Activity D, line 5	that may have information but may not of the quality or volume of a primary source or be	that provide information, but may not be of the quality or volume of a primary source, or be
Publisher	9781788050555	Teacher	721	Activity D, line 7	Ensure students	Ensure that students
Publisher	9781788050555	Teacher	721	Activity D, line 9	citation?	citation.
Publisher	9781788050555	Teacher	721	Activity E, bullet 2	How	Which
Publisher	9781788050555	Teacher	721	Activity F, line 3	their grade 3 work where they	their Grade 3 work, where they
Publisher	9781788050555	Teacher	721	Activity F, line 4	find a definition for	find definitions for
Publisher	9781788050555	Teacher	721	Activity F, line 4	terms?	terms.
Publisher	9781788050555	Teacher	722	Line 1	Discuss as a class those meanings.	Discuss, as a class, those meanings.
Publisher	9781788050555	Teacher	722	Line 4	In Grade 3 we provided the following as examples and then asked teachers to discuss the	In Grade 3, the following were provided as examples and then teachers were asked to discuss the
Publisher	9781788050555	Teacher	722	Line 12	afterward	afterwards.
Publisher	9781788050555	Teacher	722	Activity G, line 1	‘bibliography’?	‘bibliography’.
Publisher	9781788050555	Teacher	722	Activity G, line 3	helping create	helping to create
Publisher	9781788050555	Teacher	722	Activity G, line 6	Usually when completing research the cited	Usually, when completing research, the cited
Publisher	9781788050555	Teacher	723	Activity H, line 1	delivery, written, oral or multimodal and	delivery, whether written, oral or multimodal, and
Publisher	9781788050555	Teacher	723	Activity H, line 2	Ensure the presentation	Ensure that the presentation
Publisher	9781788050555	Teacher	725	Teacher instructions, line 3	them to again act as	them to, again, act as
Publisher	9781788050555	Teacher	725	Teacher instructions, line 11	Teacher should review and grade each groups work.	The teacher should review and grade each group's work.
Publisher	9781788050555	Teacher	732	No.5, line 2	family stay safe.	family to stay safe.

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TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four - Print Class Set (9781788052429)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	737	Teacher instructions, line 2	environment?	environment.
Publisher	9781788050555	Teacher	737	Teacher instructions, line 8	required	obliged,
Publisher	9781788050555	Teacher	740	Other TPS Reading materials: line 1	ALASKA	Alaska'
Publisher	9781788050555	Teacher	740	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	imagine they are	imagine that they are
Publisher	9781788050555	Teacher	740	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	100	100 +

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	21	Line 5	They must speak at a reasonable pace so everyone can hear them.	They must speak at a reasonable pace, so that everyone can hear them.
Publisher	9781788050555	Teacher	21	Line 11	The teacher should also advise class that should any team member not listen well they will lose a point for their team.	The teacher should also advise class that, should any team member not listen well, they will lose a point for their team.
Publisher	9781788050555	Teacher	23	Materials; line 1	number	Number
Publisher	9781788050555	Teacher	31	Activity C, line 1	one question or answer	one question or to answer
Publisher	9781788050555	Teacher	32	Activity D, line 5	Set other rules such as timeline that each group must adhere to.	Set other rules, such as timeline, that each group must adhere to.
Publisher	9781788050555	Teacher	44	Penultimate line	as a class and ask students	as a class, then ask students
Publisher	9781788050555	Teacher	45	Activity B, line 2	noticed there is	noticed that there is
Publisher	9781788050555	Teacher	45	Activity C, line 1	Florida keys	Florida Keys
Publisher	9781788050555	Teacher	45	Activity C, line 3	the cause and best ways	the cause and the best ways
Publisher	9781788050555	Teacher	45	Activity D, line 3	It is decided to attract new members and gain funding they are	It is decided that, to attract new members and gain funding, they are
Publisher	9781788050555	Teacher	64	Scaffolding information, line 11	Three	3
Publisher	9781788050555	Teacher	66	Line 2	diphthongs	diphthongs
Publisher	9781788050555	Teacher	69	Ideas for ELL, line 2	of some phonemes and	of some phonemes,
Publisher	9781788050555	Teacher	69	Ideas for ELL, line 4	with sounds in their native language and they could teach students	with sounds in their first language; they could also teach other students
Publisher	9781788050555	Teacher	91	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	91	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	91	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	91	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	91	All bullets	Ending of each line	these should all be plural
Publisher	9781788050555	Teacher	91	Activity B, i, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050555	Teacher	91	Activity B, i, line 2	analyse	analyze
Publisher	9781788050555	Teacher	92	vi, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050555	Teacher	92	vi, line 2	analyse	analyze
Publisher	9781788050555	Teacher	94	Materials: line 1	number	Number

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	95	Teacher instructions, line 1	completed,	completed;
Publisher	9781788050555	Teacher	96	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	96	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	96	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	96	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	96	All bullets	Ending of each line	these should all be plural
Publisher	9781788050555	Teacher	96	Activity B, i, line 2	Energy analyse	Energy, analyze
Publisher	9781788050555	Teacher	97	vi, line 2	Energy analyse	Energy, analyze
Publisher	9781788050555	Teacher	100	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	100	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	100	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	100	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	100	All bullets	Ending of each line	these should all be plural
Publisher	9781788050555	Teacher	100	Activity B, i, line 2	analyse	analyze
Publisher	9781788050555	Teacher	101	iii, line 3	from STEM	from the STEM
Publisher	9781788050555	Teacher	101	vi, line 2	chapter analyse which	chapter, analyze which
Publisher	9781788050555	Teacher	103	Line 4	special,	special;
Publisher	9781788050555	Teacher	103	Line 6	Ask students when creating their scripts to identify	Ask students, when creating their scripts, to identify
Publisher	9781788050555	Teacher	104	ABC Projects - Online library: line 2	book.	Book.
Publisher	9781788050555	Teacher	106	Common Misconceptions, line 8	a focus, teacher	a focus, the teacher
Publisher	9781788050555	Teacher	107	Procedure, penultimate line	then elements	then add elements
Publisher	9781788050555	Teacher	128	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	138	Activity D, line 1	homophone?	homophone.
Publisher	9781788050555	Teacher	142	3rd bullet, line 6	include history	include the history

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	142	Answer text, line 2	sport but does involve risk as do many	sport, but does involve risk, as do many
Publisher	9781788050555	Teacher	150	Activity A, line 7	Amelia Rose of the Word Wall activity,	Amelia Rose or the Word Wall activity,
Publisher	9781788050555	Teacher	154	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050555	Teacher	154	Plenary, line 7	a fair test and if not how could they improve it.	a fair test and, if not, how could they improve it.
Publisher	9781788050555	Teacher	157	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with appropriate rate, accuracy, and prosody.
Publisher	9781788050555	Teacher	158	Procedure, line 3	to read with accuracy, comprehension and prosody.	to read with appropriate rate, accuracy, and prosody.
Publisher	9781788050555	Teacher	158	Procedure, line 4	the three adjectives used to define	the three words used to define
Publisher	9781788050555	Teacher	159	Daily reading, line 11	expressions, basic or	expressions, and basic or
Publisher	9781788050555	Teacher	160	Ideas for ELL	native language	first language
Publisher	9781788050555	Teacher	170	Teacher instructions, line 11	Have each group complete and then review the chapter	Have each group complete, and then review, the chapter
Publisher	9781788050555	Teacher	170	Teacher instructions, line 16	the chapter?	the chapter.
Publisher	9781788050555	Teacher	170	Vocabulary box, Discussion, line 2	some	come
Publisher	9781788050555	Teacher	172	Materials; line 1	number	Number
Publisher	9781788050555	Teacher	184	Teacher instructions, line 2/3	That Was A Collision To Remember but now using the STEM Plan Your Escapement chapter together with	That Was A Collision To Remember, but now using the STEM Plan Your Escapement chapter, together with
Publisher	9781788050555	Teacher	187	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050555	Teacher	187	ABC Activity Books: line 1	books	Books
Publisher	9781788050555	Teacher	187	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050555	Teacher	190	Teacher Lesson Notes, line 1/2	pre-approved books at or slightly above their reading ability.	pre-approved books at, or slightly above, their reading ability.
Publisher	9781788050555	Teacher	193	Line 3	vocabular	vocabulary
Publisher	9781788050555	Teacher	204	Teacher instructions, line 12	Review as a class and agree a final set of answers.	Review, as a class, and agree a final set of answers.
Publisher	9781788050555	Teacher	204	Teacher instructions, line 19	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050555	Teacher	204	Teacher instructions, line 20	It may be the author is the same.	It may be that the author is the same.
Publisher	9781788050555	Teacher	205	Vocabulary box, Discussion, line 2	some	come
Publisher	9781788050555	Teacher	207	Materials: line 1	number	Number

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	219	Teacher instructions, line 2/3	That Was A Collision To Remember but now using the STEM Plan Your Escapement chapter together with	That Was A Collision To Remember, but now using the STEM Plan Your Escapement chapter, together with
Publisher	9781788050555	Teacher	222	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050555	Teacher	228	Line 10 from the bottom	help you understand	help you to understand
Publisher	9781788050555	Teacher	250	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050555	Teacher	250	Activity A, line 9/10	Explain that as they move through the chapter they should try and answer those questions.	Explain that as, they move through the chapter, they should try to answer those questions.
Publisher	9781788050555	Teacher	251	Activity C, line 5	and is it effective?	and are they effective?
Publisher	9781788050555	Teacher	251	Activity D, line 4	what you are wearing.	what they are wearing.
Publisher	9781788050555	Teacher	252	Activity G, line 1/2	from the chapter to show what key ideas	from the chapter, what key ideas
Publisher	9781788050555	Teacher	262	Activity A, line 2	informational text?	informational text.
Publisher	9781788050555	Teacher	262	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050555	Teacher	263	Activity E, line 2	What happened, how did they feel?	What happened; how did they feel?
Publisher	9781788050555	Teacher	263	Activity F, line 5	Remind them that they have	that
Publisher	9781788050555	Teacher	264	Activity H, line 1	again inform	again to inform
Publisher	9781788050555	Teacher	269	1st bullet	nonrenewable?	non-renewable?
Publisher	9781788050555	Teacher	278	Activity A, line 11	Repeat the approach of prior two reviews of Amelia Rose and word wall chapter and at the end of the chapter review all questions, evidenced answers and ensure no questions are left open.	Repeat the approach of the two prior reviews of Amelia Rose and word wall chapter and, at the end of the chapter, review all questions, evidenced answers and ensure no questions are left open.
Publisher	9781788050555	Teacher	278	Activity A, penultimate line	found?	found.
Publisher	9781788050555	Teacher	279	Activity B, line 1	they want answered	they want to be answered
Publisher	9781788050555	Teacher	279	Activity B, line 4/5	they want answered	they want to be answered
Publisher	9781788050555	Teacher	279	Activity C, line 2	occur?	occur.
Publisher	9781788050555	Teacher	279	Activity D, line 1	imagine they	imagine that they
Publisher	9781788050555	Teacher	279	Activity D, line 7	you can form mental images that help you to deepen	we can form mental images that help us to deepen our
Publisher	9781788050555	Teacher	291	ABC Activity Books: line 3	unsafe.	unsafe?
Publisher	9781788050555	Teacher	296	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050555	Teacher	297	Simple stories, last bullet, line 1	vocabular	vocabulary

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	318	Activity A, no.3	moon	Moon
Publisher	9781788050555	Teacher	318	Activity B, line 6	perform to rest of class	perform to the rest of the class
Publisher	9781788050555	Teacher	319	Activity C, line 1	students work	students to work
Publisher	9781788050555	Teacher	319	Activity C, line 5	compare and contrast citations	compares and contrasts citations
Publisher	9781788050555	Teacher	319	Activity E, line 6/7	Discuss as a class if the	Discuss, as a class, if the
Publisher	9781788050555	Teacher	319	Activity G, line 4	map?	map.
Publisher	9781788050555	Teacher	319	Activity G, line 8	like?	like.
Publisher	9781788050555	Teacher	321	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	331	Activity A, line 4	radiation?	radiation.
Publisher	9781788050555	Teacher	332	Activity E, no.4, line 1	and as they read they must	and, as they read, they must
Publisher	9781788050555	Teacher	332	Activity G, line 2	content?	content.
Publisher	9781788050555	Teacher	344	Activity A, line 2	water above and on Earth’s surface	water above, and on, Earth’s surface
Publisher	9781788050555	Teacher	344	Activity B, line 1/2	their lives when the water cycle is not being affected by any weather to when, a	their lives, when the water cycle is not being affected by any weather, to when a
Publisher	9781788050555	Teacher	345	Activity F, line 6	one with most accurate	one with the most accurate
Publisher	9781788050555	Teacher	345	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050555	Teacher	345	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050555	Teacher	345	Activity G, line 4	Have	Ask
Publisher	9781788050555	Teacher	348	Extension Activity: line 4	moon	Moon
Publisher	9781788050555	Teacher	348	Other TPS Reading materials: line 4	humans, live	humans, to live
Publisher	9781788050555	Teacher	348	Reader Activity Book focus - Rufus At The Olympics: no.4	How many daylight hours?	How many daylight hours are there?
Publisher	9781788050555	Teacher	351	Teacher Lesson Notes, line 3	or at the end when	or, at the end, when
Publisher	9781788050555	Teacher	354	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure students are developing their basic sight vocabulary, and are
Publisher	9781788050555	Teacher	355	Peer activity, 3rd line from bottom	difficult, did not	difficult, and did not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	370	Activity A, line 12	for Amelia Rose chapters?	for the Amelia Rose chapters.
Publisher	9781788050555	Teacher	370	Activity C, line 3	occur?	occur.
Publisher	9781788050555	Teacher	371	Line 8	about Think	about the Think
Publisher	9781788050555	Teacher	371	Activity D, line 2	explanations, no.	explanations; no.
Publisher	9781788050555	Teacher	373	Materials: line 1	number	Number
Publisher	9781788050555	Teacher	383	Activity A, penultimate line	chain?	chain.
Publisher	9781788050555	Teacher	384	Activity C, line 2	resolved?	resolved.
Publisher	9781788050555	Teacher	389	Last bullet, line 1	electric energy	electrical energy
Publisher	9781788050555	Teacher	396	Activity A, line 2	the you tube clip as	the You Tube clip, as
Publisher	9781788050555	Teacher	396	Activity A, line 14	theme?	theme.
Publisher	9781788050555	Teacher	396	Activity A, line 16	This project and the matching Hedy and Andre story were	This project, and the matching Hedy and Andre story, were
Publisher	9781788050555	Teacher	397	Line 1	character’s	characters'
Publisher	9781788050555	Teacher	397	Activity C, line 7	to 1964 when the group first formed and	to 1964, when the group first formed, and
Publisher	9781788050555	Teacher	421	Extension Activity: line 2	thought to be in existence but	thought to be already in existence, but
Publisher	9781788050555	Teacher	421	ELL: line 1	work on Troubleshooting	work on the Troubleshooting
Publisher	9781788050555	Teacher	421	Interior and Northern Alaska Coloring Book: line 6	they undergo for example when the	they undergo, for example, when the
Publisher	9781788050555	Teacher	427	Peer activity, 3rd line from bottom	difficult, did not enjoy	difficult, and did not enjoy
Publisher	9781788050555	Teacher	448	Line 6	theme?	theme.
Publisher	9781788050555	Teacher	448	Line 7	the type of their group	the type for their group
Publisher	9781788050555	Teacher	448	Activity B, line 1	the rest of Amelia Rose work.	the rest of the Amelia Rose work.
Publisher	9781788050555	Teacher	448	Activity B, line 4	this is and then make	this is, then make
Publisher	9781788050555	Teacher	448	Activity B, line 5	use	used
Publisher	9781788050555	Teacher	448	Activity B, line 11	girls	girl's
Publisher	9781788050555	Teacher	448	Activity B, last line	ensure all students	ensure that all students

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	448	Activity C, line 5	external traits but about other attributes such as:	external traits, but is also about other attributes, such as:
Publisher	9781788050555	Teacher	448	Activity C, last line	Their voice – is it very low or high or squeaky	their voice – is it very low or high or squeaky?
Publisher	9781788050555	Teacher	449	Line 1/2	What body language is usual, their facial gestures as an example, does the person squint or when angry have a thinning lip	What body language is usual, their facial gestures, as an example. Does the person squint or have a thinning lip when angry?
Publisher	9781788050555	Teacher	449	Line 3	perhaps a limp?	perhaps with a limp?
Publisher	9781788050555	Teacher	449	Line 7	more detail so that when a character appears they are	more detail, so that when a character appears, they are
Publisher	9781788050555	Teacher	449	First bullet, line 3	an introduction setting up the theme and characters,	an introduction, setting up the theme and characters;
Publisher	9781788050555	Teacher	449	First bullet line 4	rising action and Act III there is	rising action; and in Act III, there is
Publisher	9781788050555	Teacher	449	2nd bullet, line 1	and characters	and where characters
Publisher	9781788050555	Teacher	449	2nd bullet, line 2	story and often it might be	story and, often, it might be
Publisher	9781788050555	Teacher	450	iii, penultimate line	each one and what they	each one, what they
Publisher	9781788050555	Teacher	453	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	464	Activity A, 3rd line from bottom	fingers this can help delay	fingers, this can help to delay
Publisher	9781788050555	Teacher	465	Activity B, 3rd line from bottom	group’s	groups'
Publisher	9781788050555	Teacher	465	Activity B, last line	with most	with the most
Publisher	9781788050555	Teacher	465	Activity C, line 1	complete	completed
Publisher	9781788050555	Teacher	465	Activity D, i, line 2	idea purpose	idea and purpose
Publisher	9781788050555	Teacher	465	Activity D, iii, line 2	involved?	involved.
Publisher	9781788050555	Teacher	466	Activity E, iii, line 2	or folk tale stories there	or folktale stories, there
Publisher	9781788050555	Teacher	480	Activity D, i, line 2	that	what
Publisher	9781788050555	Teacher	480	Activity D, iii, line 1	from Tommy to that	from Tommy and compare it to that
Publisher	9781788050555	Teacher	480	Activity D, iii, line 3	that music as a genre can be	that music, as a genre, can be
Publisher	9781788050555	Teacher	481	Activity F, line 4	compare.	compare?
Publisher	9781788050555	Teacher	481	Activity F, line 5	dumb	mute
Publisher	9781788050555	Teacher	484	Reader Activity Book focus - Rufus At The Olympics: line 3	dumb.	mute.

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TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four - Print with basic online class set (9781788051040)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	508	Activity A, line 3	text?	text.
Publisher	9781788050555	Teacher	508	Activity A, line 6	to	in
Publisher	9781788050555	Teacher	508	Activity A, line 10	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050555	Teacher	509	Activity C, line 2	topics?	topics.
Publisher	9781788050555	Teacher	509	Activity C, line 5	‘Let’s Do It’.	‘Let’s Do It’?
Publisher	9781788050555	Teacher	509	Activity D, line 3	‘imagery’?	‘imagery’.
Publisher	9781788050555	Teacher	509	Activity D, line 5	imagine use	imagine the use
Publisher	9781788050555	Teacher	509	Activity D, line 8	metaphor?	metaphor.
Publisher	9781788050555	Teacher	510	Line 4	alliteration?	alliteration.
Publisher	9781788050555	Teacher	510	Line 8	assonance?	assonance.
Publisher	9781788050555	Teacher	510	Activity F, line 1	voice?	voice.
Publisher	9781788050555	Teacher	511	Activity G, line 1	‘anecdote’?	‘anecdote’.
Publisher	9781788050555	Teacher	513	Materials: line 1	number	Number
Publisher	9781788050555	Teacher	520	Activity A, line 1	writing?	writing.
Publisher	9781788050555	Teacher	520	Activity A, line 3	text?	text.
Publisher	9781788050555	Teacher	520	Activity A, line 6	Marion?	Marion.
Publisher	9781788050555	Teacher	521	Activity C, line 1	messages	message's
Publisher	9781788050555	Teacher	521	Activity D, line 6	Discuss examples as a class of each	Discuss examples, as a class, of each
Publisher	9781788050555	Teacher	521	Activity E, line 5	review?	review.
Publisher	9781788050555	Teacher	522	Activity F, line 1	A Song For Marion	'A Song For Marion'
Publisher	9781788050555	Teacher	522	Activity F, line 8	di	did
Publisher	9781788050555	Teacher	522	Activity F, line 8	you	them
Publisher	9781788050555	Teacher	522	Activity G, line 5	an	and
Publisher	9781788050555	Teacher	530	No.5, line 1	his sister	his sister to

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	537	Activity A, line 1	were?	were.
Publisher	9781788050555	Teacher	537	Activity A, line 5	explore	Explore
Publisher	9781788050555	Teacher	538	Activity C, line 2	that stage and like a cookbook	that stage and, like a cookbook,
Publisher	9781788050555	Teacher	538	Activity D, line 3	metaphors, types	metaphors, and types
Publisher	9781788050555	Teacher	538	Activity E, line 1	Stem	STEM
Publisher	9781788050555	Teacher	559	Line 2	If they did then have	If they did, then have
Publisher	9781788050555	Teacher	560	Objective, line 1	sun	Sun
Publisher	9781788050555	Teacher	560	Background, line 2	sun's	Sun's
Publisher	9781788050555	Teacher	562	Extension Activity: line 1	space	space,
Publisher	9781788050555	Teacher	593	Activity B, line 1	Each group present their plans in writing to teacher.	Each group presents their plans in writing to the teacher.
Publisher	9781788050555	Teacher	593	Activity B, line 6	result,	result;
Publisher	9781788050555	Teacher	593	Activity B, i, line 2	story?	story.
Publisher	9781788050555	Teacher	593	Activity B, ii, line 2	increase engagement	increase the engagement
Publisher	9781788050555	Teacher	593	Activity B, ii, line 4	present	presents
Publisher	9781788050555	Teacher	593	Activity B, ii, last line	Teacher provides feedback. Revisions are made to final draft.	The teacher provides feedback. Revisions are made to the final draft.
Publisher	9781788050555	Teacher	594	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	594	Activity C, line 8/9	Remain in same groups and review your own content first and make all required edits to ensure you meet the requirements listed below.	Remaining in the same groups they should review their own content first and make all required edits to ensure they meet the requirements listed below.
Publisher	9781788050555	Teacher	594	Activity E, line 2	Teacher grades each group's work.	The teacher grades each group's work.
Publisher	9781788050555	Teacher	597	Activity A, line 6	the	they
Publisher	9781788050555	Teacher	597	Activity A, line 7	topics?	topics.
Publisher	9781788050555	Teacher	597	Activity A, line 10	than used	than that used
Publisher	9781788050555	Teacher	597	Activity B, i, line 1	present	presents
Publisher	9781788050555	Teacher	597	Activity B, i, line 1	to teacher.	to the teacher.
Publisher	9781788050555	Teacher	597	Activity B, ii, line 2	to teacher.	to the teacher.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	597	Activity B, ii, line 4	by teacher.	by the teacher.
Publisher	9781788050555	Teacher	598	Line 1	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	598	Line 4/5	Remain in same groups and review your own content first and make all required edits to review all of the requirements listed below.	Remaining in the same groups, they should review their own content first and make all required edits to review all of the requirements listed below.
Publisher	9781788050555	Teacher	598	Activity E, line 5	work?	work.
Publisher	9781788050555	Teacher	598	Activity E, line 6	knowledge base has improved from before Amelia Rose work to current.	knowledge base has improved from before the Amelia Rose work to the current version.
Publisher	9781788050555	Teacher	598	Activity E, line 7	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050555	Teacher	612	Teacher instructions, line 1	machines they	machines that they
Publisher	9781788050555	Teacher	612	Activity A, line 3	what this person does, they are	what these people do, they are
Publisher	9781788050555	Teacher	612	Activity A, line 7	and environment.	and the environment.
Publisher	9781788050555	Teacher	612	Activity A, line 16	what is their purpose	what are their purpose
Publisher	9781788050555	Teacher	612	Activity B, line 1	present	presents
Publisher	9781788050555	Teacher	612	Activity B, line 1	to teacher	to the teacher.
Publisher	9781788050555	Teacher	613	i, line 2/3/4	Whatever type of genre or purpose or structure, each group must include and introduction and conclusion to their work and must ensure their idea will be well received by the audience.	Whatever type of genre, purpose or structure is chosen, each group must include an introduction and conclusion to their work, and must ensure that their idea will be well received by the audience.
Publisher	9781788050555	Teacher	613	ii, line 3	critique	critiques
Publisher	9781788050555	Teacher	613	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	613	Activity C, line 7/8	Remain in same groups and review your own content first and make all required edits to review all of the requirements listed below.	Remaining in the same groups, they should review their own content first and make all required edits to review all of the requirements listed below.
Publisher	9781788050555	Teacher	614	Line 1	group first check their own work	group must first check that their own work
Publisher	9781788050555	Teacher	614	Line 3	and either	and then either
Publisher	9781788050555	Teacher	614	Activity E, line 2	to class.	to the class.
Publisher	9781788050555	Teacher	614	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050555	Teacher	632	Line 3	animal's	animals'
Publisher	9781788050555	Teacher	633	Discussion point 3, line 1	Explain that although bones are hard they can	Explain that, although bones are hard, they can
Publisher	9781788050555	Teacher	633	Discussion point 4, line 3	centre	center
Publisher	9781788050555	Teacher	634	Extension Activity: line 5	in the 1990’s, by NASA, to Jupiter, it was	in the 1990s, by NASA to Jupiter, and it was

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	634	Extension Activity: line 6	The reason was current day	The reason for this was that current day
Publisher	9781788050555	Teacher	638	Teacher Lesson Notes, line 1	three	four
Publisher	9781788050555	Teacher	656	Activity A, line 17	Discuss as a class and agree	Discuss, as a class, and agree
Publisher	9781788050555	Teacher	656	Activity A, line 18	Review with students to know that craft,	Remind students that craft,
Publisher	9781788050555	Teacher	656	Activity A, penultimate line	including but not limited to music,	including, but not limited to, music and
Publisher	9781788050555	Teacher	656	Activity A, last line	of	or
Publisher	9781788050555	Teacher	657	Line 2	and often is passionate	and is often passionate
Publisher	9781788050555	Teacher	657	Line 3	uses unique	uses a unique
Publisher	9781788050555	Teacher	657	Line 16	Chapter	chapter
Publisher	9781788050555	Teacher	657	Activity B, line 2	They must however use a	They must, however, use a
Publisher	9781788050555	Teacher	658	Activity D, line 3	for	about
Publisher	9781788050555	Teacher	661	Activity C, line 2	‘How Does Travel Enable Humans to Understand Different Cultures	‘How does travel enable humans to understand different cultures
Publisher	9781788050555	Teacher	661	Activity C, line 7	reported to halve the number	reported to have halved the number
Publisher	9781788050555	Teacher	661	Activity C, line 11	Cited works page must be included.	A cited works page must be included.
Publisher	9781788050555	Teacher	661	Activity D, line 1	imagine they	imagine that they
Publisher	9781788050555	Teacher	661	Activity D, line 2	enter his country.	enter this country.
Publisher	9781788050555	Teacher	675	Line 6	class and ask students	class, then ask students
Publisher	9781788050555	Teacher	675	Activity B, line 3	facts of the travel	facts about the travel
Publisher	9781788050555	Teacher	675	Activity D, line 1	imagine they are	imagine that they are
Publisher	9781788050555	Teacher	675	Activity D, line 4	important they	important that they
Publisher	9781788050555	Teacher	695	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050555	Teacher	695	Reader Activity Book focus - Rufus At The Olympics: line 2	games	Games
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 4	here.	here too.
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 7	developing vocabulary	developing the vocabulary

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 9	focus, teacher,	focus, the teacher,
Publisher	9781788050555	Teacher	698	Teacher Lesson Notes, line 1	introducing the topic	introducing a link to the topic
Publisher	9781788050555	Teacher	720	Activity A, line 15	discuss on an	discuss this, on an informal basis, and
Publisher	9781788050555	Teacher	720	Activity B, line 1	for how to best	for how best to
Publisher	9781788050555	Teacher	721	Activity D, line 2	primary, which	primary, and which
Publisher	9781788050555	Teacher	721	Activity D, line 3	what is primary? It is the best source(s)	what is a primary source. It is the best source
Publisher	9781788050555	Teacher	721	Activity D, line 5	that may have information but may not of the quality or volume of a primary source or be	that provide information, but may not be of the quality or volume of a primary source, or be
Publisher	9781788050555	Teacher	721	Activity D, line 7	Ensure students	Ensure that students
Publisher	9781788050555	Teacher	721	Activity D, line 9	citation?	citation.
Publisher	9781788050555	Teacher	721	Activity E, bullet 2	How	Which
Publisher	9781788050555	Teacher	721	Activity F, line 3	their grade 3 work where they	their Grade 3 work, where they
Publisher	9781788050555	Teacher	721	Activity F, line 4	find a definition for	find definitions for
Publisher	9781788050555	Teacher	721	Activity F, line 4	terms?	terms.
Publisher	9781788050555	Teacher	722	Line 1	Discuss as a class those meanings.	Discuss, as a class, those meanings.
Publisher	9781788050555	Teacher	722	Line 4	In Grade 3 we provided the following as examples and then asked teachers to discuss the	In Grade 3, the following were provided as examples and then teachers were asked to discuss the
Publisher	9781788050555	Teacher	722	Line 12	afterward	afterwards.
Publisher	9781788050555	Teacher	722	Activity G, line 1	‘bibliography’?	‘bibliography’.
Publisher	9781788050555	Teacher	722	Activity G, line 3	helping create	helping to create
Publisher	9781788050555	Teacher	722	Activity G, line 6	Usually when completing research the cited	Usually, when completing research, the cited
Publisher	9781788050555	Teacher	723	Activity H, line 1	delivery, written, oral or multimodal and	delivery, whether written, oral or multimodal, and
Publisher	9781788050555	Teacher	723	Activity H, line 2	Ensure the presentation	Ensure that the presentation
Publisher	9781788050555	Teacher	725	Teacher instructions, line 3	them to again act as	them to, again, act as
Publisher	9781788050555	Teacher	725	Teacher instructions, line 11	Teacher should review and grade each groups work.	The teacher should review and grade each group's work.
Publisher	9781788050555	Teacher	732	No.5, line 2	family stay safe.	family to stay safe.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	737	Teacher instructions, line 2	environment?	environment.
Publisher	9781788050555	Teacher	737	Teacher instructions, line 8	required	obliged,
Publisher	9781788050555	Teacher	740	Other TPS Reading materials: line 1	ALASKA	Alaska'
Publisher	9781788050555	Teacher	740	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	imagine they are	imagine that they are
Publisher	9781788050555	Teacher	740	ABC Human and Other Animals Magic Glasses on page 33 - Online library: line 1	100	100 +

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	21	Line 5	They must speak at a reasonable pace so everyone can hear them.	They must speak at a reasonable pace, so that everyone can hear them.
Publisher	9781788050555	Teacher	21	Line 11	The teacher should also advise class that should any team member not listen well they will lose a point for their team.	The teacher should also advise class that, should any team member not listen well, they will lose a point for their team.
Publisher	9781788050555	Teacher	23	Materials; line 1	number	Number
Publisher	9781788050555	Teacher	31	Activity C, line 1	one question or answer	one question or to answer
Publisher	9781788050555	Teacher	32	Activity D, line 5	Set other rules such as timeline that each group must adhere to.	Set other rules, such as timeline, that each group must adhere to.
Publisher	9781788050555	Teacher	44	Penultimate line	as a class and ask students	as a class, then ask students
Publisher	9781788050555	Teacher	45	Activity B, line 2	noticed there is	noticed that there is
Publisher	9781788050555	Teacher	45	Activity C, line 1	Florida keys	Florida Keys
Publisher	9781788050555	Teacher	45	Activity C, line 3	the cause and best ways	the cause and the best ways
Publisher	9781788050555	Teacher	45	Activity D, line 3	It is decided to attract new members and gain funding they are	It is decided that, to attract new members and gain funding, they are
Publisher	9781788050555	Teacher	64	Scaffolding information, line 11	Three	3
Publisher	9781788050555	Teacher	66	Line 2	diphthongs	diphthongs
Publisher	9781788050555	Teacher	69	Ideas for ELL, line 2	of some phonemes and	of some phonemes,
Publisher	9781788050555	Teacher	69	Ideas for ELL, line 4	with sounds in their native language and they could teach students	with sounds in their first language; they could also teach other students
Publisher	9781788050555	Teacher	91	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	91	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	91	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	91	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	91	All bullets	Ending of each bullet	these should all be plural
Publisher	9781788050555	Teacher	91	Activity B, i, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050555	Teacher	91	Activity B, i, line 2	analyse	analyze
Publisher	9781788050555	Teacher	92	vi, line 1	and using the vocabulary page in Amelia Rose	and, using the vocabulary page in Amelia Rose,
Publisher	9781788050555	Teacher	92	vi, line 2	analyse	analyze
Publisher	9781788050555	Teacher	94	Materials: line 1	number	Number

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	95	Teacher instructions, line 1	completed,	completed;
Publisher	9781788050555	Teacher	96	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	96	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	96	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	96	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	96	All bullets	Ending of each bullet	these should all be plural
Publisher	9781788050555	Teacher	96	Activity B, i, line 2	Energy analyse	Energy, analyze
Publisher	9781788050555	Teacher	97	vi, line 2	Energy analyse	Energy, analyze
Publisher	9781788050555	Teacher	100	v, bullet 1	Orthographic	orthographic
Publisher	9781788050555	Teacher	100	v, bullet 2	Regular	regular
Publisher	9781788050555	Teacher	100	v, bullet 3	Irregular	irregular
Publisher	9781788050555	Teacher	100	v, bullet 4	Closed	closed
Publisher	9781788050555	Teacher	100	All bullets	Ending of each bullet	these should all be plural
Publisher	9781788050555	Teacher	100	Activity B, i, line 2	analyse	analyze
Publisher	9781788050555	Teacher	101	iii, line 3	from STEM	from the STEM
Publisher	9781788050555	Teacher	101	vi, line 2	chapter analyse which	chapter, analyze which
Publisher	9781788050555	Teacher	103	Line 4	special,	special;
Publisher	9781788050555	Teacher	103	Line 6	Ask students when creating their scripts to identify	Ask students, when creating their scripts, to identify
Publisher	9781788050555	Teacher	104	ABC Projects - Online library: line 2	book.	Book.
Publisher	9781788050555	Teacher	106	Common Misconceptions, line 8	a focus, teacher	a focus, the teacher
Publisher	9781788050555	Teacher	107	Procedure, penultimate line	then elements	then add elements
Publisher	9781788050555	Teacher	128	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	138	Activity D, line 1	homophone?	homophone.
Publisher	9781788050555	Teacher	142	3rd bullet, line 6	include history	include the history

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Publisher	9781788050555	Teacher	142	Answer text, line 2	sport but does involve risk as do many	sport, but does involve risk, as do many
Publisher	9781788050555	Teacher	150	Activity A, line 7	Amelia Rose of the Word Wall activity,	Amelia Rose or the Word Wall activity,
Publisher	9781788050555	Teacher	154	Word structure and spelling, line 1	phonic	phonics
Publisher	9781788050555	Teacher	154	Plenary, line 7	a fair test and if not how could they improve it.	a fair test and, if not, how could they improve it.
Publisher	9781788050555	Teacher	157	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with appropriate rate, accuracy, and prosody.
Publisher	9781788050555	Teacher	158	Procedure, line 3	to read with accuracy, comprehension and prosody.	to read with appropriate rate, accuracy, and prosody.
Publisher	9781788050555	Teacher	158	Procedure, line 4	the three adjectives used to define	the three words used to define
Publisher	9781788050555	Teacher	159	Daily reading, line 11	expressions, basic or	expressions, and basic or
Publisher	9781788050555	Teacher	160	Ideas for ELL	native language	first language
Publisher	9781788050555	Teacher	170	Teacher instructions, line 11	Have each group complete and then review the chapter	Have each group complete, and then review, the chapter
Publisher	9781788050555	Teacher	170	Teacher instructions, line 16	the chapter?	the chapter.
Publisher	9781788050555	Teacher	170	Vocabulary box, Discussion, line 2	some	come
Publisher	9781788050555	Teacher	172	Materials; line 1	number	Number
Publisher	9781788050555	Teacher	184	Teacher instructions, line 2/3	That Was A Collision To Remember but now using the STEM Plan Your Escapement chapter together with	That Was A Collision To Remember, but now using the STEM Plan Your Escapement chapter, together with
Publisher	9781788050555	Teacher	187	Extension Activity: line 2	watching movies?	watching movies.
Publisher	9781788050555	Teacher	187	ABC Activity Books: line 1	books	Books
Publisher	9781788050555	Teacher	187	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050555	Teacher	190	Teacher Lesson Notes, line 1/2	pre-approved books at or slightly above their reading ability.	pre-approved books at, or slightly above, their reading ability.
Publisher	9781788050555	Teacher	193	Line 3	vocabular	vocabulary
Publisher	9781788050555	Teacher	204	Teacher instructions, line 12	Review as a class and agree a final set of answers.	Review, as a class, and agree a final set of answers.
Publisher	9781788050555	Teacher	204	Teacher instructions, line 19	It could be the genre is the same.	It could be that the genre is the same.
Publisher	9781788050555	Teacher	204	Teacher instructions, line 20	It may be the author is the same.	It may be that the author is the same.
Publisher	9781788050555	Teacher	205	Vocabulary box, Discussion, line 2	some	come
Publisher	9781788050555	Teacher	207	Materials: line 1	number	Number

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Publisher	9781788050555	Teacher	219	Teacher instructions, line 2/3	That Was A Collision To Remember but now using the STEM Plan Your Escapement chapter together with	That Was A Collision To Remember, but now using the STEM Plan Your Escapement chapter, together with
Publisher	9781788050555	Teacher	222	ABC Activity Books: line 2	alphabet books	Alphabet Books
Publisher	9781788050555	Teacher	228	Line 10 from the bottom	help you understand	help you to understand
Publisher	9781788050555	Teacher	250	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050555	Teacher	250	Activity A, line 9/10	Explain that as they move through the chapter they should try and answer those questions.	Explain that as, they move through the chapter, they should try to answer those questions.
Publisher	9781788050555	Teacher	251	Activity C, line 5	and is it effective?	and are they effective?
Publisher	9781788050555	Teacher	251	Activity D, line 4	what you are wearing.	what they are wearing.
Publisher	9781788050555	Teacher	252	Activity G, line 1/2	from the chapter to show what key ideas	from the chapter, what key ideas
Publisher	9781788050555	Teacher	262	Activity A, line 2	informational text?	informational text.
Publisher	9781788050555	Teacher	262	Activity A, line 6	they want answered	they want to be answered
Publisher	9781788050555	Teacher	263	Activity E, line 2	What happened, how did they feel?	What happened; how did they feel?
Publisher	9781788050555	Teacher	263	Activity F, line 5	Remind them that they have	that
Publisher	9781788050555	Teacher	264	Activity H, line 1	again inform	again to inform
Publisher	9781788050555	Teacher	269	1st bullet	nonrenewable?	non-renewable?
Publisher	9781788050555	Teacher	278	Activity A, line 11	Repeat the approach of prior two reviews of Amelia Rose and word wall chapter and at the end of the chapter review all questions, evidenced answers and ensure no questions are left open.	Repeat the approach of the two prior reviews of Amelia Rose and word wall chapter and, at the end of the chapter, review all questions, evidenced answers and ensure no questions are left open.
Publisher	9781788050555	Teacher	278	Activity A, penultimate line	found?	found.
Publisher	9781788050555	Teacher	279	Activity B, line 1	they want answered	they want to be answered
Publisher	9781788050555	Teacher	279	Activity B, line 4/5	they want answered	they want to be answered
Publisher	9781788050555	Teacher	279	Activity C, line 2	occur?	occur.
Publisher	9781788050555	Teacher	279	Activity D, line 1	imagine they	imagine that they
Publisher	9781788050555	Teacher	279	Activity D, line 7	you can form mental images that help you to deepen	we can form mental images that help us to deepen our
Publisher	9781788050555	Teacher	291	ABC Activity Books: line 3	unsafe.	unsafe?
Publisher	9781788050555	Teacher	296	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050555	Teacher	297	Simple stories, last bullet, line 1	vocabular	vocabulary

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	318	Activity A, no.3	moon	Moon
Publisher	9781788050555	Teacher	318	Activity B, line 6	perform to rest of class	perform to the rest of the class
Publisher	9781788050555	Teacher	319	Activity C, line 1	students work	students to work
Publisher	9781788050555	Teacher	319	Activity C, line 5	compare and contrast citations	compares and contrasts citations
Publisher	9781788050555	Teacher	319	Activity E, line 6/7	Discuss as a class if the	Discuss, as a class, if the
Publisher	9781788050555	Teacher	319	Activity G, line 4	map?	map.
Publisher	9781788050555	Teacher	319	Activity G, line 8	like?	like.
Publisher	9781788050555	Teacher	321	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	331	Activity A, line 4	radiation?	radiation.
Publisher	9781788050555	Teacher	332	Activity E, no.4, line 1	and as they read they must	and, as they read, they must
Publisher	9781788050555	Teacher	332	Activity G, line 2	content?	content.
Publisher	9781788050555	Teacher	344	Activity A, line 2	water above and on Earth’s surface	water above, and on, Earth’s surface
Publisher	9781788050555	Teacher	344	Activity B, line 1/2	their lives when the water cycle is not being affected by any weather to when, a	their lives, when the water cycle is not being affected by any weather, to when a
Publisher	9781788050555	Teacher	345	Activity F, line 6	one with most accurate	one with the most accurate
Publisher	9781788050555	Teacher	345	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050555	Teacher	345	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050555	Teacher	345	Activity G, line 4	Have	Ask
Publisher	9781788050555	Teacher	348	Extension Activity: line 4	moon	Moon
Publisher	9781788050555	Teacher	348	Other TPS Reading materials: line 4	humans, live	humans, to live
Publisher	9781788050555	Teacher	348	Reader Activity Book focus - Rufus At The Olympics: no.4	How many daylight hours?	How many daylight hours are there?
Publisher	9781788050555	Teacher	351	Teacher Lesson Notes, line 3	or at the end when	or, at the end, when
Publisher	9781788050555	Teacher	354	Daily reading, line 6	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure students are developing their basic sight vocabulary, and are
Publisher	9781788050555	Teacher	355	Peer activity, 3rd line from bottom	difficult, did not	difficult, and did not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	370	Activity A, line 12	for Amelia Rose chapters?	for the Amelia Rose chapters.
Publisher	9781788050555	Teacher	370	Activity C, line 3	occur?	occur.
Publisher	9781788050555	Teacher	371	Line 8	about Think	about the Think
Publisher	9781788050555	Teacher	371	Activity D, line 2	explanations, no.	explanations; no.
Publisher	9781788050555	Teacher	373	Materials: line 1	number	Number
Publisher	9781788050555	Teacher	383	Activity A, penultimate line	chain?	chain.
Publisher	9781788050555	Teacher	384	Activity C, line 2	resolved?	resolved.
Publisher	9781788050555	Teacher	389	Last bullet, line 1	electric energy	electrical energy
Publisher	9781788050555	Teacher	396	Activity A, line 2	the you tube clip as	the You Tube clip, as
Publisher	9781788050555	Teacher	396	Activity A, line 14	theme?	theme.
Publisher	9781788050555	Teacher	396	Activity A, line 16	This project and the matching Hedy and Andre story were	This project, and the matching Hedy and Andre story, were
Publisher	9781788050555	Teacher	397	Line 1	character’s	characters'
Publisher	9781788050555	Teacher	397	Activity C, line 7	to 1964 when the group first formed and	to 1964, when the group first formed, and
Publisher	9781788050555	Teacher	421	Extension Activity: line 2	thought to be in existence but	thought to be already in existence, but
Publisher	9781788050555	Teacher	421	ELL: line 1	work on Troubleshooting	work on the Troubleshooting
Publisher	9781788050555	Teacher	421	Interior and Northern Alaska Coloring Book: line 6	they undergo for example when the	they undergo, for example, when the
Publisher	9781788050555	Teacher	427	Peer activity, 3rd line from bottom	difficult, did not enjoy	difficult, and did not enjoy
Publisher	9781788050555	Teacher	448	Line 6	theme?	theme.
Publisher	9781788050555	Teacher	448	Line 7	the type of their group	the type for their group
Publisher	9781788050555	Teacher	448	Activity B, line 1	the rest of Amelia Rose work.	the rest of the Amelia Rose work.
Publisher	9781788050555	Teacher	448	Activity B, line 4	this is and then make	this is, then make
Publisher	9781788050555	Teacher	448	Activity B, line 5	use	used
Publisher	9781788050555	Teacher	448	Activity B, line 11	girls	girl's
Publisher	9781788050555	Teacher	448	Activity B, last line	ensure all students	ensure that all students

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	448	Activity C, line 5	external traits but about other attributes such as:	external traits, but is also about other attributes, such as:
Publisher	9781788050555	Teacher	448	Activity C, last line	Their voice – is it very low or high or squeaky	their voice – is it very low or high or squeaky?
Publisher	9781788050555	Teacher	449	Line 1/2	What body language is usual, their facial gestures as an example, does the person squint or when angry have a thinning lip	What body language is usual, their facial gestures, as an example. Does the person squint or have a thinning lip when angry?
Publisher	9781788050555	Teacher	449	Line 3	perhaps a limp?	perhaps with a limp?
Publisher	9781788050555	Teacher	449	Line 7	more detail so that when a character appears they are	more detail, so that when a character appears, they are
Publisher	9781788050555	Teacher	449	First bullet, line 3	an introduction setting up the theme and characters,	an introduction, setting up the theme and characters;
Publisher	9781788050555	Teacher	449	First bullet line 4	rising action and Act III there is	rising action; and in Act III, there is
Publisher	9781788050555	Teacher	449	2nd bullet, line 1	and characters	and where characters
Publisher	9781788050555	Teacher	449	2nd bullet, line 2	story and often it might be	story and, often, it might be
Publisher	9781788050555	Teacher	450	iii, penultimate line	each one and what they	each one, what they
Publisher	9781788050555	Teacher	453	Materials: line 2	number	Number
Publisher	9781788050555	Teacher	464	Activity A, 3rd line from bottom	fingers this can help delay	fingers, this can help to delay
Publisher	9781788050555	Teacher	465	Activity B, 3rd line from bottom	group’s	groups'
Publisher	9781788050555	Teacher	465	Activity B, last line	with most	with the most
Publisher	9781788050555	Teacher	465	Activity C, line 1	complete	completed
Publisher	9781788050555	Teacher	465	Activity D, i, line 2	idea purpose	idea and purpose
Publisher	9781788050555	Teacher	465	Activity D, iii, line 2	involved?	involved.
Publisher	9781788050555	Teacher	466	Activity E, iii, line 2	or folk tale stories there	or folktale stories, there
Publisher	9781788050555	Teacher	480	Activity D, i, line 2	that	what
Publisher	9781788050555	Teacher	480	Activity D, iii, line 1	from Tommy to that	from Tommy and compare it to that
Publisher	9781788050555	Teacher	480	Activity D, iii, line 3	that music as a genre can be	that music, as a genre, can be
Publisher	9781788050555	Teacher	481	Activity F, line 4	compare.	compare?
Publisher	9781788050555	Teacher	481	Activity F, line 5	dumb	mute
Publisher	9781788050555	Teacher	484	Reader Activity Book focus - Rufus At The Olympics: line 3	dumb.	mute.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	508	Activity A, line 3	text?	text.
Publisher	9781788050555	Teacher	508	Activity A, line 6	to	in
Publisher	9781788050555	Teacher	508	Activity A, line 10	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050555	Teacher	509	Activity C, line 2	topics?	topics.
Publisher	9781788050555	Teacher	509	Activity C, line 5	‘Let’s Do It’.	‘Let’s Do It’?
Publisher	9781788050555	Teacher	509	Activity D, line 3	‘imagery’?	‘imagery’.
Publisher	9781788050555	Teacher	509	Activity D, line 5	imagine use	imagine the use
Publisher	9781788050555	Teacher	509	Activity D, line 8	metaphor?	metaphor.
Publisher	9781788050555	Teacher	510	Line 4	alliteration?	alliteration.
Publisher	9781788050555	Teacher	510	Line 8	assonance?	assonance.
Publisher	9781788050555	Teacher	510	Activity F, line 1	voice?	voice.
Publisher	9781788050555	Teacher	511	Activity G, line 1	‘anecdote’?	‘anecdote’.
Publisher	9781788050555	Teacher	513	Materials: line 1	number	Number
Publisher	9781788050555	Teacher	520	Activity A, line 1	writing?	writing.
Publisher	9781788050555	Teacher	520	Activity A, line 3	text?	text.
Publisher	9781788050555	Teacher	520	Activity A, line 6	Marion?	Marion.
Publisher	9781788050555	Teacher	521	Activity C, line 1	messages	message's
Publisher	9781788050555	Teacher	521	Activity D, line 6	Discuss examples as a class of each	Discuss examples, as a class, of each
Publisher	9781788050555	Teacher	521	Activity E, line 5	review?	review.
Publisher	9781788050555	Teacher	522	Activity F, line 1	A Song For Marion	'A Song For Marion'
Publisher	9781788050555	Teacher	522	Activity F, line 8	di	did
Publisher	9781788050555	Teacher	522	Activity F, line 8	you	them
Publisher	9781788050555	Teacher	522	Activity G, line 5	an	and
Publisher	9781788050555	Teacher	530	No.5, line 1	his sister	his sister to

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	537	Activity A, line 1	were?	were.
Publisher	9781788050555	Teacher	537	Activity A, line 5	explore	Explore
Publisher	9781788050555	Teacher	538	Activity C, line 2	that stage and like a cookbook	that stage and, like a cookbook,
Publisher	9781788050555	Teacher	538	Activity D, line 3	metaphors, types	metaphors, and types
Publisher	9781788050555	Teacher	538	Activity E, line 1	Stem	STEM
Publisher	9781788050555	Teacher	559	Line 2	If they did then have	If they did, then have
Publisher	9781788050555	Teacher	560	Objective, line 1	sun	Sun
Publisher	9781788050555	Teacher	560	Background, line 2	sun's	Sun's
Publisher	9781788050555	Teacher	562	Extension Activity: line 1	space	space,
Publisher	9781788050555	Teacher	593	Activity B, line 1	Each group present their plans in writing to teacher.	Each group presents their plans in writing to the teacher.
Publisher	9781788050555	Teacher	593	Activity B, line 6	result,	result;
Publisher	9781788050555	Teacher	593	Activity B, i, line 2	story?	story.
Publisher	9781788050555	Teacher	593	Activity B, ii, line 2	increase engagement	increase the engagement
Publisher	9781788050555	Teacher	593	Activity B, ii, line 4	present	presents
Publisher	9781788050555	Teacher	593	Activity B, ii, last line	Teacher provides feedback. Revisions are made to final draft.	The teacher provides feedback. Revisions are made to the final draft.
Publisher	9781788050555	Teacher	594	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	594	Activity C, line 8/9	Remain in same groups and review your own content first and make all required edits to ensure you meet the requirements listed below.	Remaining in the same groups they should review their own content first and make all required edits to ensure they meet the requirements listed below.
Publisher	9781788050555	Teacher	594	Activity E, line 2	Teacher grades each group's work.	The teacher grades each group's work.
Publisher	9781788050555	Teacher	597	Activity A, line 6	the	they
Publisher	9781788050555	Teacher	597	Activity A, line 7	topics?	topics.
Publisher	9781788050555	Teacher	597	Activity A, line 10	than used	than that used
Publisher	9781788050555	Teacher	597	Activity B, i, line 1	present	presents
Publisher	9781788050555	Teacher	597	Activity B, i, line 1	to teacher.	to the teacher.
Publisher	9781788050555	Teacher	597	Activity B, ii, line 2	to teacher.	to the teacher.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	597	Activity B, ii, line 4	by teacher.	by the teacher.
Publisher	9781788050555	Teacher	598	Line 1	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	598	Line 4/5	Remain in same groups and review your own content first and make all required edits to review all of the requirements listed below.	Remaining in the same groups, they should review their own content first and make all required edits to review all of the requirements listed below.
Publisher	9781788050555	Teacher	598	Activity E, line 5	work?	work.
Publisher	9781788050555	Teacher	598	Activity E, line 6	knowledge base has improved from before Amelia Rose work to current.	knowledge base has improved from before the Amelia Rose work to the current version.
Publisher	9781788050555	Teacher	598	Activity E, line 7	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050555	Teacher	612	Teacher instructions, line 1	machines they	machines that they
Publisher	9781788050555	Teacher	612	Activity A, line 3	what this person does, they are	what these people do, they are
Publisher	9781788050555	Teacher	612	Activity A, line 7	and environment.	and the environment.
Publisher	9781788050555	Teacher	612	Activity A, line 16	what is their purpose	what are their purpose
Publisher	9781788050555	Teacher	612	Activity B, line 1	present	presents
Publisher	9781788050555	Teacher	612	Activity B, line 1	to teacher	to the teacher.
Publisher	9781788050555	Teacher	613	i, line 2/3/4	Whatever type of genre or purpose or structure, each group must include and introduction and conclusion to their work and must ensure their idea will be well received	Whatever type of genre, purpose or structure is chosen, each group must include an introduction and conclusion to their work, and must ensure that their idea will be well
Publisher	9781788050555	Teacher	613	ii, line 3	critique	critiques
Publisher	9781788050555	Teacher	613	Activity C, line 4	Explain to the writing group why you believe the edits are required.	They should explain to the writing group why they believe the edits are required.
Publisher	9781788050555	Teacher	613	Activity C, line 7/8	Remain in same groups and review your own content first and make all required edits to review all of the requirements listed below.	Remaining in the same groups, they should review their own content first and make all required edits to review all of the requirements listed below.
Publisher	9781788050555	Teacher	614	Line 1	group first check their own work	group must first check that their own work
Publisher	9781788050555	Teacher	614	Line 3	and either	and then either
Publisher	9781788050555	Teacher	614	Activity E, line 2	to class.	to the class.
Publisher	9781788050555	Teacher	614	Activity E, line 4	Teacher grades each group’s work.	The teacher grades each group’s work.
Publisher	9781788050555	Teacher	632	Line 3	animal's	animals'
Publisher	9781788050555	Teacher	633	Discussion point 3, line 1	Explain that although bones are hard they can	Explain that, although bones are hard, they can
Publisher	9781788050555	Teacher	633	Discussion point 4, line 3	centre	center
Publisher	9781788050555	Teacher	634	Extension Activity: line 5	in the 1990’s, by NASA, to Jupiter, it was	in the 1990s, by NASA to Jupiter, and it was

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Publisher	9781788050555	Teacher	634	Extension Activity: line 6	The reason was current day	The reason for this was that current day
Publisher	9781788050555	Teacher	638	Teacher Lesson Notes, line 1	three	four
Publisher	9781788050555	Teacher	656	Activity A, line 17	Discuss as a class and agree	Discuss, as a class, and agree
Publisher	9781788050555	Teacher	656	Activity A, line 18	Review with students to know that craft,	Remind students that craft,
Publisher	9781788050555	Teacher	656	Activity A, penultimate line	including but not limited to music,	including, but not limited to, music and
Publisher	9781788050555	Teacher	656	Activity A, last line	of	or
Publisher	9781788050555	Teacher	657	Line 2	and often is passionate	and is often passionate
Publisher	9781788050555	Teacher	657	Line 3	uses unique	uses a unique
Publisher	9781788050555	Teacher	657	Line 16	Chapter	chapter
Publisher	9781788050555	Teacher	657	Activity B, line 2	They must however use a	They must, however, use a
Publisher	9781788050555	Teacher	658	Activity D, line 3	for	about
Publisher	9781788050555	Teacher	661	Activity C, line 2	‘How Does Travel Enable Humans to Understand Different Cultures	‘How does travel enable humans to understand different cultures
Publisher	9781788050555	Teacher	661	Activity C, line 7	reported to halve the number	reported to have halved the number
Publisher	9781788050555	Teacher	661	Activity C, line 11	Cited works page must be included.	A cited works page must be included.
Publisher	9781788050555	Teacher	661	Activity D, line 1	imagine they	imagine that they
Publisher	9781788050555	Teacher	661	Activity D, line 2	enter his country.	enter this country.
Publisher	9781788050555	Teacher	675	Line 6	class and ask students	class, then ask students
Publisher	9781788050555	Teacher	675	Activity B, line 3	facts of the travel	facts about the travel
Publisher	9781788050555	Teacher	675	Activity D, line 1	imagine they are	imagine that they are
Publisher	9781788050555	Teacher	675	Activity D, line 4	important they	important that they
Publisher	9781788050555	Teacher	695	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050555	Teacher	695	Reader Activity Book focus - Rufus At The	games	Games
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 4	here.	here too.
Publisher	9781788050555	Teacher	697	Common Misconceptions, line 7	developing vocabulary	developing the vocabulary

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Publisher	9781788050555	Teacher	697	Common Misconceptions, line 9	focus, teacher,	focus, the teacher,
Publisher	9781788050555	Teacher	698	Teacher Lesson Notes, line 1	introducing the topic	introducing a link to the topic
Publisher	9781788050555	Teacher	720	Activity A, line 15	discuss on an	discuss this, on an informal basis, and
Publisher	9781788050555	Teacher	720	Activity B, line 1	for how to best	for how best to
Publisher	9781788050555	Teacher	721	Activity D, line 2	primary, which	primary, and which
Publisher	9781788050555	Teacher	721	Activity D, line 3	what is primary? It is the best source(s)	what is a primary source. It is the best source
Publisher	9781788050555	Teacher	721	Activity D, line 5	that may have information but may not of the quality or volume of a primary source or be	that provide information, but may not be of the quality or volume of a primary source, or be
Publisher	9781788050555	Teacher	721	Activity D, line 7	Ensure students	Ensure that students
Publisher	9781788050555	Teacher	721	Activity D, line 9	citation?	citation.
Publisher	9781788050555	Teacher	721	Activity E, bullet 2	How	Which
Publisher	9781788050555	Teacher	721	Activity F, line 3	their grade 3 work where they	their Grade 3 work, where they
Publisher	9781788050555	Teacher	721	Activity F, line 4	find a definition for	find definitions for
Publisher	9781788050555	Teacher	721	Activity F, line 4	terms?	terms.
Publisher	9781788050555	Teacher	722	Line 1	Discuss as a class those meanings.	Discuss, as a class, those meanings.
Publisher	9781788050555	Teacher	722	Line 4	In Grade 3 we provided the following as examples and then asked teachers to discuss the	In Grade 3, the following were provided as examples and then teachers were asked to discuss the
Publisher	9781788050555	Teacher	722	Line 12	afterward	afterwards.
Publisher	9781788050555	Teacher	722	Activity G, line 1	‘bibliography’?	‘bibliography’.
Publisher	9781788050555	Teacher	722	Activity G, line 3	helping create	helping to create
Publisher	9781788050555	Teacher	722	Activity G, line 6	Usually when completing research the cited	Usually, when completing research, the cited
Publisher	9781788050555	Teacher	723	Activity H, line 1	delivery, written, oral or multimodal and	delivery, whether written, oral or multimodal, and
Publisher	9781788050555	Teacher	723	Activity H, line 2	Ensure the presentation	Ensure that the presentation
Publisher	9781788050555	Teacher	725	Teacher instructions, line 3	them to again act as	them to, again, act as
Publisher	9781788050555	Teacher	725	Teacher instructions, line 11	Teacher should review and grade each groups work.	The teacher should review and grade each group's work.
Publisher	9781788050555	Teacher	732	No.5, line 2	family stay safe.	family to stay safe.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050555	Teacher	737	Teacher instructions, line 2	environment?	environment.
Publisher	9781788050555	Teacher	737	Teacher instructions, line 8	required	obliged,
Publisher	9781788050555	Teacher	740	Other TPS Reading materials: line 1	ALASKA	Alaska'
Publisher	9781788050555	Teacher	740	ABC Human and Other Animals Magic Glasses on	imagine they are	imagine that they are
Publisher	9781788050555	Teacher	740	ABC Human and Other Animals Magic Glasses on	100	100 +

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English Language Arts and Reading, Grade 5 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print Class Set (9781788052184)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	2	Common Misconceptions, line 5	lesson encourage	lesson, encourage
Publisher	9781788050012	Teacher	2	Common Misconceptions, line 9	as a focus, teacher,	as a focus, the teacher,
Publisher	9781788050012	Teacher	21	Activity A, line 3	message?	message?
Publisher	9781788050012	Teacher	21	Activity A, line 4	Usually non-verbal	Usually, non-verbal
Publisher	9781788050012	Teacher	21	Activity A, line 10	activity but	activity, but
Publisher	9781788050012	Teacher	22	Activity D, line 1	speaking the	speaking exercise, the
Publisher	9781788050012	Teacher	22	Activity D, line 3	but to	but also to
Publisher	9781788050012	Teacher	22	Activity D, line 4	pairs	pair
Publisher	9781788050012	Teacher	24	Materials:, line 1	and number	and Number
Publisher	9781788050012	Teacher	34	Activity A, line 2	story ask	story, ask
Publisher	9781788050012	Teacher	34	Activity A, line 5	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 8	communication whereas	communication, whereas
Publisher	9781788050012	Teacher	34	Activity A, line 9	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 15	Typically students	Typically, students
Publisher	9781788050012	Teacher	34	Activity A, line 16	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 16	are making	making
Publisher	9781788050012	Teacher	45	Activity A, line 4	they want answered	they would like to have answered
Publisher	9781788050012	Teacher	45	Activity A, line 8	need	needs
Publisher	9781788050012	Teacher	46	Activity B, line 1	We would propose that	It is recommended that
Publisher	9781788050012	Teacher	46	Activity C, line 1	project have	project, have
Publisher	9781788050012	Teacher	46	Number 1	with audience	with the audience
Publisher	9781788050012	Teacher	46	Activity C, line 2	content is used	content are used
Publisher	9781788050012	Teacher	46	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050012	Teacher	46	Activity D, Number 2	A poem about engines	Write a poem about engines

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	65	Reader Activity Book focus:, line 2	Olympic games	Olympic Games
Publisher	9781788050012	Teacher	72	Ideas for support, line 2	classroom such	classroom, such
Publisher	9781788050012	Teacher	72	Ideas for support, line 4	mean like	mean, like
Publisher	9781788050012	Teacher	72	Ideas for support, line 5	alliteration and	alliteration, and
Publisher	9781788050012	Teacher	72	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050012	Teacher	93	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	93	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	93	Bullet 7	Syllable division	syllable division
Publisher	9781788050012	Teacher	93	Activity B, line 1	and using	and, using
Publisher	9781788050012	Teacher	93	Activity B, line 2	analyse	analyze
Publisher	9781788050012	Teacher	93	Activity B, line 3	examples they	examples, they
Publisher	9781788050012	Teacher	94	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	96	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	97	Teacher instructions, line 2	class. To	class to
Publisher	9781788050012	Teacher	98	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	98	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	98	Bullet 7	Syllable division	syllable division
Publisher	9781788050012	Teacher	98	Activity B, line 1	and using	and, using
Publisher	9781788050012	Teacher	98	Activity B, line 2	analyse	analyze
Publisher	9781788050012	Teacher	98	Activity B, line 3	examples they	examples, they
Publisher	9781788050012	Teacher	99	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	102	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	102	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	102	Bullet 7	Syllable division	syllable division

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	102	Activity B, line 4	and matching	and the matching
Publisher	9781788050012	Teacher	102	Activity B, line 4	and using	and, using
Publisher	9781788050012	Teacher	102	Activity B, line 5	analyse	analyze
Publisher	9781788050012	Teacher	102	Activity B, line 6	examples they	examples, they
Publisher	9781788050012	Teacher	103	Number iii, line 4	from STEM	from the STEM
Publisher	9781788050012	Teacher	103	Number vi, line 3	and using	and, using
Publisher	9781788050012	Teacher	103	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	106	Reader Activity Book focus - Rufus At The Olympics:, line 1	attend	attends
Publisher	9781788050012	Teacher	106	Reader Activity Book focus - Rufus At The Olympics:, line 3	labelled	labeled
Publisher	9781788050012	Teacher	111	Last bullet, line 1	vocabular	vocabulary
Publisher	9781788050012	Teacher	130	Activity C, line 1	affixes, words with	affixes, such as
Publisher	9781788050012	Teacher	130	Activity C, line 7	latin word.	latin word.
Publisher	9781788050012	Teacher	130	Activity D, line 7	pun they	pun, they
Publisher	9781788050012	Teacher	134	Line 2	origin is greek	origin is Greek
Publisher	9781788050012	Teacher	134	Line 3	roots have	roots, have
Publisher	9781788050012	Teacher	134	Activity D, line 1	students tell	students to tell
Publisher	9781788050012	Teacher	134	Activity D, line 1	pun?	pun.
Publisher	9781788050012	Teacher	134	Activity D, line 6	pun have	pun, have
Publisher	9781788050012	Teacher	145	Activity A, line 5	card have	card, have
Publisher	9781788050012	Teacher	145	Activity A, line 7	Amelia Rose of the	Amelia Rose or the
Publisher	9781788050012	Teacher	149	Life processes and Living things: Humans and other animals, line 1	About	Learn about
Publisher	9781788050012	Teacher	152	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	153	Procedure, line 3	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050012	Teacher	154	Ideas for ELL, line 1	class as	class, as
Publisher	9781788050012	Teacher	154	Ideas for ELL, line 5	native language	first language
Publisher	9781788050012	Teacher	165	Lline 3 after bullets	students assign	students, assign
Publisher	9781788050012	Teacher	165	Last line before table	chapter?	chapter.
Publisher	9781788050012	Teacher	165	Table - Discussion	or some	or come
Publisher	9781788050012	Teacher	165	Table - Genre	drama, romance, horror	drama, adventure
Publisher	9781788050012	Teacher	168	Last line	using This Is Fruity word wall chapter they	using the This Is Fruity word wall chapter that they
Publisher	9781788050012	Teacher	173	Line 3	movies?	movies.
Publisher	9781788050012	Teacher	173	ABC Activity Books - Online library;, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050012	Teacher	173	Reader Activity Book focus - 21st Century Families;, line 5	used have	used, have
Publisher	9781788050012	Teacher	173	Reader Activity Book focus - 21st Century Families;, line 6	task then	task, then
Publisher	9781788050012	Teacher	174	Objective, line 4	should by now have	should, by now, have
Publisher	9781788050012	Teacher	174	Fifth line from bottom	writing by creating	writing skills by creating
Publisher	9781788050012	Teacher	174	Third line from bottom	of reading at	of practice at
Publisher	9781788050012	Teacher	175	Common Misconceptions, line 1	Students	Many students
Publisher	9781788050012	Teacher	179	Ideas for at home, line 4	doing additional reading	doing extra reading
Publisher	9781788050012	Teacher	179	Summary Discussion, line 5	discussion consider	discussion, consider
Publisher	9781788050012	Teacher	179	Summary Discussion, line 6	elaborated	elaborate
Publisher	9781788050012	Teacher	192	Table - Discussion	or some	or come
Publisher	9781788050012	Teacher	192	Table - Genre	drama, romance, horror	drama, adventure
Publisher	9781788050012	Teacher	200	ELL:, line 1	students using any	students, using any
Publisher	9781788050012	Teacher	200	ABC Activity Books - Online library;, line 2	the alphabet book	the Alphabet Book

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	202	Common Misconceptions, line 3	it is important to	it is crucial to
Publisher	9781788050012	Teacher	204	Daily reading, line 6	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050012	Teacher	204	Daily reading, line 10	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050012	Teacher	206	Simple Stories, line 4	in wrong place	move this sentence up to end of line 3
Publisher	9781788050012	Teacher	206	Fourth bullet	vocabular	vocabulary
Publisher	9781788050012	Teacher	232	Activity A, line 2	text?	text.
Publisher	9781788050012	Teacher	232	Activity A, line 6	want answered	want to be answered
Publisher	9781788050012	Teacher	232	Activity A, line 8	that as	that, as
Publisher	9781788050012	Teacher	232	Activity A, line 8	chapter they	chapter, they
Publisher	9781788050012	Teacher	232	Activity B, line 1	learned, what	learned, and what
Publisher	9781788050012	Teacher	233	Activity C, line 5	and is it effective	and are they effective
Publisher	9781788050012	Teacher	233	Activity D, line 2	Craft does	Craft, does
Publisher	9781788050012	Teacher	233	Activity D, line 4	topics.	topics?
Publisher	9781788050012	Teacher	233	Activity D, line 5	bedroom, what	bedroom; what
Publisher	9781788050012	Teacher	233	Activity D, line 8	help you	help them
Publisher	9781788050012	Teacher	233	Activity E, line 3	experience to they have to knowing	experience do they have of knowing
Publisher	9781788050012	Teacher	236	Materials;, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	247	Activity C, line 3	requiring just	requiring, just
Publisher	9781788050012	Teacher	247	Activity D, line 1	renaissance	Renaissance
Publisher	9781788050012	Teacher	247	Activity F, line 1	Have students what word is being	Have students state which word is being
Publisher	9781788050012	Teacher	247	Activity F, line 2	A conclusion is reached based	Reaching a conclusion is based
Publisher	9781788050012	Teacher	248	Activity H, line 1	students what one	students which
Publisher	9781788050012	Teacher	248	Activity H, line 4	Synthesize	Synthesized
Publisher	9781788050012	Teacher	248	Activity I, line 1	work students	work, students

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	253	Bullet 1	nonrenewable	non-renewable
Publisher	9781788050012	Teacher	253	Bullet 4, line 3	and their	and that their
Publisher	9781788050012	Teacher	253	Bullet 4, line 4	, and	and
Publisher	9781788050012	Teacher	262	Activity A, line 9	project discuss	project, discuss
Publisher	9781788050012	Teacher	262	Activity A, line 10	of prior two reviews	of the two prior reviews
Publisher	9781788050012	Teacher	263	Activity C, line 2	occur?	occur.
Publisher	9781788050012	Teacher	263	Activity C, line 3	work and	work, and
Publisher	9781788050012	Teacher	308	Activity B, line 2	out of space	outer space
Publisher	9781788050012	Teacher	308	Activity B, line 7	perform to rest of class	perform to the rest of the class
Publisher	9781788050012	Teacher	309	Activity C, line 5	then, compare and contrast citations	then compares and contrasts citations
Publisher	9781788050012	Teacher	309	Activity F, line 4	work they	work, they
Publisher	9781788050012	Teacher	309	Activity F, line 5	works.	work.
Publisher	9781788050012	Teacher	309	Activity G, line 4	what is a mind map?	what a mind map is?
Publisher	9781788050012	Teacher	309	Activity G, line 5	structure and	structure, and
Publisher	9781788050012	Teacher	309	Activity G, line 8	like?	like.
Publisher	9781788050012	Teacher	311	Materials;,line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	312	Activity A, line 2	tornado.	tornado?
Publisher	9781788050012	Teacher	312	Activity A, line 7	lost?	lost.
Publisher	9781788050012	Teacher	313	Activity C, line 1	activity have	activity, have
Publisher	9781788050012	Teacher	313	Activity C, line 4	with this title.	with the title below.
Publisher	9781788050012	Teacher	314	Activity F, line 5	maintain throughout the year a	maintain, throughout the year, a
Publisher	9781788050012	Teacher	314	Activity G, line 1	discuss what	discuss which
Publisher	9781788050012	Teacher	314	Activity G, line 2	content?	content.
Publisher	9781788050012	Teacher	329	Activity D, line 2	eye laser surgery	laser eye surgery

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	329	Activity D, line 4	eye laser surgery	laser eye surgery
Publisher	9781788050012	Teacher	329	Activity E, line 2	notes have	notes, have
Publisher	9781788050012	Teacher	329	Activity F, line 2	possible but	possible, but
Publisher	9781788050012	Teacher	329	Activity F, line 6	in time	in the time
Publisher	9781788050012	Teacher	329	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050012	Teacher	330	Activity G, line 4	students if they can	students look to see if they can
Publisher	9781788050012	Teacher	335	Line 7	theatre	theater
Publisher	9781788050012	Teacher	355	Activity A, line 2	and or non fiction	and/or non-fiction
Publisher	9781788050012	Teacher	355	Activity A, line 6	theme?	theme.
Publisher	9781788050012	Teacher	355	Number 4	of Sun	of the Sun
Publisher	9781788050012	Teacher	355	First line after number 4	citations using	citations, using
Publisher	9781788050012	Teacher	355	Fifth line after number 4	themes but	themes, but
Publisher	9781788050012	Teacher	355	Activity B, line 4	happy as	happy, as
Publisher	9781788050012	Teacher	356	Activity C, line 3	occur?	occur.
Publisher	9781788050012	Teacher	359	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	376	Number 2	about biosphere	about the biosphere
Publisher	9781788050012	Teacher	381	Activity A, line 12	theme?	theme.
Publisher	9781788050012	Teacher	385	ELL:, line 1	on Troubleshooting	on the Troubleshooting
Publisher	9781788050012	Teacher	392	Daily reading, line 6	reading ensure	reading, ensure
Publisher	9781788050012	Teacher	392	Daily reading, line 6	and	and are
Publisher	9781788050012	Teacher	413	Activity A, line 1	and myth?	and myth.
Publisher	9781788050012	Teacher	413	Activity A, line 8	true but	true, but
Publisher	9781788050012	Teacher	413	Activity A, line 9	true but	true, but
Publisher	9781788050012	Teacher	414	Line 3	learn weather	learn about weather

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Publisher	9781788050012	Teacher	414	Line 4	theme?	theme.
Publisher	9781788050012	Teacher	414	Activity B, line 1	of Amelia Rose	of the Amelia Rose
Publisher	9781788050012	Teacher	414	Activity B, line 4	language and use of sound devices and	language and sound devices, and
Publisher	9781788050012	Teacher	414	Activity B, line 5	inclusion and write	inclusion. They should also write
Publisher	9781788050012	Teacher	414	Activity B, line 7	between how they	between the fact that they
Publisher	9781788050012	Teacher	414	Activity B, line 7	poem, but that the	that
Publisher	9781788050012	Teacher	414	Activity B, line 8	speaker is another	speaker has another
Publisher	9781788050012	Teacher	414	Activity B, line 11	themselves but	themselves, but
Publisher	9781788050012	Teacher	414	Activity B, line 17	A phrase or word is used	a phrase or word used
Publisher	9781788050012	Teacher	414	Activity B, line 18	like a butterfly	like butterflies
Publisher	9781788050012	Teacher	415	Line 2	made the	made, the
Publisher	9781788050012	Teacher	415	Line 6	traits but about	traits, but is also about
Publisher	9781788050012	Teacher	415	Line 7	Their	their
Publisher	9781788050012	Teacher	415	Line 7	squeaky	squeaky?
Publisher	9781788050012	Teacher	415	Line 8	usual, their facial gestures as an example	usual, for them their facial gestures for example
Publisher	9781788050012	Teacher	415	Line 9	lip	lip?
Publisher	9781788050012	Teacher	415	Line 10	perhaps a limp	perhaps with a limp
Publisher	9781788050012	Teacher	415	Line 14	detail so	detail, so
Publisher	9781788050012	Teacher	415	Line 24	action and Act III there	action, and Act III, there
Publisher	9781788050012	Teacher	415	Line 31	their text	their script
Publisher	9781788050012	Teacher	416	Number i, line 3	idea purpose	idea and purpose
Publisher	9781788050012	Teacher	416	Number ii, line 3	readers learn	readers to learn
Publisher	9781788050012	Teacher	416	Number ii, line 6	a write may	a writer may
Publisher	9781788050012	Teacher	416	Number ii, line 8	of chronological	of the chronological

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	416	Number ii, line 10	a short narrative providing	short narratives providing
Publisher	9781788050012	Teacher	416	Number ii, line 12	poems, did	poems; did
Publisher	9781788050012	Teacher	416	Number ii, line 14	sidebar	sidebar?
Publisher	9781788050012	Teacher	416	Number iii, line 13	one and what	one, what
Publisher	9781788050012	Teacher	416	Number iii, line 17	what important	What important
Publisher	9781788050012	Teacher	417	Activity E, line 4	facts ask	facts, ask
Publisher	9781788050012	Teacher	417	Activity E, line 5	author?	author.
Publisher	9781788050012	Teacher	417	Activity E, line 10	Then they	Then, they
Publisher	9781788050012	Teacher	417	Activity E, line 14	This is educational argument	This is an educational argument,
Publisher	9781788050012	Teacher	419	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	421	Line 8	day new	day, new
Publisher	9781788050012	Teacher	421	Activity B, line 10	Discuss are they the	Discuss whether they are the
Publisher	9781788050012	Teacher	421	Activity C, line 8	Number of acts	Acts
Publisher	9781788050012	Teacher	422	Activity D, line 3	idea purpose	idea and purpose
Publisher	9781788050012	Teacher	422	Activity D, line 11	if compare	,if so compare
Publisher	9781788050012	Teacher	422	Activity E, line 8	advise, what	advise, which
Publisher	9781788050012	Teacher	422	Activity E, line 11	China.	China?
Publisher	9781788050012	Teacher	422	Activity E, line 13	debate, did	debate; did
Publisher	9781788050012	Teacher	434	Activity C, line 4	for each of character	for: character
Publisher	9781788050012	Teacher	434	Activity E, line 10	movie?	movie.
Publisher	9781788050012	Teacher	434	Activity F, line 3	play?	play.
Publisher	9781788050012	Teacher	446	Last line	family	family.
Publisher	9781788050012	Teacher	447	ABC Human and Other Animals Senses in the sports field on page 69 -	or if it	or, if it

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	447	Reader Activity Book focus - 21st Century Families:, line 1	Century families	Century Families
Publisher	9781788050012	Teacher	471	Activity A, line 5	words to their	words in their
Publisher	9781788050012	Teacher	471	Activity A, line 9	class using	class, using
Publisher	9781788050012	Teacher	471	Activity A, line 6	text,	text
Publisher	9781788050012	Teacher	472	Activity C, line 2	topics?	topics.
Publisher	9781788050012	Teacher	472	Activity C, line 6	not that vocabulary	not overlook the fact that vocabulary
Publisher	9781788050012	Teacher	472	Activity C, line 8	learn such	learn, such
Publisher	9781788050012	Teacher	472	Activity D, line 7	metaphor?	metaphor.
Publisher	9781788050012	Teacher	472	Activity D, line 9	different but	different, but
Publisher	9781788050012	Teacher	473	Line 1	When looking back at sound devices, their earlier work did cover a long list of each device. Examples are:	When looking back at sound devices, students' earlier work did cover a long list of such devices. Examples are:
Publisher	9781788050012	Teacher	473	Line 4	alliteration?	alliteration.
Publisher	9781788050012	Teacher	473	Line 8	assonance?	assonance.
Publisher	9781788050012	Teacher	473	Line 9	exists but	exists, but
Publisher	9781788050012	Teacher	473	Line 16	studied and if they cannot find one, create one.	studied. If they cannot find one, they should create one.
Publisher	9781788050012	Teacher	474	Activity F, line 1	voice?	voice.
Publisher	9781788050012	Teacher	474	Activity F, line 5	shoulder they	shoulder, they
Publisher	9781788050012	Teacher	474	Activity F, line 6	think who is the speaker.	think: who is the speaker?
Publisher	9781788050012	Teacher	474	Activity G, line 1	what is an 'hyperbole', 'stereotyping' and 'anecdote'?	what is 'hyperbole', 'stereotyping' and an 'anecdote'?
Publisher	9781788050012	Teacher	475	Line 4	two but	two, but
Publisher	9781788050012	Teacher	475	Line 6	company, and he	company. He
Publisher	9781788050012	Teacher	477	Activity A, line 2	matter which is ecosystems	matter, which is ecosystems in this case
Publisher	9781788050012	Teacher	477	Activity A, line 3	text?	text.
Publisher	9781788050012	Teacher	478	Activity E, line 1	text in the 'Ecosystems	text in 'Ecosystems
Publisher	9781788050012	Teacher	478	Activity E, line 5	review?	review.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	479	Activity G, line 2	and anecdote. The author writes down where is the examples are evident.	and an anecdote. The author writes down where the examples are evident.
Publisher	9781788050012	Teacher	479	Activity G, line 6	an explain the use of each of hyperbole, stereotyping and anecdote.	and explain the use of each of hyperbole, stereotyping and an anecdote.
Publisher	9781788050012	Teacher	490	Teacher instructions, line 6	analysed	analyzed
Publisher	9781788050012	Teacher	490	Teacher instructions, line 9	cryptography, artificial intelligence	cryptography, and artificial intelligence,
Publisher	9781788050012	Teacher	490	Teacher instructions, line 11	analyse	analyze
Publisher	9781788050012	Teacher	490	Teacher instructions, line 14	mathematics, cryptology	mathematics: cryptology
Publisher	9781788050012	Teacher	490	Teacher instructions, line 15	where as	whereas
Publisher	9781788050012	Teacher	490	Teacher instructions, line 17	Math	math
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 1	film	movie
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 2	film	movie
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 4	film	movie
Publisher	9781788050012	Teacher	500	Procedure, line 1	film	movie
Publisher	9781788050012	Teacher	501	Line 19	film	movie
Publisher	9781788050012	Teacher	502	Ideas for Extension, line 3	themselves	them
Publisher	9781788050012	Teacher	502	Ideas for ELL, line 1	film	movie
Publisher	9781788050012	Teacher	503	Summary Discussion, line 2	film	movie
Publisher	9781788050012	Teacher	528	Activity A, last line	group develop their	group then develops their
Publisher	9781788050012	Teacher	528	Activity A, line 1	present	presents
Publisher	9781788050012	Teacher	529	Line 8	present their	presents their
Publisher	9781788050012	Teacher	529	Activity C, line 4	why you	why you
Publisher	9781788050012	Teacher	529	Activity C, line 8	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	529	Activity C, line 9	ensure you	ensure they
Publisher	9781788050012	Teacher	533	Activity A, line 7	work, if the know more than they did about their topics?	work, that they know more than they did about their topics.
Publisher	9781788050012	Teacher	533	Activity B, line 3	present their plans for their new literary work, in writing, to teacher.	presents their plans for their new literary work, in writing, to the teacher.

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English Language Arts and Reading, Grade 5 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print Class Set (9781788052184)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	533	Activity B, line 5	what is the introduction going	what the introduction is going
Publisher	9781788050012	Teacher	533	Activity B, line 6	how will they conclude	how they will conclude
Publisher	9781788050012	Teacher	533	Activity B, line 9	create	creates
Publisher	9781788050012	Teacher	533	Activity B, line 11	to teacher.	to the teacher.
Publisher	9781788050012	Teacher	533	Activity B, line 13	by teacher.	by the teacher.
Publisher	9781788050012	Teacher	534	Activity C, line 4	why you believe	why they believe
Publisher	9781788050012	Teacher	534	Activity C, line 6	stage the	stage, the
Publisher	9781788050012	Teacher	534	Activity C, line 7	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	534	Activity E, line 5	chapter?	chapter.
Publisher	9781788050012	Teacher	546	Activity A, line 1	Africe	Africa
Publisher	9781788050012	Teacher	546	Activity A, line 4	State	state
Publisher	9781788050012	Teacher	546	Activity B, line 3	to teacher	to the teacher
Publisher	9781788050012	Teacher	546	Activity B, line 6	prepared a	prepared, a
Publisher	9781788050012	Teacher	546	Activity B, line 11	animal with	animal, with
Publisher	9781788050012	Teacher	546	Activity B, line 13	genre or purpose	genre, purpose
Publisher	9781788050012	Teacher	547	Activity C, line 4	why you believe	why they believe
Publisher	9781788050012	Teacher	547	Activity C, line 6	stage the	stage, the
Publisher	9781788050012	Teacher	547	Activity C, line 7	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	561	Understanding Shape, line 1	Visualise	Visualize
Publisher	9781788050012	Teacher	561	Group discussion and interaction, line 2	suggestion	suggestions
Publisher	9781788050012	Teacher	561	Self-confidence and Self-esteem, line 1	Is able	Be able
Publisher	9781788050012	Teacher	587	Line 1	Have	have
Publisher	9781788050012	Teacher	604	Line 9	magic carpet	Magic Carpet
Publisher	9781788050012	Teacher	610	Line 8	earth	Eearth

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English Language Arts and Reading, Grade 5 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print Class Set (9781788052184)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	611	Line 4	plagiarise	plagiarize
Publisher	9781788050012	Teacher	634	Activity C, line 3	and agree them with you.	and check them with the teacher.
Publisher	9781788050012	Teacher	634	Activity D, line 3	what is primary?	what is a primary source.
Publisher	9781788050012	Teacher	634	Activity D, line 5	not of	not be of
Publisher	9781788050012	Teacher	634	Activity D, line 5	information but	information, but
Publisher	9781788050012	Teacher	634	Activity D, line 7	credibility’?	credibility’.
Publisher	9781788050012	Teacher	634	Activity D, line 8	someone	something
Publisher	9781788050012	Teacher	634	Activity D, line 9	life credibility	life, credibility
Publisher	9781788050012	Teacher	634	Activity D, line 13	actors and actresses	actors,
Publisher	9781788050012	Teacher	634	Activity D, line 17	address	addresses
Publisher	9781788050012	Teacher	634	Activity E, line 6	How	Which
Publisher	9781788050012	Teacher	635	Activity F, line 5	terms?	terms.
Publisher	9781788050012	Teacher	636	Activity G, line 1	bibliography’?	bibliography’,
Publisher	9781788050012	Teacher	636	Activity G, line 1	recall from Grade	recall, from grade
Publisher	9781788050012	Teacher	652	Line 13	wants granted?	wants to be granted?
Publisher	9781788050012	Teacher	652	Line 21	First they	First, they
Publisher	9781788050012	Teacher	652	Line 22	Then they	Then, they
Publisher	9781788050012	Teacher	652	Line 24	different	difference
Publisher	9781788050012	Teacher	652	Line 27	present your findings	present their findings

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English Language Arts and Reading, Grade 5						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print with basic online class set (9781788051057)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	2	Common Misconceptions, line 5	lesson encourage	lesson, encourage
Publisher	9781788050012	Teacher	2	Common Misconceptions, line 9	as a focus, teacher,	as a focus, the teacher,
Publisher	9781788050012	Teacher	21	Activity A, line 3	message?	message?
Publisher	9781788050012	Teacher	21	Activity A, line 4	Usually non-verbal	Usually, non-verbal
Publisher	9781788050012	Teacher	21	Activity A, line 10	activity but	activity, but
Publisher	9781788050012	Teacher	22	Activity D, line 1	speaking the	speaking exercise, the
Publisher	9781788050012	Teacher	22	Activity D, line 3	but to	but also to
Publisher	9781788050012	Teacher	22	Activity D, line 4	pairs	pair
Publisher	9781788050012	Teacher	24	Materials:, line 1	and number	and Number
Publisher	9781788050012	Teacher	34	Activity A, line 2	story ask	story, ask
Publisher	9781788050012	Teacher	34	Activity A, line 5	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 8	communication whereas	communication, whereas
Publisher	9781788050012	Teacher	34	Activity A, line 9	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 15	Typically students	Typically, students
Publisher	9781788050012	Teacher	34	Activity A, line 16	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 16	are making	making
Publisher	9781788050012	Teacher	45	Activity A, line 4	they want answered	they would like to have answered
Publisher	9781788050012	Teacher	45	Activity A, line 8	need	needs
Publisher	9781788050012	Teacher	46	Activity B, line 1	We would propose that	It is recommended that
Publisher	9781788050012	Teacher	46	Activity C, line 1	project have	project, have
Publisher	9781788050012	Teacher	46	Number 1	with audience	with the audience
Publisher	9781788050012	Teacher	46	Activity C, line 2	content is used	content are used
Publisher	9781788050012	Teacher	46	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050012	Teacher	46	Activity D, Number 2	A poem about engines	Write a poem about engines

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	65	Reader Activity Book focus:, line 2	Olympic games	Olympic Games
Publisher	9781788050012	Teacher	72	Ideas for support, line 2	classroom such	classroom, such
Publisher	9781788050012	Teacher	72	Ideas for support, line 4	mean like	mean, like
Publisher	9781788050012	Teacher	72	Ideas for support, line 5	alliteration and	alliteration, and
Publisher	9781788050012	Teacher	72	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050012	Teacher	93	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	93	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	93	Bullet 7	Syllable division	syllable division
Publisher	9781788050012	Teacher	93	Activity B, line 1	and using	and, using
Publisher	9781788050012	Teacher	93	Activity B, line 2	analyse	analyze
Publisher	9781788050012	Teacher	93	Activity B, line 3	examples they	examples, they
Publisher	9781788050012	Teacher	94	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	96	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	97	Teacher instructions, line 2	class. To	class to
Publisher	9781788050012	Teacher	98	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	98	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	98	Bullet 7	Syllable division	syllable division
Publisher	9781788050012	Teacher	98	Activity B, line 1	and using	and, using
Publisher	9781788050012	Teacher	98	Activity B, line 2	analyse	analyze
Publisher	9781788050012	Teacher	98	Activity B, line 3	examples they	examples, they
Publisher	9781788050012	Teacher	99	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	102	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	102	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	102	Bullet 7	Syllable division	syllable division

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English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print with basic online class set (9781788051057)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	102	Activity B, line 4	and matching	and the matching
Publisher	9781788050012	Teacher	102	Activity B, line 4	and using	and, using
Publisher	9781788050012	Teacher	102	Activity B, line 5	analyse	analyze
Publisher	9781788050012	Teacher	102	Activity B, line 6	examples they	examples, they
Publisher	9781788050012	Teacher	103	Number iii, line 4	from STEM	from the STEM
Publisher	9781788050012	Teacher	103	Number vi, line 3	and using	and, using
Publisher	9781788050012	Teacher	103	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	106	Reader Activity Book focus - Rufus At The Olympics:, line 1	attend	attends
Publisher	9781788050012	Teacher	106	Reader Activity Book focus - Rufus At The Olympics:, line 3	labelled	labeled
Publisher	9781788050012	Teacher	111	Last bullet, line 1	vocabular	vocabulary
Publisher	9781788050012	Teacher	130	Activity C, line 1	affixes, words with	affixes, such as
Publisher	9781788050012	Teacher	130	Activity C, line 7	latin word.	latin word.
Publisher	9781788050012	Teacher	130	Activity D, line 7	pun they	pun, they
Publisher	9781788050012	Teacher	134	Line 2	origin is greek	origin is Greek
Publisher	9781788050012	Teacher	134	Line 3	roots have	roots, have
Publisher	9781788050012	Teacher	134	Activity D, line 1	students tell	students to tell
Publisher	9781788050012	Teacher	134	Activity D, line 1	pun?	pun.
Publisher	9781788050012	Teacher	134	Activity D, line 6	pun have	pun, have
Publisher	9781788050012	Teacher	145	Activity A, line 5	card have	card, have
Publisher	9781788050012	Teacher	145	Activity A, line 7	Amelia Rose of the	Amelia Rose or the
Publisher	9781788050012	Teacher	149	Life processes and Living things: Humans and other animals, line 1	About	Learn about
Publisher	9781788050012	Teacher	152	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	153	Procedure, line 3	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050012	Teacher	154	Ideas for ELL, line 1	class as	class, as
Publisher	9781788050012	Teacher	154	Ideas for ELL, line 5	native language	first language
Publisher	9781788050012	Teacher	165	Lline 3 after bullets	students assign	students, assign
Publisher	9781788050012	Teacher	165	Last line before table	chapter?	chapter.
Publisher	9781788050012	Teacher	165	Table - Discussion	or some	or come
Publisher	9781788050012	Teacher	165	Table - Genre	drama, romance, horror	drama, adventure
Publisher	9781788050012	Teacher	168	Last line	using This Is Fruity word wall chapter they	using the This Is Fruity word wall chapter that they
Publisher	9781788050012	Teacher	173	Line 3	movies?	movies.
Publisher	9781788050012	Teacher	173	ABC Activity Books - Online library;, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050012	Teacher	173	Reader Activity Book focus - 21st Century Families;, line 5	used have	used, have
Publisher	9781788050012	Teacher	173	Reader Activity Book focus - 21st Century Families;, line 6	task then	task, then
Publisher	9781788050012	Teacher	174	Objective, line 4	should by now have	should, by now, have
Publisher	9781788050012	Teacher	174	Fifth line from bottom	writing by creating	writing skills by creating
Publisher	9781788050012	Teacher	174	Third line from bottom	of reading at	of practice at
Publisher	9781788050012	Teacher	175	Common Misconceptions, line 1	Students	Many students
Publisher	9781788050012	Teacher	179	Ideas for at home, line 4	doing additional reading	doing extra reading
Publisher	9781788050012	Teacher	179	Summary Discussion, line 5	discussion consider	discussion, consider
Publisher	9781788050012	Teacher	179	Summary Discussion, line 6	elaborated	elaborate
Publisher	9781788050012	Teacher	192	Table - Discussion	or some	or come
Publisher	9781788050012	Teacher	192	Table - Genre	drama, romance, horror	drama, adventure
Publisher	9781788050012	Teacher	200	ELL;, line 1	students using any	students, using any
Publisher	9781788050012	Teacher	200	ABC Activity Books - Online library;, line 2	the alphabet book	the Alphabet Book

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English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print with basic online class set (9781788051057)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	202	Common Misconceptions, line 3	it is important to	it is crucial to
Publisher	9781788050012	Teacher	204	Daily reading, line 6	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050012	Teacher	204	Daily reading, line 10	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050012	Teacher	206	Simple Stories, line 4	in wrong place	move this sentence up to end of line 3
Publisher	9781788050012	Teacher	206	Fourth bullet	vocabular	vocabulary
Publisher	9781788050012	Teacher	232	Activity A, line 2	text?	text.
Publisher	9781788050012	Teacher	232	Activity A, line 6	want answered	want to be answered
Publisher	9781788050012	Teacher	232	Activity A, line 8	that as	that, as
Publisher	9781788050012	Teacher	232	Activity A, line 8	chapter they	chapter, they
Publisher	9781788050012	Teacher	232	Activity B, line 1	learned, what	learned, and what
Publisher	9781788050012	Teacher	233	Activity C, line 5	and is it effective	and are they effective
Publisher	9781788050012	Teacher	233	Activity D, line 2	Craft does	Craft, does
Publisher	9781788050012	Teacher	233	Activity D, line 4	topics.	topics?
Publisher	9781788050012	Teacher	233	Activity D, line 5	bedroom, what	bedroom; what
Publisher	9781788050012	Teacher	233	Activity D, line 8	help you	help them
Publisher	9781788050012	Teacher	233	Activity E, line 3	experience to they have to knowing	experience do they have of knowing
Publisher	9781788050012	Teacher	236	Materials;, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	247	Activity C, line 3	requiring just	requiring, just
Publisher	9781788050012	Teacher	247	Activity D, line 1	renaissance	Renaissance
Publisher	9781788050012	Teacher	247	Activity F, line 1	Have students what word is being	Have students state which word is being
Publisher	9781788050012	Teacher	247	Activity F, line 2	A conclusion is reached based	Reaching a conclusion is based
Publisher	9781788050012	Teacher	248	Activity H, line 1	students what one	students which
Publisher	9781788050012	Teacher	248	Activity H, line 4	Synthesize	Synthesized
Publisher	9781788050012	Teacher	248	Activity I, line 1	work students	work, students

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	253	Bullet 1	nonrenewable	non-renewable
Publisher	9781788050012	Teacher	253	Bullet 4, line 3	and their	and that their
Publisher	9781788050012	Teacher	253	Bullet 4, line 4	, and	and
Publisher	9781788050012	Teacher	262	Activity A, line 9	project discuss	project, discuss
Publisher	9781788050012	Teacher	262	Activity A, line 10	of prior two reviews	of the two prior reviews
Publisher	9781788050012	Teacher	263	Activity C, line 2	occur?	occur.
Publisher	9781788050012	Teacher	263	Activity C, line 3	work and	work, and
Publisher	9781788050012	Teacher	308	Activity B, line 2	out of space	outer space
Publisher	9781788050012	Teacher	308	Activity B, line 7	perform to rest of class	perform to the rest of the class
Publisher	9781788050012	Teacher	309	Activity C, line 5	then, compare and contrast citations	then compares and contrasts citations
Publisher	9781788050012	Teacher	309	Activity F, line 4	work they	work, they
Publisher	9781788050012	Teacher	309	Activity F, line 5	works.	work.
Publisher	9781788050012	Teacher	309	Activity G, line 4	what is a mind map?	what a mind map is?
Publisher	9781788050012	Teacher	309	Activity G, line 5	structure and	structure, and
Publisher	9781788050012	Teacher	309	Activity G, line 8	like?	like.
Publisher	9781788050012	Teacher	311	Materials;,line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	312	Activity A, line 2	tornado.	tornado?
Publisher	9781788050012	Teacher	312	Activity A, line 7	lost?	lost.
Publisher	9781788050012	Teacher	313	Activity C, line 1	activity have	activity, have
Publisher	9781788050012	Teacher	313	Activity C, line 4	with this title.	with the title below.
Publisher	9781788050012	Teacher	314	Activity F, line 5	maintain throughout the year a	maintain, throughout the year, a
Publisher	9781788050012	Teacher	314	Activity G, line 1	discuss what	discuss which
Publisher	9781788050012	Teacher	314	Activity G, line 2	content?	content.
Publisher	9781788050012	Teacher	329	Activity D, line 2	eye laser surgery	laser eye surgery

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	329	Activity D, line 4	eye laser surgery	laser eye surgery
Publisher	9781788050012	Teacher	329	Activity E, line 2	notes have	notes, have
Publisher	9781788050012	Teacher	329	Activity F, line 2	possible but	possible, but
Publisher	9781788050012	Teacher	329	Activity F, line 6	in time	in the time
Publisher	9781788050012	Teacher	329	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050012	Teacher	330	Activity G, line 4	students if they can	students look to see if they can
Publisher	9781788050012	Teacher	335	Line 7	theatre	theater
Publisher	9781788050012	Teacher	355	Activity A, line 2	and or non fiction	and/or non-fiction
Publisher	9781788050012	Teacher	355	Activity A, line 6	theme?	theme.
Publisher	9781788050012	Teacher	355	Number 4	of Sun	of the Sun
Publisher	9781788050012	Teacher	355	First line after number 4	citations using	citations, using
Publisher	9781788050012	Teacher	355	Fifth line after number 4	themes but	themes, but
Publisher	9781788050012	Teacher	355	Activity B, line 4	happy as	happy, as
Publisher	9781788050012	Teacher	356	Activity C, line 3	occur?	occur.
Publisher	9781788050012	Teacher	359	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	376	Number 2	about biosphere	about the biosphere
Publisher	9781788050012	Teacher	381	Activity A, line 12	theme?	theme.
Publisher	9781788050012	Teacher	385	ELL:, line 1	on Troubleshooting	on the Troubleshooting
Publisher	9781788050012	Teacher	392	Daily reading, line 6	reading ensure	reading, ensure
Publisher	9781788050012	Teacher	392	Daily reading, line 6	and	and are
Publisher	9781788050012	Teacher	413	Activity A, line 1	and myth?	and myth.
Publisher	9781788050012	Teacher	413	Activity A, line 8	true but	true, but
Publisher	9781788050012	Teacher	413	Activity A, line 9	true but	true, but
Publisher	9781788050012	Teacher	414	Line 3	learn weather	learn about weather

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	414	Line 4	theme?	theme.
Publisher	9781788050012	Teacher	414	Activity B, line 1	of Amelia Rose	of the Amelia Rose
Publisher	9781788050012	Teacher	414	Activity B, line 4	language and use of sound devices and	language and sound devices, and
Publisher	9781788050012	Teacher	414	Activity B, line 5	inclusion and write	inclusion. They should also write
Publisher	9781788050012	Teacher	414	Activity B, line 7	between how they	between the fact that they
Publisher	9781788050012	Teacher	414	Activity B, line 7	poem, but that the	that
Publisher	9781788050012	Teacher	414	Activity B, line 8	speaker is another	speaker has another
Publisher	9781788050012	Teacher	414	Activity B, line 11	themselves but	themselves, but
Publisher	9781788050012	Teacher	414	Activity B, line 17	A phrase or word is used	a phrase or word used
Publisher	9781788050012	Teacher	414	Activity B, line 18	like a butterfly	like butterflies
Publisher	9781788050012	Teacher	415	Line 2	made the	made, the
Publisher	9781788050012	Teacher	415	Line 6	traits but about	traits, but is also about
Publisher	9781788050012	Teacher	415	Line 7	Their	their
Publisher	9781788050012	Teacher	415	Line 7	squeaky	squeaky?
Publisher	9781788050012	Teacher	415	Line 8	usual, their facial gestures as an example	usual, for them their facial gestures for example
Publisher	9781788050012	Teacher	415	Line 9	lip	lip?
Publisher	9781788050012	Teacher	415	Line 10	perhaps a limp	perhaps with a limp
Publisher	9781788050012	Teacher	415	Line 14	detail so	detail, so
Publisher	9781788050012	Teacher	415	Line 24	action and Act III there	action, and Act III, there
Publisher	9781788050012	Teacher	415	Line 31	their text	their script
Publisher	9781788050012	Teacher	416	Number i, line 3	idea purpose	idea and purpose
Publisher	9781788050012	Teacher	416	Number ii, line 3	readers learn	readers to learn
Publisher	9781788050012	Teacher	416	Number ii, line 6	a write may	a writer may
Publisher	9781788050012	Teacher	416	Number ii, line 8	of chronological	of the chronological

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English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print with basic online class set (9781788051057)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	416	Number ii, line 10	a short narrative providing	short narratives providing
Publisher	9781788050012	Teacher	416	Number ii, line 12	poems, did	poems; did
Publisher	9781788050012	Teacher	416	Number ii, line 14	sidebar	sidebar?
Publisher	9781788050012	Teacher	416	Number iii, line 13	one and what	one, what
Publisher	9781788050012	Teacher	416	Number iii, line 17	what important	What important
Publisher	9781788050012	Teacher	417	Activity E, line 4	facts ask	facts, ask
Publisher	9781788050012	Teacher	417	Activity E, line 5	author?	author.
Publisher	9781788050012	Teacher	417	Activity E, line 10	Then they	Then, they
Publisher	9781788050012	Teacher	417	Activity E, line 14	This is educational argument	This is an educational argument,
Publisher	9781788050012	Teacher	419	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	421	Line 8	day new	day, new
Publisher	9781788050012	Teacher	421	Activity B, line 10	Discuss are they the	Discuss whether they are the
Publisher	9781788050012	Teacher	421	Activity C, line 8	Number of acts	Acts
Publisher	9781788050012	Teacher	422	Activity D, line 3	idea purpose	idea and purpose
Publisher	9781788050012	Teacher	422	Activity D, line 11	if compare	,if so compare
Publisher	9781788050012	Teacher	422	Activity E, line 8	advise, what	advise, which
Publisher	9781788050012	Teacher	422	Activity E, line 11	China.	China?
Publisher	9781788050012	Teacher	422	Activity E, line 13	debate, did	debate; did
Publisher	9781788050012	Teacher	434	Activity C, line 4	for each of character	for: character
Publisher	9781788050012	Teacher	434	Activity E, line 10	movie?	movie.
Publisher	9781788050012	Teacher	434	Activity F, line 3	play?	play.
Publisher	9781788050012	Teacher	446	Last line	family	family.
Publisher	9781788050012	Teacher	447	ABC Human and Other Animals Senses in the sports field on page 69 - Online library:, line 2	or if it	or, if it

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	447	Reader Activity Book focus - 21st Century Families:, line 1	Century families	Century Families
Publisher	9781788050012	Teacher	471	Activity A, line 5	words to their	words in their
Publisher	9781788050012	Teacher	471	Activity A, line 9	class using	class, using
Publisher	9781788050012	Teacher	471	Activity A, line 6	text,	text
Publisher	9781788050012	Teacher	472	Activity C, line 2	topics?	topics.
Publisher	9781788050012	Teacher	472	Activity C, line 6	not that vocabulary	not overlook the fact that vocabulary
Publisher	9781788050012	Teacher	472	Activity C, line 8	learn such	learn, such
Publisher	9781788050012	Teacher	472	Activity D, line 7	metaphor?	metaphor.
Publisher	9781788050012	Teacher	472	Activity D, line 9	different but	different, but
Publisher	9781788050012	Teacher	473	Line 1	When looking back at sound devices, their earlier work did cover a long list of each device. Examples are:	When looking back at sound devices, students' earlier work did cover a long list of such devices. Examples are:
Publisher	9781788050012	Teacher	473	Line 4	alliteration?	alliteration.
Publisher	9781788050012	Teacher	473	Line 8	assonance?	assonance.
Publisher	9781788050012	Teacher	473	Line 9	exists but	exists, but
Publisher	9781788050012	Teacher	473	Line 16	studied and if they cannot find one, create one.	studied. If they cannot find one, they should create one.
Publisher	9781788050012	Teacher	474	Activity F, line 1	voice?	voice.
Publisher	9781788050012	Teacher	474	Activity F, line 5	shoulder they	shoulder, they
Publisher	9781788050012	Teacher	474	Activity F, line 6	think who is the speaker.	think: who is the speaker?
Publisher	9781788050012	Teacher	474	Activity G, line 1	what is an 'hyperbole', 'stereotyping' and 'anecdote'?	what is 'hyperbole', 'stereotyping' and an 'anecdote'?
Publisher	9781788050012	Teacher	475	Line 4	two but	two, but
Publisher	9781788050012	Teacher	475	Line 6	company, and he	company. He
Publisher	9781788050012	Teacher	477	Activity A, line 2	matter which is ecosystems	matter, which is ecosystems in this case
Publisher	9781788050012	Teacher	477	Activity A, line 3	text?	text.
Publisher	9781788050012	Teacher	478	Activity E, line 1	text in the 'Ecosystems	text in 'Ecosystems
Publisher	9781788050012	Teacher	478	Activity E, line 5	review?	review.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	479	Activity G, line 2	and anecdote. The author writes down where is the examples are evident.	and an anecdote. The author writes down where the examples are evident.
Publisher	9781788050012	Teacher	479	Activity G, line 6	an explain the use of each of hyperbole, stereotyping and anecdote.	and explain the use of each of hyperbole, stereotyping and an anecdote.
Publisher	9781788050012	Teacher	490	Teacher instructions, line 6	analysed	analyzed
Publisher	9781788050012	Teacher	490	Teacher instructions, line 9	cryptography, artificial intelligence	cryptography, and artificial intelligence,
Publisher	9781788050012	Teacher	490	Teacher instructions, line 11	analyse	analyze
Publisher	9781788050012	Teacher	490	Teacher instructions, line 14	mathematics, cryptology	mathematics: cryptology
Publisher	9781788050012	Teacher	490	Teacher instructions, line 15	where as	whereas
Publisher	9781788050012	Teacher	490	Teacher instructions, line 17	Math	math
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 1	film	movie
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 2	film	movie
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 4	film	movie
Publisher	9781788050012	Teacher	500	Procedure, line 1	film	movie
Publisher	9781788050012	Teacher	501	Line 19	film	movie
Publisher	9781788050012	Teacher	502	Ideas for Extension, line 3	themselves	them
Publisher	9781788050012	Teacher	502	Ideas for ELL, line 1	film	movie
Publisher	9781788050012	Teacher	503	Summary Discussion, line 2	film	movie
Publisher	9781788050012	Teacher	528	Activity A, last line	group develop their	group then develops their
Publisher	9781788050012	Teacher	528	Activity A, line 1	present	presents
Publisher	9781788050012	Teacher	529	Line 8	present their	presents their
Publisher	9781788050012	Teacher	529	Activity C, line 4	why you	why you
Publisher	9781788050012	Teacher	529	Activity C, line 8	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	529	Activity C, line 9	ensure you	ensure they
Publisher	9781788050012	Teacher	533	Activity A, line 7	work, if the know more than they did about their topics?	work, that they know more than they did about their topics.
Publisher	9781788050012	Teacher	533	Activity B, line 3	present their plans for their new literary work, in writing, to teacher.	presents their plans for their new literary work, in writing, to the teacher.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	533	Activity B, line 5	what is the introduction going	what the introduction is going
Publisher	9781788050012	Teacher	533	Activity B, line 6	how will they conclude	how they will conclude
Publisher	9781788050012	Teacher	533	Activity B, line 9	create	creates
Publisher	9781788050012	Teacher	533	Activity B, line 11	to teacher.	to the teacher.
Publisher	9781788050012	Teacher	533	Activity B, line 13	by teacher.	by the teacher.
Publisher	9781788050012	Teacher	534	Activity C, line 4	why you believe	why they believe
Publisher	9781788050012	Teacher	534	Activity C, line 6	stage the	stage, the
Publisher	9781788050012	Teacher	534	Activity C, line 7	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	534	Activity E, line 5	chapter?	chapter.
Publisher	9781788050012	Teacher	546	Activity A, line 1	Africe	Africa
Publisher	9781788050012	Teacher	546	Activity A, line 4	State	state
Publisher	9781788050012	Teacher	546	Activity B, line 3	to teacher	to the teacher
Publisher	9781788050012	Teacher	546	Activity B, line 6	prepared a	prepared, a
Publisher	9781788050012	Teacher	546	Activity B, line 11	animal with	animal, with
Publisher	9781788050012	Teacher	546	Activity B, line 13	genre or purpose	genre, purpose
Publisher	9781788050012	Teacher	547	Activity C, line 4	why you believe	why they believe
Publisher	9781788050012	Teacher	547	Activity C, line 6	stage the	stage, the
Publisher	9781788050012	Teacher	547	Activity C, line 7	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	561	Understanding Shape, line 1	Visualise	Visualize
Publisher	9781788050012	Teacher	561	Group discussion and interaction, line 2	suggestion	suggestions
Publisher	9781788050012	Teacher	561	Self-confidence and Self-esteem, line 1	Is able	Be able
Publisher	9781788050012	Teacher	587	Line 1	Have	have
Publisher	9781788050012	Teacher	604	Line 9	magic carpet	Magic Carpet
Publisher	9781788050012	Teacher	610	Line 8	earth	Eearth

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	611	Line 4	plagiarise	plagiarize
Publisher	9781788050012	Teacher	634	Activity C, line 3	and agree them with you.	and check them with the teacher.
Publisher	9781788050012	Teacher	634	Activity D, line 3	what is primary?	what is a primary source.
Publisher	9781788050012	Teacher	634	Activity D, line 5	not of	not be of
Publisher	9781788050012	Teacher	634	Activity D, line 5	information but	information, but
Publisher	9781788050012	Teacher	634	Activity D, line 7	credibility’?	credibility’.
Publisher	9781788050012	Teacher	634	Activity D, line 8	someone	something
Publisher	9781788050012	Teacher	634	Activity D, line 9	life credibility	life, credibility
Publisher	9781788050012	Teacher	634	Activity D, line 13	actors and actresses	actors,
Publisher	9781788050012	Teacher	634	Activity D, line 17	address	addresses
Publisher	9781788050012	Teacher	634	Activity E, line 6	How	Which
Publisher	9781788050012	Teacher	635	Activity F, line 5	terms?	terms.
Publisher	9781788050012	Teacher	636	Activity G, line 1	bibliography’?	bibliography’,
Publisher	9781788050012	Teacher	636	Activity G, line 1	recall from Grade	recall, from grade
Publisher	9781788050012	Teacher	652	Line 13	wants granted?	wants to be granted?
Publisher	9781788050012	Teacher	652	Line 21	First they	First, they
Publisher	9781788050012	Teacher	652	Line 22	Then they	Then, they
Publisher	9781788050012	Teacher	652	Line 24	different	difference
Publisher	9781788050012	Teacher	652	Line 27	present your findings	present their findings
Publisher	9781788050012	Teacher	652	Line 24	different	difference
Publisher	9781788050012	Teacher	652	Line 27	present your findings	present their findings

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	2	Common Misconceptions, line 5	lesson encourage	lesson, encourage
Publisher	9781788050012	Teacher	2	Common Misconceptions, line 9	as a focus, teacher,	as a focus, the teacher,
Publisher	9781788050012	Teacher	21	Activity A, line 3	message?	message?
Publisher	9781788050012	Teacher	21	Activity A, line 4	Usually non-verbal	Usually, non-verbal
Publisher	9781788050012	Teacher	21	Activity A, line 10	activity but	activity, but
Publisher	9781788050012	Teacher	22	Activity D, line 1	speaking the	speaking exercise, the
Publisher	9781788050012	Teacher	22	Activity D, line 3	but to	but also to
Publisher	9781788050012	Teacher	22	Activity D, line 4	pairs	pair
Publisher	9781788050012	Teacher	24	Materials:, line 1	and number	and Number
Publisher	9781788050012	Teacher	34	Activity A, line 2	story ask	story, ask
Publisher	9781788050012	Teacher	34	Activity A, line 5	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 8	communication whereas	communication, whereas
Publisher	9781788050012	Teacher	34	Activity A, line 9	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 15	Typically students	Typically, students
Publisher	9781788050012	Teacher	34	Activity A, line 16	nonverbal	non-verbal
Publisher	9781788050012	Teacher	34	Activity A, line 16	are making	making
Publisher	9781788050012	Teacher	45	Activity A, line 4	they want answered	they would like to have answered
Publisher	9781788050012	Teacher	45	Activity A, line 8	need	needs
Publisher	9781788050012	Teacher	46	Activity B, line 1	We would propose that	It is recommended that
Publisher	9781788050012	Teacher	46	Activity C, line 1	project have	project, have
Publisher	9781788050012	Teacher	46	Number 1	with audience	with the audience
Publisher	9781788050012	Teacher	46	Activity C, line 2	content is used	content are used
Publisher	9781788050012	Teacher	46	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050012	Teacher	46	Activity D, Number 2	A poem about engines	Write a poem about engines

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	65	Reader Activity Book focus:, line 2	Olympic games	Olympic Games
Publisher	9781788050012	Teacher	72	Ideas for support, line 2	classroom such	classroom, such
Publisher	9781788050012	Teacher	72	Ideas for support, line 4	mean like	mean, like
Publisher	9781788050012	Teacher	72	Ideas for support, line 5	alliteration and	alliteration, and
Publisher	9781788050012	Teacher	72	Ideas for ELL, line 4	their native language	their first language
Publisher	9781788050012	Teacher	93	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	93	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	93	Bullet 7	Syllable division	syllable division
Publisher	9781788050012	Teacher	93	Activity B, line 1	and using	and, using
Publisher	9781788050012	Teacher	93	Activity B, line 2	analyse	analyze
Publisher	9781788050012	Teacher	93	Activity B, line 3	examples they	examples, they
Publisher	9781788050012	Teacher	94	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	96	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	97	Teacher instructions, line 2	class. To	class to
Publisher	9781788050012	Teacher	98	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	98	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	98	Bullet 7	Syllable division	syllable division
Publisher	9781788050012	Teacher	98	Activity B, line 1	and using	and, using
Publisher	9781788050012	Teacher	98	Activity B, line 2	analyse	analyze
Publisher	9781788050012	Teacher	98	Activity B, line 3	examples they	examples, they
Publisher	9781788050012	Teacher	99	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	102	Bullet 1	Consonant	consonant
Publisher	9781788050012	Teacher	102	Bullet 5	Closed syllables	closed syllables
Publisher	9781788050012	Teacher	102	Bullet 7	Syllable division	syllable division

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	102	Activity B, line 4	and matching	and the matching
Publisher	9781788050012	Teacher	102	Activity B, line 4	and using	and, using
Publisher	9781788050012	Teacher	102	Activity B, line 5	analyse	analyze
Publisher	9781788050012	Teacher	102	Activity B, line 6	examples they	examples, they
Publisher	9781788050012	Teacher	103	Number iii, line 4	from STEM	from the STEM
Publisher	9781788050012	Teacher	103	Number vi, line 3	and using	and, using
Publisher	9781788050012	Teacher	103	Number vi, line 4	analyse	analyze
Publisher	9781788050012	Teacher	106	Reader Activity Book focus - Rufus At The Olympics:, line 1	attend	attends
Publisher	9781788050012	Teacher	106	Reader Activity Book focus - Rufus At The Olympics:, line 3	labelled	labeled
Publisher	9781788050012	Teacher	111	Last bullet, line 1	vocubular	vocabulary
Publisher	9781788050012	Teacher	130	Activity C, line 1	affixes, words with	affixes, such as
Publisher	9781788050012	Teacher	130	Activity C, line 7	latin word.	latin word.
Publisher	9781788050012	Teacher	130	Activity D, line 7	pun they	pun, they
Publisher	9781788050012	Teacher	134	Line 2	origin is greek	origin is Greek
Publisher	9781788050012	Teacher	134	Line 3	roots have	roots, have
Publisher	9781788050012	Teacher	134	Activity D, line 1	students tell	students to tell
Publisher	9781788050012	Teacher	134	Activity D, line 1	pun?	pun.
Publisher	9781788050012	Teacher	134	Activity D, line 6	pun have	pun, have
Publisher	9781788050012	Teacher	145	Activity A, line 5	card have	card, have
Publisher	9781788050012	Teacher	145	Activity A, line 7	Amelia Rose of the	Amelia Rose or the
Publisher	9781788050012	Teacher	149	Life processes and Living things: Humans and other animals, line 1	About	Learn about
Publisher	9781788050012	Teacher	152	Line 1	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	153	Procedure, line 3	practice reading with accuracy, comprehension and prosody.	practice reading with accuracy, appropriate fluency (rate, and prosody).
Publisher	9781788050012	Teacher	154	Ideas for ELL, line 1	class as	class, as
Publisher	9781788050012	Teacher	154	Ideas for ELL, line 5	native language	first language
Publisher	9781788050012	Teacher	165	Lline 3 after bullets	students assign	students, assign
Publisher	9781788050012	Teacher	165	Last line before table	chapter?	chapter.
Publisher	9781788050012	Teacher	165	Table - Discussion	or some	or come
Publisher	9781788050012	Teacher	165	Table - Genre	drama, romance, horror	drama, adventure
Publisher	9781788050012	Teacher	168	Last line	using This Is Fruity word wall chapter they	using the This Is Fruity word wall chapter that they
Publisher	9781788050012	Teacher	173	Line 3	movies?	movies.
Publisher	9781788050012	Teacher	173	ABC Activity Books - Online library;, line 2	the alphabet book	the Alphabet Book
Publisher	9781788050012	Teacher	173	Reader Activity Book focus - 21st Century Families;, line 5	used have	used, have
Publisher	9781788050012	Teacher	173	Reader Activity Book focus - 21st Century Families;, line 6	task then	task, then
Publisher	9781788050012	Teacher	174	Objective, line 4	should by now have	should, by now, have
Publisher	9781788050012	Teacher	174	Fifth line from bottom	writing by creating	writing skills by creating
Publisher	9781788050012	Teacher	174	Third line from bottom	of reading at	of practice at
Publisher	9781788050012	Teacher	175	Common Misconceptions, line 1	Students	Many students
Publisher	9781788050012	Teacher	179	Ideas for at home, line 4	doing additional reading	doing extra reading
Publisher	9781788050012	Teacher	179	Summary Discussion, line 5	discussion consider	discussion, consider
Publisher	9781788050012	Teacher	179	Summary Discussion, line 6	elaborated	elaborate
Publisher	9781788050012	Teacher	192	Table - Discussion	or some	or come
Publisher	9781788050012	Teacher	192	Table - Genre	drama, romance, horror	drama, adventure
Publisher	9781788050012	Teacher	200	ELL;, line 1	students using any	students, using any
Publisher	9781788050012	Teacher	200	ABC Activity Books - Online library;, line 2	the alphabet book	the Alphabet Book

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	202	Common Misconceptions, line 3	it is important to	it is crucial to
Publisher	9781788050012	Teacher	204	Daily reading, line 6	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050012	Teacher	204	Daily reading, line 10	expressions, basic vocabulary, and academic vocabulary	expressions, and basic and academic vocabulary
Publisher	9781788050012	Teacher	206	Simple Stories, line 4	in wrong place	move this sentence up to end of line 3
Publisher	9781788050012	Teacher	206	Fourth bullet	vocabular	vocabulary
Publisher	9781788050012	Teacher	232	Activity A, line 2	text?	text.
Publisher	9781788050012	Teacher	232	Activity A, line 6	want answered	want to be answered
Publisher	9781788050012	Teacher	232	Activity A, line 8	that as	that, as
Publisher	9781788050012	Teacher	232	Activity A, line 8	chapter they	chapter, they
Publisher	9781788050012	Teacher	232	Activity B, line 1	learned, what	learned, and what
Publisher	9781788050012	Teacher	233	Activity C, line 5	and is it effective	and are they effective
Publisher	9781788050012	Teacher	233	Activity D, line 2	Craft does	Craft, does
Publisher	9781788050012	Teacher	233	Activity D, line 4	topics.	topics?
Publisher	9781788050012	Teacher	233	Activity D, line 5	bedroom, what	bedroom; what
Publisher	9781788050012	Teacher	233	Activity D, line 8	help you	help them
Publisher	9781788050012	Teacher	233	Activity E, line 3	experience to they have to knowing	experience do they have of knowing
Publisher	9781788050012	Teacher	236	Materials;, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	247	Activity C, line 3	requiring just	requiring, just
Publisher	9781788050012	Teacher	247	Activity D, line 1	renaissance	Renaissance
Publisher	9781788050012	Teacher	247	Activity F, line 1	Have students what word is being	Have students state which word is being
Publisher	9781788050012	Teacher	247	Activity F, line 2	A conclusion is reached based	Reaching a conclusion is based
Publisher	9781788050012	Teacher	248	Activity H, line 1	students what one	students which
Publisher	9781788050012	Teacher	248	Activity H, line 4	Synthesize	Synthesized
Publisher	9781788050012	Teacher	248	Activity I, line 1	work students	work, students

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	253	Bullet 1	nonrenewable	non-renewable
Publisher	9781788050012	Teacher	253	Bullet 4, line 3	and their	and that their
Publisher	9781788050012	Teacher	253	Bullet 4, line 4	, and	and
Publisher	9781788050012	Teacher	262	Activity A, line 9	project discuss	project, discuss
Publisher	9781788050012	Teacher	262	Activity A, line 10	of prior two reviews	of the two prior reviews
Publisher	9781788050012	Teacher	263	Activity C, line 2	occur?	occur.
Publisher	9781788050012	Teacher	263	Activity C, line 3	work and	work, and
Publisher	9781788050012	Teacher	308	Activity B, line 2	out of space	outer space
Publisher	9781788050012	Teacher	308	Activity B, line 7	perform to rest of class	perform to the rest of the class
Publisher	9781788050012	Teacher	309	Activity C, line 5	then, compare and contrast citations	then compares and contrasts citations
Publisher	9781788050012	Teacher	309	Activity F, line 4	work they	work, they
Publisher	9781788050012	Teacher	309	Activity F, line 5	works.	work.
Publisher	9781788050012	Teacher	309	Activity G, line 4	what is a mind map?	what a mind map is?
Publisher	9781788050012	Teacher	309	Activity G, line 5	structure and	structure, and
Publisher	9781788050012	Teacher	309	Activity G, line 8	like?	like.
Publisher	9781788050012	Teacher	311	Materials;,line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	312	Activity A, line 2	tornado.	tornado?
Publisher	9781788050012	Teacher	312	Activity A, line 7	lost?	lost.
Publisher	9781788050012	Teacher	313	Activity C, line 1	activity have	activity, have
Publisher	9781788050012	Teacher	313	Activity C, line 4	with this title.	with the title below.
Publisher	9781788050012	Teacher	314	Activity F, line 5	maintain throughout the year a	maintain, throughout the year, a
Publisher	9781788050012	Teacher	314	Activity G, line 1	discuss what	discuss which
Publisher	9781788050012	Teacher	314	Activity G, line 2	content?	content.
Publisher	9781788050012	Teacher	329	Activity D, line 2	eye laser surgery	laser eye surgery

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	329	Activity D, line 4	eye laser surgery	laser eye surgery
Publisher	9781788050012	Teacher	329	Activity E, line 2	notes have	notes, have
Publisher	9781788050012	Teacher	329	Activity F, line 2	possible but	possible, but
Publisher	9781788050012	Teacher	329	Activity F, line 6	in time	in the time
Publisher	9781788050012	Teacher	329	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050012	Teacher	330	Activity G, line 4	students if they can	students look to see if they can
Publisher	9781788050012	Teacher	335	Line 7	theatre	theater
Publisher	9781788050012	Teacher	355	Activity A, line 2	and or non fiction	and/or non-fiction
Publisher	9781788050012	Teacher	355	Activity A, line 6	theme?	theme.
Publisher	9781788050012	Teacher	355	Number 4	of Sun	of the Sun
Publisher	9781788050012	Teacher	355	First line after number 4	citations using	citations, using
Publisher	9781788050012	Teacher	355	Fifth line after number 4	themes but	themes, but
Publisher	9781788050012	Teacher	355	Activity B, line 4	happy as	happy, as
Publisher	9781788050012	Teacher	356	Activity C, line 3	occur?	occur.
Publisher	9781788050012	Teacher	359	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	376	Number 2	about biosphere	about the biosphere
Publisher	9781788050012	Teacher	381	Activity A, line 12	theme?	theme.
Publisher	9781788050012	Teacher	385	ELL:, line 1	on Troubleshooting	on the Troubleshooting
Publisher	9781788050012	Teacher	392	Daily reading, line 6	reading ensure	reading, ensure
Publisher	9781788050012	Teacher	392	Daily reading, line 6	and	and are
Publisher	9781788050012	Teacher	413	Activity A, line 1	and myth?	and myth.
Publisher	9781788050012	Teacher	413	Activity A, line 8	true but	true, but
Publisher	9781788050012	Teacher	413	Activity A, line 9	true but	true, but
Publisher	9781788050012	Teacher	414	Line 3	learn weather	learn about weather

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	414	Line 4	theme?	theme.
Publisher	9781788050012	Teacher	414	Activity B, line 1	of Amelia Rose	of the Amelia Rose
Publisher	9781788050012	Teacher	414	Activity B, line 4	language and use of sound devices and	language and sound devices, and
Publisher	9781788050012	Teacher	414	Activity B, line 5	inclusion and write	inclusion. They should also write
Publisher	9781788050012	Teacher	414	Activity B, line 7	between how they	between the fact that they
Publisher	9781788050012	Teacher	414	Activity B, line 7	poem, but that the	that
Publisher	9781788050012	Teacher	414	Activity B, line 8	speaker is another	speaker has another
Publisher	9781788050012	Teacher	414	Activity B, line 11	themselves but	themselves, but
Publisher	9781788050012	Teacher	414	Activity B, line 17	A phrase or word is used	a phrase or word used
Publisher	9781788050012	Teacher	414	Activity B, line 18	like a butterfly	like butterflies
Publisher	9781788050012	Teacher	415	Line 2	made the	made, the
Publisher	9781788050012	Teacher	415	Line 6	traits but about	traits, but is also about
Publisher	9781788050012	Teacher	415	Line 7	Their	their
Publisher	9781788050012	Teacher	415	Line 7	squeaky	squeaky?
Publisher	9781788050012	Teacher	415	Line 8	usual, their facial gestures as an example	usual, for them their facial gestures for example
Publisher	9781788050012	Teacher	415	Line 9	lip	lip?
Publisher	9781788050012	Teacher	415	Line 10	perhaps a limp	perhaps with a limp
Publisher	9781788050012	Teacher	415	Line 14	detail so	detail, so
Publisher	9781788050012	Teacher	415	Line 24	action and Act III there	action, and Act III, there
Publisher	9781788050012	Teacher	415	Line 31	their text	their script
Publisher	9781788050012	Teacher	416	Number i, line 3	idea purpose	idea and purpose
Publisher	9781788050012	Teacher	416	Number ii, line 3	readers learn	readers to learn
Publisher	9781788050012	Teacher	416	Number ii, line 6	a write may	a writer may
Publisher	9781788050012	Teacher	416	Number ii, line 8	of chronological	of the chronological

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	416	Number ii, line 10	a short narrative providing	short narratives providing
Publisher	9781788050012	Teacher	416	Number ii, line 12	poems, did	poems; did
Publisher	9781788050012	Teacher	416	Number ii, line 14	sidebar	sidebar?
Publisher	9781788050012	Teacher	416	Number iii, line 13	one and what	one, what
Publisher	9781788050012	Teacher	416	Number iii, line 17	what important	What important
Publisher	9781788050012	Teacher	417	Activity E, line 4	facts ask	facts, ask
Publisher	9781788050012	Teacher	417	Activity E, line 5	author?	author.
Publisher	9781788050012	Teacher	417	Activity E, line 10	Then they	Then, they
Publisher	9781788050012	Teacher	417	Activity E, line 14	This is educational argument	This is an educational argument,
Publisher	9781788050012	Teacher	419	Materials:, line 1	Alphabet and number	Alphabet and Number
Publisher	9781788050012	Teacher	421	Line 8	day new	day, new
Publisher	9781788050012	Teacher	421	Activity B, line 10	Discuss are they the	Discuss whether they are the
Publisher	9781788050012	Teacher	421	Activity C, line 8	Number of acts	Acts
Publisher	9781788050012	Teacher	422	Activity D, line 3	idea purpose	idea and purpose
Publisher	9781788050012	Teacher	422	Activity D, line 11	if compare	,if so compare
Publisher	9781788050012	Teacher	422	Activity E, line 8	advise, what	advise, which
Publisher	9781788050012	Teacher	422	Activity E, line 11	China.	China?
Publisher	9781788050012	Teacher	422	Activity E, line 13	debate, did	debate; did
Publisher	9781788050012	Teacher	434	Activity C, line 4	for each of character	for: character
Publisher	9781788050012	Teacher	434	Activity E, line 10	movie?	movie.
Publisher	9781788050012	Teacher	434	Activity F, line 3	play?	play.
Publisher	9781788050012	Teacher	446	Last line	family	family.
Publisher	9781788050012	Teacher	447	ABC Human and Other Animals Senses in the sports field on page 69 - Online library:, line 2	or if it	or, if it

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	447	Reader Activity Book focus - 21st Century Families:, line 1	Century families	Century Families
Publisher	9781788050012	Teacher	471	Activity A, line 5	words to their	words in their
Publisher	9781788050012	Teacher	471	Activity A, line 9	class using	class, using
Publisher	9781788050012	Teacher	471	Activity A, line 6	text,	text
Publisher	9781788050012	Teacher	472	Activity C, line 2	topics?	topics.
Publisher	9781788050012	Teacher	472	Activity C, line 6	not that vocabulary	not overlook the fact that vocabulary
Publisher	9781788050012	Teacher	472	Activity C, line 8	learn such	learn, such
Publisher	9781788050012	Teacher	472	Activity D, line 7	metaphor?	metaphor.
Publisher	9781788050012	Teacher	472	Activity D, line 9	different but	different, but
Publisher	9781788050012	Teacher	473	Line 1	When looking back at sound devices, their earlier work did cover a long list of each device. Examples are:	When looking back at sound devices, students' earlier work did cover a long list of such devices. Examples are:
Publisher	9781788050012	Teacher	473	Line 4	alliteration?	alliteration.
Publisher	9781788050012	Teacher	473	Line 8	assonance?	assonance.
Publisher	9781788050012	Teacher	473	Line 9	exists but	exists, but
Publisher	9781788050012	Teacher	473	Line 16	studied and if they cannot find one, create one.	studied. If they cannot find one, they should create one.
Publisher	9781788050012	Teacher	474	Activity F, line 1	voice?	voice.
Publisher	9781788050012	Teacher	474	Activity F, line 5	shoulder they	shoulder, they
Publisher	9781788050012	Teacher	474	Activity F, line 6	think who is the speaker.	think: who is the speaker?
Publisher	9781788050012	Teacher	474	Activity G, line 1	what is an 'hyperbole', 'stereotyping' and 'anecdote'?	what is 'hyperbole', 'stereotyping' and an 'anecdote'?
Publisher	9781788050012	Teacher	475	Line 4	two but	two, but
Publisher	9781788050012	Teacher	475	Line 6	company, and he	company. He
Publisher	9781788050012	Teacher	477	Activity A, line 2	matter which is ecosystems	matter, which is ecosystems in this case
Publisher	9781788050012	Teacher	477	Activity A, line 3	text?	text.
Publisher	9781788050012	Teacher	478	Activity E, line 1	text in the 'Ecosystems	text in 'Ecosystems
Publisher	9781788050012	Teacher	478	Activity E, line 5	review?	review.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	479	Activity G, line 2	and anecdote. The author writes down where is the examples are evident.	and an anecdote. The author writes down where the examples are evident.
Publisher	9781788050012	Teacher	479	Activity G, line 6	an explain the use of each of hyperbole, stereotyping and anecdote.	and explain the use of each of hyperbole, stereotyping and an anecdote.
Publisher	9781788050012	Teacher	490	Teacher instructions, line 6	analysed	analyzed
Publisher	9781788050012	Teacher	490	Teacher instructions, line 9	cryptography, artificial intelligence	cryptography, and artificial intelligence,
Publisher	9781788050012	Teacher	490	Teacher instructions, line 11	analyse	analyze
Publisher	9781788050012	Teacher	490	Teacher instructions, line 14	mathematics, cryptology	mathematics: cryptology
Publisher	9781788050012	Teacher	490	Teacher instructions, line 15	where as	whereas
Publisher	9781788050012	Teacher	490	Teacher instructions, line 17	Math	math
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 1	film	movie
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 2	film	movie
Publisher	9781788050012	Teacher	500	Teacher Lesson Notes, line 4	film	movie
Publisher	9781788050012	Teacher	500	Procedure, line 1	film	movie
Publisher	9781788050012	Teacher	501	Line 19	film	movie
Publisher	9781788050012	Teacher	502	Ideas for Extension, line 3	themselves	them
Publisher	9781788050012	Teacher	502	Ideas for ELL, line 1	film	movie
Publisher	9781788050012	Teacher	503	Summary Discussion, line 2	film	movie
Publisher	9781788050012	Teacher	528	Activity A, last line	group develop their	group then develops their
Publisher	9781788050012	Teacher	528	Activity A, line 1	present	presents
Publisher	9781788050012	Teacher	529	Line 8	present their	presents their
Publisher	9781788050012	Teacher	529	Activity C, line 4	why you	why you
Publisher	9781788050012	Teacher	529	Activity C, line 8	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	529	Activity C, line 9	ensure you	ensure they
Publisher	9781788050012	Teacher	533	Activity A, line 7	work, if the know more than they did about their topics?	work, that they know more than they did about their topics.
Publisher	9781788050012	Teacher	533	Activity B, line 3	present their plans for their new literary work, in writing, to teacher.	presents their plans for their new literary work, in writing, to the teacher.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	533	Activity B, line 5	what is the introduction going	what the introduction is going
Publisher	9781788050012	Teacher	533	Activity B, line 6	how will they conclude	how they will conclude
Publisher	9781788050012	Teacher	533	Activity B, line 9	create	creates
Publisher	9781788050012	Teacher	533	Activity B, line 11	to teacher.	to the teacher.
Publisher	9781788050012	Teacher	533	Activity B, line 13	by teacher.	by the teacher.
Publisher	9781788050012	Teacher	534	Activity C, line 4	why you believe	why they believe
Publisher	9781788050012	Teacher	534	Activity C, line 6	stage the	stage, the
Publisher	9781788050012	Teacher	534	Activity C, line 7	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	534	Activity E, line 5	chapter?	chapter.
Publisher	9781788050012	Teacher	546	Activity A, line 1	Africe	Africa
Publisher	9781788050012	Teacher	546	Activity A, line 4	State	state
Publisher	9781788050012	Teacher	546	Activity B, line 3	to teacher	to the teacher
Publisher	9781788050012	Teacher	546	Activity B, line 6	prepared a	prepared, a
Publisher	9781788050012	Teacher	546	Activity B, line 11	animal with	animal, with
Publisher	9781788050012	Teacher	546	Activity B, line 13	genre or purpose	genre, purpose
Publisher	9781788050012	Teacher	547	Activity C, line 4	why you believe	why they believe
Publisher	9781788050012	Teacher	547	Activity C, line 6	stage the	stage, the
Publisher	9781788050012	Teacher	547	Activity C, line 7	in same groups and review your own	in the same groups and review their own
Publisher	9781788050012	Teacher	561	Understanding Shape, line 1	Visualise	Visualize
Publisher	9781788050012	Teacher	561	Group discussion and interaction, line 2	suggestion	suggestions
Publisher	9781788050012	Teacher	561	Self-confidence and Self-esteem, line 1	Is able	Be able
Publisher	9781788050012	Teacher	587	Line 1	Have	have
Publisher	9781788050012	Teacher	604	Line 9	magic carpet	Magic Carpet
Publisher	9781788050012	Teacher	610	Line 8	earth	Eearth

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050012	Teacher	611	Line 4	plagiarise	plagiarize
Publisher	9781788050012	Teacher	634	Activity C, line 3	and agree them with you.	and check them with the teacher.
Publisher	9781788050012	Teacher	634	Activity D, line 3	what is primary?	what is a primary source.
Publisher	9781788050012	Teacher	634	Activity D, line 5	not of	not be of
Publisher	9781788050012	Teacher	634	Activity D, line 5	information but	information, but
Publisher	9781788050012	Teacher	634	Activity D, line 7	credibility’?	credibility’.
Publisher	9781788050012	Teacher	634	Activity D, line 8	someone	something
Publisher	9781788050012	Teacher	634	Activity D, line 9	life credibility	life, credibility
Publisher	9781788050012	Teacher	634	Activity D, line 13	actors and actresses	actors,
Publisher	9781788050012	Teacher	634	Activity D, line 17	address	addresses
Publisher	9781788050012	Teacher	634	Activity E, line 6	How	Which
Publisher	9781788050012	Teacher	635	Activity F, line 5	terms?	terms.
Publisher	9781788050012	Teacher	636	Activity G, line 1	bibliography’?	bibliography’,
Publisher	9781788050012	Teacher	636	Activity G, line 1	recall from Grade	recall, from grade
Publisher	9781788050012	Teacher	652	Line 13	wants granted?	wants to be granted?
Publisher	9781788050012	Teacher	652	Line 21	First they	First, they
Publisher	9781788050012	Teacher	652	Line 22	Then they	Then, they
Publisher	9781788050012	Teacher	652	Line 24	different	difference
Publisher	9781788050012	Teacher	652	Line 27	present your findings	present their findings
Publisher	9781788050012	Teacher	652	Line 24	different	difference
Publisher	9781788050012	Teacher	652	Line 27	present your findings	present their findings

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050098	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you or to each other, or to a recording or video,
Publisher	9781788050098	Teacher	2	A. line 3	confirm information	confirm the information
Publisher	9781788050098	Teacher	2	B whole section	Student's must follow spoken instructions and give spoken instructions and the instructions should be for multiple steps that are carrying out an action such as how to make a sandwich.	Students must both follow, and give, spoken instructions and the instructions should be for multiple steps that are carrying out an action, such as how to make a sandwich.
Publisher	9781788050098	Teacher	2	C. line 2	not too fast or slow or loud or soft, using natural	not too quickly or slowly, nor too loudly or softly, using natural
Publisher	9781788050098	Teacher	2	D. line 1	part in and lead a discussion	part in, and lead, a discussion
Publisher	9781788050098	Teacher	3	Line 3	participation	participatiing
Publisher	9781788050098	Teacher	3	Common Misconceptions, 2nd bullet, line 1	you're	you are
Publisher	9781788050098	Teacher	3	Common Misconceptions, 4th bullet, line 1	ideas,	ideas;
Publisher	9781788050098	Teacher	4	Teacher Lesson Notes, line 1	their ideas for an invention	their ideas, with the group, for an invention
Publisher	9781788050098	Teacher	5	Procedure, no.6, line 1	Tell students that today they will	Tell students, that today, they will
Publisher	9781788050098	Teacher	6	No.14, line 8	Remind students when communicating their idea they	Remind students that, when communicating their idea, they
Publisher	9781788050098	Teacher	8	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	9	Summary Discussion, line 1	think about and share with a partner what makes	think about, and share with a partner, what makes
Publisher	9781788050098	Teacher	28	Activity A, line 1	"listen actively"?	"listen actively".
Publisher	9781788050098	Teacher	28	Activity A, line 10	first agreeing for example 1 finger	first agreeing, for example, 1 finger
Publisher	9781788050098	Teacher	29	Activity C, line 2	properties	materials,
Publisher	9781788050098	Teacher	29	Activity C, line 5	why?	why.
Publisher	9781788050098	Teacher	29	Activity C, line 7	so everyone can	so that everyone can
Publisher	9781788050098	Teacher	29	Activity C, line 9	words correctly so they can be	words correctly, so that they can be
Publisher	9781788050098	Teacher	29	Activity C, line 10	shouldn't	should not
Publisher	9781788050098	Teacher	29	Activity D, line 1	In your groups lead a discussion about	In their groups, students then lead a discussion about

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	31	Materials: line 2	nonmetals	non-metals
Publisher	9781788050098	Teacher	38	Teacher instruction, line 10	their crossword have students writes out instructions	their crossword, have students write out instructions
Publisher	9781788050098	Teacher	38	Teacher Lesson Notes, bullet 1, line 1	This	this
Publisher	9781788050098	Teacher	39	Line 8	presentations and which they	presentations, which they
Publisher	9781788050098	Teacher	41	Activity A, line 3	message which is what the topic of the chapter is and what they will be doing.	message, which is the topic of the chapter and what they will be doing.
Publisher	9781788050098	Teacher	41	Activity A, line 5	and	to
Publisher	9781788050098	Teacher	41	Activity A, line 6	need	needs
Publisher	9781788050098	Teacher	41	Activity B, line 1	We would propose that when looking at each instruction page you ask students to listen	It is recommended that, when looking at each instruction page, you ask students to listen
Publisher	9781788050098	Teacher	42	Activity C, line 2	have learned as well as an opinion	have learned, as well as giving an opinion
Publisher	9781788050098	Teacher	42	Activity C, line 3	why?	why.
Publisher	9781788050098	Teacher	42	Activity C, no.2	with audience	with the audience
Publisher	9781788050098	Teacher	42	Activity C, no.6	is	are
Publisher	9781788050098	Teacher	42	Activity D, title	no spaces	word spacing corrected
Publisher	9781788050098	Teacher	42	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050098	Teacher	42	Activity D, no.1, line 1	Create a rap song	A rap song
Publisher	9781788050098	Teacher	42	Activity D, last line	Each group present	Each group should present
Publisher	9781788050098	Teacher	50	Grading Criteria, line 2	criteria	criterion
Publisher	9781788050098	Teacher	51	Extension Activity, line 1	ask for and answer questions	ask for, and answer, questions
Publisher	9781788050098	Teacher	52	Objective, line 4	scientic	scientific
Publisher	9781788050098	Teacher	52	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050098	Teacher	53	A. line 1	digital resources such as dictionaries and	digital resources, such as dictionaries,
Publisher	9781788050098	Teacher	53	A. line 2	thesaurus'	thesauruses
Publisher	9781788050098	Teacher	53	B. line 3	Use the definition	Students will use the definition
Publisher	9781788050098	Teacher	53	B. line 4	An analogy is to compare	An analogy is used to compare

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	53	B. line 5	testing the student	testing that the student
Publisher	9781788050098	Teacher	53	C. line 3	sentence and the	sentence; the
Publisher	9781788050098	Teacher	53	C. line 6	you	students
Publisher	9781788050098	Teacher	53	C. line 6	you	they
Publisher	9781788050098	Teacher	54	English Language Arts and Reading Focus, B, line 1	clarify meaning	clarify the meaning
Publisher	9781788050098	Teacher	54	English Language Arts and Reading Focus, C, line 1	Eng	English
Publisher	9781788050098	Teacher	55	Teacher Lesson Notes, line 6	For Part II it is critical that before the lesson you find	For Part II, it is critical that, before the lesson, you find
Publisher	9781788050098	Teacher	56	Procedure, bullet 4, line 3	you decode	you to decode
Publisher	9781788050098	Teacher	56	Procedure, bullet 5, line 4	Debrief the activity as a class using a random calling system.	Debrief the activity, as a class, using a random calling system.
Publisher	9781788050098	Teacher	57	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	57	Ideas for support, bullet 8, line 2	refer them	refer to them
Publisher	9781788050098	Teacher	58	Ideas for ELL, line 2	production a support	production to support
Publisher	9781788050098	Teacher	79	Activity A, line 1	you	they
Publisher	9781788050098	Teacher	79	Activity A, line 4/5	Ask students where these sorts of information can be found? You want them to say in dictionaries and online.	Ask students where this sort of information can be found. You will expect them to say in dictionaries and online.
Publisher	9781788050098	Teacher	79	Activity B, line 1	mean?	mean.
Publisher	9781788050098	Teacher	79	Activity B, line 2	activity and put them	activity, put them
Publisher	9781788050098	Teacher	79	Activity B, line 3	using	use
Publisher	9781788050098	Teacher	80	Line 12	the root and what it means and how it is used and	the root, what it means and how it is used, and
Publisher	9781788050098	Teacher	82	Materials: last line	periodic table	Periodic Table
Publisher	9781788050098	Teacher	87	Teacher instruction, line 7	Now ask students to use the words in context and give an example and draw a picture if	Now, ask students to use the words in context and give an example, then draw a picture, if
Publisher	9781788050098	Teacher	87	Teacher instruction, line 8	anology	analogy
Publisher	9781788050098	Teacher	87	Teacher instruction, line 9	anology	analogy
Publisher	9781788050098	Teacher	89	Activity B, line 1	mean?	mean.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	89	Activity B, line 6	and then again in another	and then, again, in another
Publisher	9781788050098	Teacher	90	Line 10	the root and what it means and how it is used and	the root, what it means and how it is used, and
Publisher	9781788050098	Teacher	99	Problem/Task, line 4	temperature	temperatures
Publisher	9781788050098	Teacher	99	Problem/Task, no.1, line 7	temperature	temperatures
Publisher	9781788050098	Teacher	99	Problem/Task, no.4, line 3	sun	Sun
Publisher	9781788050098	Teacher	100	Paragraph	large gap	poor spacing - - move up to next page
Publisher	9781788050098	Teacher	100	Module Objective, line 1	impacts of and the relationship among	impacts of, and the relationship among,
Publisher	9781788050098	Teacher	101	Problem/Task, no.4, line 2	sun	Sun
Publisher	9781788050098	Teacher	101	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	102	Classroom Art projects: line 2	an	and
Publisher	9781788050098	Teacher	102	ELL: line 3	Vocabulry	Vocabulary
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 3	masy	many
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write out the word, count how many syllables it has, research the
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 5	and if any	and determine if any
Publisher	9781788050098	Teacher	103	How Not To Die Hunting in Alaska, line 2	no	number
Publisher	9781788050098	Teacher	105	Common Misconceptions, 1st bullet, line 2	don't	do not
Publisher	9781788050098	Teacher	105	Common Misconceptions, 4th bullet, line 1	you're	are
Publisher	9781788050098	Teacher	107	Procedure, bullet 5, line 3	aware of and interested in their	aware of, and interested in, their
Publisher	9781788050098	Teacher	108	Daily reading, line 8	expressions, basic	expressions, and basic
Publisher	9781788050098	Teacher	109	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	110	4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050098	Teacher	137	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	137	Teacher instruction, line 4	means to understand something.	means understanding something.
Publisher	9781788050098	Teacher	137	Teacher instruction, line 7	and depending on the purpose the fluency is adjusted.	and, depending on the purpose the fluency, is adjusted.
Publisher	9781788050098	Teacher	137	Teacher instruction, line 8	news?	news.
Publisher	9781788050098	Teacher	137	Teacher instruction, line 10	vocabulary learned. This will help develop students writing skills.	vocabulary acquired. This will help to develop students' writing skills.
Publisher	9781788050098	Teacher	139	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050098	Teacher	139	Teacher instruction, line 6/7	This will help develop students writing skills.	This will help to develop students' writing skills.
Publisher	9781788050098	Teacher	145	Classroom Art projects: line 3	poetry reading in front of the	poetry reading for performing in front of the
Publisher	9781788050098	Teacher	145	Extension Activity: line 2	cover it up and have them	cover it up then have them
Publisher	9781788050098	Teacher	145	Extension Activity: line 3	Then	Next,
Publisher	9781788050098	Teacher	145	Other TPS Reading materials: line 2	students make	students to make
Publisher	9781788050098	Teacher	145	Other TPS Reading materials: line 3	to memory so that in future they are	to memory, so that, in future, they are
Publisher	9781788050098	Teacher	146	Objective, line 6	connection	connections
Publisher	9781788050098	Teacher	147	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050098	Teacher	148	Teacher Lesson Notes, 5th bullet	lives	Lives
Publisher	9781788050098	Teacher	148	Teacher Lesson Notes, 1st line under bullets	science themed	science-themed
Publisher	9781788050098	Teacher	148	4th line from the bottom	Science themed	science-themed
Publisher	9781788050098	Teacher	149	Line 9	accountability, effort, and promote growth.	accountability, and effort, and to promote growth.
Publisher	9781788050098	Teacher	149	Materials; 1st bullet	Science themed	Science-themed
Publisher	9781788050098	Teacher	151	Daily reading, line 7	expressions, basic or	expressions, and basic or
Publisher	9781788050098	Teacher	151	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	152	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050098	Teacher	152	Ideas for at home, line 1	As students finish books they can design a book jacket cover of the book	As students finish books, they can design a jacket cover for the book
Publisher	9781788050098	Teacher	152	Ideas for at home, line 2	telling	describing

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	153	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050098	Teacher	167	Teacher instruction, line 5	might be the genre	might be that the genre
Publisher	9781788050098	Teacher	167	Teacher instruction, line 5	lcould	It could
Publisher	9781788050098	Teacher	175	Teacher instruction, line 2	World War 2 and what its connection is to the science	World War 2, its connection to the science
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	how have computers changed today in comparison?	how computers have changed today in comparison.
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	This will help develop students	This will help to develop students'
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	develop students writing skills.	to develop students' writing skills.
Publisher	9781788050098	Teacher	177	Teacher instruction, line 8	will help develop students writing	will help to develop students' writing
Publisher	9781788050098	Teacher	191	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	192	line 3	Tell them it needs	Tell them that it needs
Publisher	9781788050098	Teacher	192	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050098	Teacher	193	Scaffolding information, line 3	Grade 5 students created reading records and read books from start to finish but	Grade 5, students created reading records and read books from start to finish, but
Publisher	9781788050098	Teacher	193	Scaffolding information, line 4	and make and check predictions	and made and checked predictions
Publisher	9781788050098	Teacher	194	A. line 1	yourself	themselves
Publisher	9781788050098	Teacher	194	A. line 2	assigned to you for reading and the differences.	assigned to them for reading, and the differences between these two.
Publisher	9781788050098	Teacher	194	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050098	Teacher	194	C. line 5	contents, anything	contents or anything
Publisher	9781788050098	Teacher	194	C. line 7	fits in to and why they think that and	fits into and why they think that, and
Publisher	9781788050098	Teacher	194	E. line 4	other texts so think about other texts of a similar nature and perhaps genre, this can	other texts, so they should think about other texts of a similar nature and perhaps genre; this can
Publisher	9781788050098	Teacher	195	I. line 1/2/3	their work so if they make an incorrect prediction or statement or answer a question incorrectly or if they do not understand something in the text they	their work, so if they make an incorrect prediction or statement, or answer a question incorrectly, or if they do not understand something in the text, they
Publisher	9781788050098	Teacher	195	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050098	Teacher	196	Line 4	english	English
Publisher	9781788050098	Teacher	196	Line 7	them understand	them to understand

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Publisher	9781788050098	Teacher	197	Common Misconceptions, bullet 3	you're	you are
Publisher	9781788050098	Teacher	199	Precedure, line 3	source	sources
Publisher	9781788050098	Teacher	200	Line 1	don't	do not
Publisher	9781788050098	Teacher	201	3rd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	229	Activity A, line 2	text?	text.
Publisher	9781788050098	Teacher	229	Activity A, line 3	purpose was to have students be informed, an	purpose was for students to be informed; an
Publisher	9781788050098	Teacher	229	Activity A, line 7	want answered	want to be answered
Publisher	9781788050098	Teacher	229	Activity A, line 10	Explain that as they move through the chapter they should try and answer	Explain that, as they move through the chapter, they should try to answer
Publisher	9781788050098	Teacher	230	Activity C, line 5	What genre characteristics and structures does this author use and is it effective?	Which genre characteristics and structures does this author use and are they effective?
Publisher	9781788050098	Teacher	230	Activity D, line 1	learn?	learn.
Publisher	9781788050098	Teacher	230	Activity D, line 5	is?	is.
Publisher	9781788050098	Teacher	230	Activity D, line 6	Outer Space, what kinds	Outer Space; what kinds
Publisher	9781788050098	Teacher	230	Activity D, line 8	to	them
Publisher	9781788050098	Teacher	230	Activity E, line 2	lives?	lives.
Publisher	9781788050098	Teacher	230	Activity E, line 7	concerned by or affected by this	concerned about, or affected by, this
Publisher	9781788050098	Teacher	240	Teacher instruction, line 3	and then using their partners script	and then, using their partner's script,
Publisher	9781788050098	Teacher	240	Teacher instruction, no.5, line 3	society.	society?
Publisher	9781788050098	Teacher	240	Teacher instruction, no.9, line 1	annotate it and check	annotate it, then check
Publisher	9781788050098	Teacher	242	Activity A, line 2	text?	text.
Publisher	9781788050098	Teacher	242	Activity A, line 12	found?	found.
Publisher	9781788050098	Teacher	242	Activity B, line 4	they want	they want to be
Publisher	9781788050098	Teacher	243	Activity C, line 3	occur?	occur.
Publisher	9781788050098	Teacher	243	Activity E, line 1	in real-life or if	in rea life, or if

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	243	Activity E, line 1	content?	content.
Publisher	9781788050098	Teacher	243	Activity E, line 3	are used in and have helped society?	are used in, and have helped, society.
Publisher	9781788050098	Teacher	243	Activity E, line 4	application?	application.
Publisher	9781788050098	Teacher	243	Activity F, line 2	then find evidence	find
Publisher	9781788050098	Teacher	253	Grading Criteria, line 1	criteria.	criterion.
Publisher	9781788050098	Teacher	255	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050098	Teacher	258	Extension Activity: line 1	times of famous physicist Galileo.	times of the famous physicist, Galileo.
Publisher	9781788050098	Teacher	259	Objective, line 5	nonrenewable	non-renewable
Publisher	9781788050098	Teacher	260	B. line 4	comedy, drama, romance.	comedy, drama, or adventure.
Publisher	9781788050098	Teacher	260	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050098	Teacher	260	H. line 3	don't	do not
Publisher	9781788050098	Teacher	261	Line 4	reflect on and adjust their responses	reflect on, and adjust, their responses
Publisher	9781788050098	Teacher	263	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050098	Teacher	265	Bullet 1, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	266	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050098	Teacher	266	Summary Discussion, line 1	Propose the idea that often a good solution has unintended consequences. Ask	Propose the idea that, often, a good solution has unintended consequences. Ask:
Publisher	9781788050098	Teacher	296	Activity A, line 4	describe	compare ?
Publisher	9781788050098	Teacher	296	Activity A, line 6	at home and at school	at home, at school
Publisher	9781788050098	Teacher	296	Activity B, line 9	questions do they have?	What questions do they have?
Publisher	9781788050098	Teacher	297	Activity C, line 6	unappealing, deforestation to make	unappealing, and deforestation is to make
Publisher	9781788050098	Teacher	297	Activity C, line 8	it's	it is
Publisher	9781788050098	Teacher	298	Activity G, line 2	informatin	information
Publisher	9781788050098	Teacher	298	Activity G, line 3	suggested at or hinted at and	suggested, or hinted at, and
Publisher	9781788050098	Teacher	298	Activity G, line 6	venn	Venn

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	298	Activity G, line 6	venn	Venn
Publisher	9781788050098	Teacher	298	Activity H, line 1	They will scored	They will be scored
Publisher	9781788050098	Teacher	298	Activity I, line 2	groups?	groups.
Publisher	9781788050098	Teacher	306	Teacher instruction, no.9, line 1	reading them and adjusting	reading them, adjusting
Publisher	9781788050098	Teacher	308	Activity A, line 3	energy?	energy.
Publisher	9781788050098	Teacher	308	Activity A, line 3	use?	use.
Publisher	9781788050098	Teacher	308	Activity A, line 4	What tecnological	Which technological
Publisher	9781788050098	Teacher	309	Activity E, line 3	Then ask them to annotate it with arrows and lines pointing labelling	Then, ask them to annotate it with arrows and lines pointing, labeling
Publisher	9781788050098	Teacher	309	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050098	Teacher	309	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050098	Teacher	309	Activity G, line 2	Ask students in their groups to identify	Ask students, in their groups, to identify
Publisher	9781788050098	Teacher	309	Activity H, line 1	They will be scored	be
Publisher	9781788050098	Teacher	320	Grading Criteria, line 2	criteria	criterion
Publisher	9781788050098	Teacher	322	Objective, line 2	nonfiction	non-fiction
Publisher	9781788050098	Teacher	322	Objective, line 3	to end WWII	to end World War Two (WWII)
Publisher	9781788050098	Teacher	322	Scaffolding information, line 4	shakespeare	Shakespeare
Publisher	9781788050098	Teacher	322	Scaffolding information, line 5	Student's also looked at	Students also studied
Publisher	9781788050098	Teacher	322	Scaffolding information, line 7	nonfiction	non-fiction
Publisher	9781788050098	Teacher	323	A. line 5	and in each text they must	and, in each, text they must
Publisher	9781788050098	Teacher	323	B. line 3	body so for example if a	body so, for example, if a
Publisher	9781788050098	Teacher	323	B. line 7	responses external and internal can	responses', both external and internal, can
Publisher	9781788050098	Teacher	323	C. line 6	Then there are nonlinear elements	Then, there are non-linear elements,
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 1	nonfiction x 2	non-fiction x 2
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 3	Nonfiction	Non-fiction

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 4	don't	do not
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 9	aims as a focus, teacher	aims as a focus, the teacher
Publisher	9781788050098	Teacher	326	Procedure, bullet 5, penultimate line	don't	do not
Publisher	9781788050098	Teacher	327	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050098	Teacher	328	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	329	Summary Discussion, line 1	think about and discuss with a partner who played	think about, and discuss with a partner, who played
Publisher	9781788050098	Teacher	355	Activity A, line 2	theme?	theme.
Publisher	9781788050098	Teacher	355	Activity A, line 6	Ask students can fiction and or non fiction books have multiple themes? Yes.	Ask students whether fiction and/or non-fiction books have multiple themes. Yes.
Publisher	9781788050098	Teacher	355	Activity A, line 15	chapters?	chapters.
Publisher	9781788050098	Teacher	356	Activity C, line 3	occur?	occur.
Publisher	9781788050098	Teacher	357	Activity D, line 2	plot?	plot.
Publisher	9781788050098	Teacher	357	Activity D, line 4	same plot but in a different historical period	same plot, but in a different historical period.
Publisher	9781788050098	Teacher	357	Activity D, line 5	tectonic plates and	tectonic plates,
Publisher	9781788050098	Teacher	357	Activity D, line 9	believed the Earth	believed that the Earth
Publisher	9781788050098	Teacher	366	Activity A, line 4	Earthquakes	earthquakes
Publisher	9781788050098	Teacher	366	Activity A, line 8	theme?	theme.
Publisher	9781788050098	Teacher	366	Activity A, last line	science themed	science-themed
Publisher	9781788050098	Teacher	367	Activity D, line 2	Ask them what time in history is it set? Is it set when there was a huge famouse Earthquake	Ask them in what time in history is it set. Is it set when there was a huge, famous earthquake
Publisher	9781788050098	Teacher	387	No.6	6	4
Publisher	9781788050098	Teacher	387	No.7	7	5
Publisher	9781788050098	Teacher	387	No.8	8	6
Publisher	9781788050098	Teacher	387	No.9	9	7
Publisher	9781788050098	Teacher	389	Objectives, bullet 4, line 1	earth's	Earth's
Publisher	9781788050098	Teacher	390	Grading Criteria, line 3	criteria.	criterion.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	397	Teacher Instruction line 3	flashback.	flashbacks.
Publisher	9781788050098	Teacher	397	Teacher instruction, no.3, line 1	is	are
Publisher	9781788050098	Teacher	400	Classroom Art projects: line 1	Earthquake	earthquake
Publisher	9781788050098	Teacher	400	ABC Activity book: line 4	students if they were going to write a story based on their family who would	students, if they were going to write a story based on their family, who would
Publisher	9781788050098	Teacher	400	ABC Activity book: line 5	the characters be and where would it	the characters be and where would it be set.
Publisher	9781788050098	Teacher	401	Objective, line 4	a	and
Publisher	9781788050098	Teacher	401	Scaffolding information, line 1	develop	developed
Publisher	9781788050098	Teacher	401	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050098	Teacher	402	A. line 1	different	various
Publisher	9781788050098	Teacher	402	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050098	Teacher	402	A. line 3	story	stories
Publisher	9781788050098	Teacher	402	A. line 3	story	stories
Publisher	9781788050098	Teacher	402	A. line 4	a story about a crime	stories often about a crime
Publisher	9781788050098	Teacher	402	A. line 4	book	books
Publisher	9781788050098	Teacher	402	B. line 1	don't	do not
Publisher	9781788050098	Teacher	402	B. line 2	be in different size verses and	be in a range of verse sizes and
Publisher	9781788050098	Teacher	402	B. line 2	different,	different;
Publisher	9781788050098	Teacher	402	B. line 3	every line, some it	every line, and some, it
Publisher	9781788050098	Teacher	402	B. line 6	and pattern	and the pattern
Publisher	9781788050098	Teacher	402	D. line 2	all	usually
Publisher	9781788050098	Teacher	403	Common Misconceptions, bullet 1, line 2	don't	do not
Publisher	9781788050098	Teacher	403	Common Misconceptions, bullet 4	you're	you are
Publisher	9781788050098	Teacher	405	Procedure, 2nd bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will

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Publisher	9781788050098	Teacher	405	Procedure, 1st paragraph under bullets, line 1	there are many different creation stories	there are numerous creation stories
Publisher	9781788050098	Teacher	405	Procedure, 3rd line from the bottom	write comment.	write a comment.
Publisher	9781788050098	Teacher	405	Procedure, 2nd line from the bottom	don't	do not
Publisher	9781788050098	Teacher	406	1st bullet, 2nd line	a	and
Publisher	9781788050098	Teacher	407	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050098	Teacher	407	Ideas for support, last bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	441	Activity A, line 6	life.	life?
Publisher	9781788050098	Teacher	441	Activity A, line 6	fiction?	fiction.
Publisher	9781788050098	Teacher	442	Line 5	Have students think of and research some jokes	Have students think of, and research, some jokes
Publisher	9781788050098	Teacher	442	Activity B, line 5	familiarise	familiarize
Publisher	9781788050098	Teacher	442	Activity B, line 6	Once finished students should swap their poems with another group and then identify	Once finished, students should swap their poems with another group, then identify
Publisher	9781788050098	Teacher	442	Activity B, line 8	couting	counting
Publisher	9781788050098	Teacher	442	Activity C, line 9	characters?	characters.
Publisher	9781788050098	Teacher	443	Line 1	is?	is.
Publisher	9781788050098	Teacher	443	Line 7	readers gain	readers to gain
Publisher	9781788050098	Teacher	443	Line 8	to advise if the	to advise whether the
Publisher	9781788050098	Teacher	443	Line 10	notice there	notice that there
Publisher	9781788050098	Teacher	443	Line 13	each one and what they	each one, what they
Publisher	9781788050098	Teacher	443	Line 15	importance?	importance.
Publisher	9781788050098	Teacher	443	Line 18	why?	why.
Publisher	9781788050098	Teacher	443	Activity E, iii, line 2	students they are	students that they are
Publisher	9781788050098	Teacher	443	Activity E, iii, 3rd line from bottom	their work ask students to swap	their work, ask them to swap
Publisher	9781788050098	Teacher	443	Activity F, line 2	What	Which

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English Language Arts and Reading, Grade 6						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	452	Teacher instruction, line 2	rainforest using Digital Frog and summarize	rainforest, using Digital Frog. They should summarize
Publisher	9781788050098	Teacher	452	Teacher instruction, line 5	action?	action.
Publisher	9781788050098	Teacher	452	Teacher instruction, no.2, line 1	conservation and swap it	conservation, swap it
Publisher	9781788050098	Teacher	452	Teacher instruction, no.4, line 2	idea be, would you	idea be, and would you
Publisher	9781788050098	Teacher	456	Activity C, line 1	dialogue?	dialogue.
Publisher	9781788050098	Teacher	456	Activity D, iii, line 1	refamiliarise	refamiliarize
Publisher	9781788050098	Teacher	456	Activity E, iii, line 1	for	of
Publisher	9781788050098	Teacher	456	Activity E, iii, line 3	made?	made.
Publisher	9781788050098	Teacher	456	Activity F, line 3	project?	project.
Publisher	9781788050098	Teacher	479	Objectives, 2nd bullet	percents	percentages
Publisher	9781788050098	Teacher	479	Objectives, 3rd bullet	and forces	and the forces
Publisher	9781788050098	Teacher	479	Problem/Task, line 5	cycle affects or is similar to another cycle	cycle affects, or is similar to, another cycle
Publisher	9781788050098	Teacher	481	Objectives, 2nd bullet	percents	percentages
Publisher	9781788050098	Teacher	481	Objectives, 3rd bullet	and forces	and the forces
Publisher	9781788050098	Teacher	481	Problem/Task, line 3	of	with
Publisher	9781788050098	Teacher	481	Grading Criteria, line 3	criteria.	criterion
Publisher	9781788050098	Teacher	489	Scaffolding information, line 1	and techniques	and the techniques
Publisher	9781788050098	Teacher	490	A. line 2	exists?	exists.
Publisher	9781788050098	Teacher	490	B. line 2	educate they might bullet point the text or if the genre is a poem it may be structured	educate, authors might bullet point the text or, if the genre is a poem, it may be structured
Publisher	9781788050098	Teacher	490	F. last line	were	as
Publisher	9781788050098	Teacher	491	Line 7	nonfiction	non-fiction
Publisher	9781788050098	Teacher	494	Bullet 2, line 1	don't	do not
Publisher	9781788050098	Teacher	495	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	495	Ideas for Extension, line 2	developed, that competed	developed by IBM, that competed

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	521	Activity A, line 6	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050098	Teacher	522	Activity D, line 1	defintions	definitions
Publisher	9781788050098	Teacher	522	Activity D, line 7	If they can't find any ask them	If they cannot find any, ask them
Publisher	9781788050098	Teacher	523	Activity G, line 3	fallaies.	fallacies.
Publisher	9781788050098	Teacher	532	Teacher instruction, no.2, line 1	help you achieve	help you to achieve
Publisher	9781788050098	Teacher	532	Teacher instruction, no.3, line 1	help you achieve	help you to achieve
Publisher	9781788050098	Teacher	532	Teacher instruction, no.7, line 3	simile.	simile?
Publisher	9781788050098	Teacher	534	Activity A, line 2	students,	students;
Publisher	9781788050098	Teacher	534	Activity A, line 2	writing?	writing.
Publisher	9781788050098	Teacher	534	Activity B, line 4	like?	like.
Publisher	9781788050098	Teacher	534	Activity B, line 6	students learn	students to learn
Publisher	9781788050098	Teacher	534	Activity C, line 3	anything?	anything.
Publisher	9781788050098	Teacher	535	Activity D, line 2	If they can't find any ask them	If they cannot find any, ask them
Publisher	9781788050098	Teacher	535	Activity D, line 5	to learn, if not then it does not contribute to the purpose but instead	to learn. If not, then it does not contribute to the purpose, but instead
Publisher	9781788050098	Teacher	535	Activity E, line 1	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 2	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 3	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 5	in	from
Publisher	9781788050098	Teacher	535	Activity E, line 5	view or limited	view or a limited
Publisher	9781788050098	Teacher	541	Problem/Task, line 1	Image	Imagine that
Publisher	9781788050098	Teacher	541	Problem/Task, line 2	moon	Moon
Publisher	9781788050098	Teacher	541	Problem/Task, line 3	moon	Moon
Publisher	9781788050098	Teacher	541	Problem/Task, line 3	earth	Earth
Publisher	9781788050098	Teacher	541	Explanation of calculations, box 3	be	been

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	542	Whole page	earth sun moon	Earth, Sun & Moon each time they appear
Publisher	9781788050098	Teacher	542	Problem/Task, line 2	sun	Sun
Publisher	9781788050098	Teacher	542	Problem/Task, line 3	earth	Earth
Publisher	9781788050098	Teacher	542	Problem/Task, line 3	moon	Moon
Publisher	9781788050098	Teacher	542	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050098	Teacher	545	Classroom Art projects: line 3	point of view, any metaphors are used	point of view, and any metaphors or personification that are used
Publisher	9781788050098	Teacher	545	Other TPS Reading materials: line 3	of view, any metaphors	of view, and any metaphors
Publisher	9781788050098	Teacher	547	B. line 1	in	into
Publisher	9781788050098	Teacher	547	C. line 4	all declarative simple sentences it could be	all declarative, simple sentences, it could be
Publisher	9781788050098	Teacher	547	D. line 2	aren't any	are no
Publisher	9781788050098	Teacher	547	D. bullet 3, line 2	can't	cannot
Publisher	9781788050098	Teacher	548	Line 2	In this lesson students	Students
Publisher	9781788050098	Teacher	548	Common Misconceptions, line 2	often	usually
Publisher	9781788050098	Teacher	550	Teacher instruction, line 4	moon	Moon
Publisher	9781788050098	Teacher	550	Teacher lesson Notes, line 5	provided in the research	the
Publisher	9781788050098	Teacher	551	Procedure, line 2	moon	Moon
Publisher	9781788050098	Teacher	551	Produce, 7th line from bottom	you	they
Publisher	9781788050098	Teacher	552	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	553	Summary Discussion, line 1	hook	attract
Publisher	9781788050098	Teacher	589	Activity A, line 2	discussions and experiment and results in to a	discussions,experiment and results into a
Publisher	9781788050098	Teacher	589	Activity A, line 4	They will first plan a first draft for their work.	They will start by planning a first draft for their work.
Publisher	9781788050098	Teacher	589	Activity A, line 5	imrpoved	improved
Publisher	9781788050098	Teacher	589	Activity A, line 9	In the Let's Do It section have students keep their graph and again make lots of notes of	In the Let's Do It section, have students keep their graph and, again, make lots of notes about
Publisher	9781788050098	Teacher	589	Activity A, 2nd line from bottom	purpose is and who	purpose is, who

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English Language Arts and Reading, Grade 6						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	589	Activity B, ii, line 4	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050098	Teacher	589	Activity B, ii, line 7	you	students
Publisher	9781788050098	Teacher	589	Activity B, ii, last line	sumamrize	summarize
Publisher	9781788050098	Teacher	590	Line 1	work?	work.
Publisher	9781788050098	Teacher	590	Line 2	and	to
Publisher	9781788050098	Teacher	590	Activity C, line 3	to consider:	They should consider:
Publisher	9781788050098	Teacher	603	Activity A, line 1	students they are	students that they are
Publisher	9781788050098	Teacher	603	Activity A, line 2	discussions and experiment and results in to a	discussions, experiment and results into a
Publisher	9781788050098	Teacher	603	Activity A, line 4	They will first plan a first draft for their work.	They will begin by planning a first draft for their work.
Publisher	9781788050098	Teacher	603	Activity A, line 5	imrpoved	improved
Publisher	9781788050098	Teacher	603	Activity A, line 7	notes of what they're doing	notes about what they are doing
Publisher	9781788050098	Teacher	603	Activity A, line 9	and again make	and, again, make
Publisher	9781788050098	Teacher	603	Activity A, penultimate line	purpose is and who the	purpose is, who the
Publisher	9781788050098	Teacher	603	Activity B, ii, line 4	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050098	Teacher	603	Activity B, ii, line 7	you	students
Publisher	9781788050098	Teacher	603	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050098	Teacher	603	Activity B, ii, line 11	work?	work.
Publisher	9781788050098	Teacher	603	Activity B, ii, line 12	and	to
Publisher	9781788050098	Teacher	603	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, students should think about whether they have
Publisher	9781788050098	Teacher	618	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	619	Extension Activity: line 1	Have students in their groups perform	Have students, in their groups, perform
Publisher	9781788050098	Teacher	619	Other TPS Reading materials: line 4	why?	why.
Publisher	9781788050098	Teacher	619	ABC Activity book: line 2	It's	It is
Publisher	9781788050098	Teacher	619	ABC Activity book: line 2	games	Games

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	619	ABC Activity book: last line	and ask them to detail	and then, to detail
Publisher	9781788050098	Teacher	620	Scaffolding Information, line 3	previously for example they wrote	previously, for example, they wrote
Publisher	9781788050098	Teacher	621	A. line 2	from someones perspective such as	from someone's perspective, such as
Publisher	9781788050098	Teacher	621	B. line 1	the reader such as in	the reader, such as
Publisher	9781788050098	Teacher	621	C. line 3	argumentative	argumentative text
Publisher	9781788050098	Teacher	621	D. line 1	is when you communicate with someone	is communicating with someone
Publisher	9781788050098	Teacher	621	D. line 5	english	English
Publisher	9781788050098	Teacher	622	4th line from the bottom	a focus, teacher	a focus, the teacher
Publisher	9781788050098	Teacher	623	Teacher Lesson Notes, line 2	moon	M
Publisher	9781788050098	Teacher	624	Procedure bullet 4	then have each group debate.	then each have a group debate.
Publisher	9781788050098	Teacher	624	Penultimate line	exploration essay either expressing	exploration essay, expressing
Publisher	9781788050098	Teacher	625	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	655	Activity A, line 4	has?	has.
Publisher	9781788050098	Teacher	655	Activity A, line 7	narrative?	narrative.
Publisher	9781788050098	Teacher	655	Activity A, line 6 from bottom	topic and in this chapter they are	topic and, in this chapter, they are
Publisher	9781788050098	Teacher	655	Activity A, line 9	from	of
Publisher	9781788050098	Teacher	655	Activity A, last line	Amelia Rose story, what happens next?	Amelia Rose story. What happens next?
Publisher	9781788050098	Teacher	655	Activity B, line 2	informatinal	informational
Publisher	9781788050098	Teacher	656	Activity C, line 2	text?	text.
Publisher	9781788050098	Teacher	656	Activity C, line 6	not?	not.
Publisher	9781788050098	Teacher	656	Activity C, penultimate line	introduction with a thesis statement and	introduction, with a thesis statement, and
Publisher	9781788050098	Teacher	656	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050098	Teacher	656	Activity D, 2nd bullet, line 1	registers	registering
Publisher	9781788050098	Teacher	656	Activity D, 3rd bullet, line 1	requests	requesting

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	656	Activity D, penultimate line	english	E
Publisher	9781788050098	Teacher	665	Activity B, line 3	has?	has.
Publisher	9781788050098	Teacher	666	Activity C, line 1	chapter plus their own research to write	chapter, plus their own research, to write
Publisher	9781788050098	Teacher	666	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050098	Teacher	666	Activity D, 2nd bullet, line 1	registers	registering
Publisher	9781788050098	Teacher	666	Activity D, 3rd bullet, line 1	requests	requesting
Publisher	9781788050098	Teacher	666	Activity D, last 2 lines	proper english, full sentences, no slang.	proper English, full sentences, and no slang.
Publisher	9781788050098	Teacher	679	Objectives, 2nd bullet	multiple	multiples
Publisher	9781788050098	Teacher	682	Objectives, 2nd bullet	multiple	multiples
Publisher	9781788050098	Teacher	682	Optional, line 5	multiple	multiples
Publisher	9781788050098	Teacher	685	Teacher instruction, no.2, line 1	earthquakes with more than two paragraphs that	earthquakes, with more than two paragraphs, that
Publisher	9781788050098	Teacher	688	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050098	Teacher	689	Objective, 3rd line	kew	key
Publisher	9781788050098	Teacher	690	F. line 2	understand	understanding
Publisher	9781788050098	Teacher	690	H. line 4	can't	cannot
Publisher	9781788050098	Teacher	690	I. line 1/2	Ethically means to treat something	Acting ethically means treating something
Publisher	9781788050098	Teacher	691	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050098	Teacher	695	1st bullet, line 4	that as they learn about the topic they	that, as they learn about the topic, they
Publisher	9781788050098	Teacher	695	5th bullet, 1st asterisk	Belong	Belonging
Publisher	9781788050098	Teacher	695	5th bullet, 2nd asterisk	Have	Having
Publisher	9781788050098	Teacher	695	5th bullet, 3rd asterisk	Have	Having
Publisher	9781788050098	Teacher	695	5th bullet, penultimate line	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050098	Teacher	697	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	728	Activity A, line 5	and when they are asked to do one they should	and, when they are asked to do one, they should
Publisher	9781788050098	Teacher	728	Activity A, last line	help guide	help to guide
Publisher	9781788050098	Teacher	728	Activity B, line 1	for how to best research	for how best to research
Publisher	9781788050098	Teacher	729	Activity C, line 6	don't	not do
Publisher	9781788050098	Teacher	729	Activity D, line 3	Student	Students
Publisher	9781788050098	Teacher	729	Activity E, line 1	source?	source.
Publisher	9781788050098	Teacher	729	Activity E, line 3	Rose?	Rose.
Publisher	9781788050098	Teacher	729	Activity F, line 2	information?	information.
Publisher	9781788050098	Teacher	730	Line 3	cards including the 5 plagiarism ones for one	cards, including the 5 plagiarism ones, for one
Publisher	9781788050098	Teacher	730	Line 4	don't	do not
Publisher	9781788050098	Teacher	730	Line 5	paraphrase	Paraphrase
Publisher	9781788050098	Teacher	730	Line 5	show	to show
Publisher	9781788050098	Teacher	730	Line 6	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	730	Line 9	should check their partners work	should review their partner's work
Publisher	9781788050098	Teacher	730	Activity H, ii, line 4	can't	cannot
Publisher	9781788050098	Teacher	730	Activity H, ii, line 6	be difficult as the Amelia Rose is not trying	be difficult, as the Amelia Rose chapter is not trying
Publisher	9781788050098	Teacher	730	Activity A, line 3	helping create	helping to create
Publisher	9781788050098	Teacher	740	Activity A, line 7	help guide	help to guide
Publisher	9781788050098	Teacher	741	Activity D, line 3	Student	Students
Publisher	9781788050098	Teacher	741	Activity E, line 3	STEM?	STEM.
Publisher	9781788050098	Teacher	741	Activity G, line 7	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	741	Activity G, line 8	don't	not to
Publisher	9781788050098	Teacher	741	Activity G, line 9	paraphrase	Paraphrase
Publisher	9781788050098	Teacher	741	Activity G, line 10	plagiarism	Plagiarism

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English Language Arts and Reading, Grade 6						
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (9781788051910)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	741	Activity G, penultimate line	should check their partners work	should review their partner's work
Publisher	9781788050098	Teacher	742	Activity H, line 3	can't	cannot
Publisher	9781788050098	Teacher	742	Activity I, line 3	helping create	helping to create
Publisher	9781788050098	Teacher	750	Module Ojective, line 1	impacts of and the relationship among	impacts of, and the relationship among,
Publisher	9781788050098	Teacher	750	Problem/Task, line 1	congressmen.	Congressmen and women.
Publisher	9781788050098	Teacher	750	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	753	Classroom Art projects: line 1	sketch out and label a new	sketch out, and label, a new
Publisher	9781788050098	Teacher	753	Other TPS Reading materials: line 3	subject matter and they can	subject matter; they can also

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (9781788051064)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050098	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you or to each other, or to a recording or video,
Publisher	9781788050098	Teacher	2	A. line 3	confirm information	confirm the information
Publisher	9781788050098	Teacher	2	B whole section	Student's must follow spoken instructions and give spoken instructions and the instructions should be for multiple steps that are carrying out an action such as how to	Students must both follow, and give, spoken instructions and the instructions should be for multiple steps that are carrying out an action, such as how to make a sandwich.
Publisher	9781788050098	Teacher	2	C. line 2	not too fast or slow or loud or soft, using natural	not too quickly or slowly, nor too loudly or softly, using natural
Publisher	9781788050098	Teacher	2	D. line 1	part in and lead a discussion	part in, and lead, a discussion
Publisher	9781788050098	Teacher	3	Line 3	participation	participatiing
Publisher	9781788050098	Teacher	3	Common Misconceptions, 2nd bullet, line 1	you're	you are
Publisher	9781788050098	Teacher	3	Common Misconceptions, 4th bullet, line 1	ideas,	ideas;
Publisher	9781788050098	Teacher	4	Teacher Lesson Notes, line 1	their ideas for an invention	their ideas, with the group, for an invention
Publisher	9781788050098	Teacher	5	Procedure, no.6, line 1	Tell students that today they will	Tell students, that today, they will
Publisher	9781788050098	Teacher	6	No.14, line 8	Remind students when communicating their idea they	Remind students that, when communicating their idea, they
Publisher	9781788050098	Teacher	8	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	9	Summary Discussion, line 1	think about and share with a partner what makes	think about, and share with a partner, what makes
Publisher	9781788050098	Teacher	28	Activity A, line 1	"listen actively"?	"listen actively".
Publisher	9781788050098	Teacher	28	Activity A, line 10	first agreeing for example 1 finger	first agreeing, for example, 1 finger
Publisher	9781788050098	Teacher	29	Activity C, line 2	properties	materials,
Publisher	9781788050098	Teacher	29	Activity C, line 5	why?	why.
Publisher	9781788050098	Teacher	29	Activity C, line 7	so everyone can	so that everyone can
Publisher	9781788050098	Teacher	29	Activity C, line 9	words correctly so they can be	words correctly, so that they can be
Publisher	9781788050098	Teacher	29	Activity C, line 10	shouldn't	should not
Publisher	9781788050098	Teacher	29	Activity D, line 1	In your groups lead a discussion about	In their groups, students then lead a discussion about
Publisher	9781788050098	Teacher	31	Materials: line 2	nonmetals	non-metals

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (9781788051064)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	38	Teacher instruction, line 10	their crossword have students writes out instructions	their crossword, have students write out instructions
Publisher	9781788050098	Teacher	38	Teacher Lesson Notes, bullet 1, line 1	This	this
Publisher	9781788050098	Teacher	39	Line 8	presentations and which they	presentations, which they
Publisher	9781788050098	Teacher	41	Activity A, line 3	message which is what the topic of the chapter is and what they will be doing.	message, which is the topic of the chapter and what they will be doing.
Publisher	9781788050098	Teacher	41	Activity A, line 5	and	to
Publisher	9781788050098	Teacher	41	Activity A, line 6	need	needs
Publisher	9781788050098	Teacher	41	Activity B, line 1	We would propose that when looking at each instruction page you ask students to listen	It is recommended that, when looking at each instruction page, you ask students to listen
Publisher	9781788050098	Teacher	42	Activity C, line 2	have learned as well as an opinion	have learned, as well as giving an opinion
Publisher	9781788050098	Teacher	42	Activity C, line 3	why?	why.
Publisher	9781788050098	Teacher	42	Activity C, no.2	with audience	with the audience
Publisher	9781788050098	Teacher	42	Activity C, no.6	is	are
Publisher	9781788050098	Teacher	42	Activity D, title	no spaces	word spacing corrected
Publisher	9781788050098	Teacher	42	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050098	Teacher	42	Activity D, no.1, line 1	Create a rap song	A rap song
Publisher	9781788050098	Teacher	42	Activity D, last line	Each group present	Each group should present
Publisher	9781788050098	Teacher	50	Grading Criteria, line 2	criteria	criterion
Publisher	9781788050098	Teacher	51	Extension Activity, line 1	ask for and answer questions	ask for, and answer, questions
Publisher	9781788050098	Teacher	52	Objective, line 4	scientic	scientific
Publisher	9781788050098	Teacher	52	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050098	Teacher	53	A. line 1	digital resources such as dictionaries and	digital resources, such as dictionaries,
Publisher	9781788050098	Teacher	53	A. line 2	thesaurus'	thesauruses
Publisher	9781788050098	Teacher	53	B. line 3	Use the definition	Students will use the definition
Publisher	9781788050098	Teacher	53	B. line 4	An analogy is to compare	An analogy is used to compare
Publisher	9781788050098	Teacher	53	B. line 5	testing the student	testing that the student

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (9781788051064)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	53	C. line 3	sentence and the	sentence; the
Publisher	9781788050098	Teacher	53	C. line 6	you	students
Publisher	9781788050098	Teacher	53	C. line 6	you	they
Publisher	9781788050098	Teacher	54	English Language Arts and Reading Focus, B, line 1	clarify meaning	clarify the meaning
Publisher	9781788050098	Teacher	54	English Language Arts and Reading Focus, C, line 1	Eng	English
Publisher	9781788050098	Teacher	55	Teacher Lesson Notes, line 6	For Part II it is critical that before the lesson you find	For Part II, it is critical that, before the lesson, you find
Publisher	9781788050098	Teacher	56	Procedure, bullet 4, line 3	you decode	you to decode
Publisher	9781788050098	Teacher	56	Procedure, bullet 5, line 4	Debrief the activity as a class using a random calling system.	Debrief the activity, as a class, using a random calling system.
Publisher	9781788050098	Teacher	57	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	57	Ideas for support, bullet 8, line 2	refer them	refer to them
Publisher	9781788050098	Teacher	58	Ideas for ELL, line 2	production a support	production to support
Publisher	9781788050098	Teacher	79	Activity A, line 1	you	they
Publisher	9781788050098	Teacher	79	Activity A, line 4/5	Ask students where these sorts of information can be found? You want them to say in dictionaries and online.	Ask students where this sort of information can be found. You will expect them to say in dictionaries and online.
Publisher	9781788050098	Teacher	79	Activity B, line 1	mean?	mean.
Publisher	9781788050098	Teacher	79	Activity B, line 2	activity and put them	activity, put them
Publisher	9781788050098	Teacher	79	Activity B, line 3	using	use
Publisher	9781788050098	Teacher	80	Line 12	the root and what it means and how it is used and	the root, what it means and how it is used, and
Publisher	9781788050098	Teacher	82	Materials: last line	periodic table	Periodic Table
Publisher	9781788050098	Teacher	87	Teacher instruction, line 7	Now ask students to use the words in context and give an example and draw a picture if	Now, ask students to use the words in context and give an example, then draw a picture, if
Publisher	9781788050098	Teacher	87	Teacher instruction, line 8	analogy	analogy
Publisher	9781788050098	Teacher	87	Teacher instruction, line 9	analogy	analogy
Publisher	9781788050098	Teacher	89	Activity B, line 1	mean?	mean.
Publisher	9781788050098	Teacher	89	Activity B, line 6	and then again in another	and then, again, in another

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	90	Line 10	the root and what it means and how it is used and	the root, what it means and how it is used, and
Publisher	9781788050098	Teacher	99	Problem/Task, line 4	temperature	temperatures
Publisher	9781788050098	Teacher	99	Problem/Task, no.1, line 7	temperature	temperatures
Publisher	9781788050098	Teacher	99	Problem/Task, no.4, line 3	sun	Sun
Publisher	9781788050098	Teacher	100	Paragraph	large gap	poor spacing - - move up to next page
Publisher	9781788050098	Teacher	100	Module Objective, line 1	impacts of and the relationship among	impacts of, and the relationship among,
Publisher	9781788050098	Teacher	101	Problem/Task, no.4, line 2	sun	Sun
Publisher	9781788050098	Teacher	101	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	102	Classroom Art projects: line 2	an	and
Publisher	9781788050098	Teacher	102	ELL: line 3	Vocabulry	Vocabulary
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 3	masy	many
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write out the word, count how many syllables it has, research the
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 5	and if any	and determine if any
Publisher	9781788050098	Teacher	103	How Not To Die Hunting in Alaska, line 2	no	number
Publisher	9781788050098	Teacher	105	Common Misconceptions, 1st	don't	do not
Publisher	9781788050098	Teacher	105	Common Misconceptions, 4th	you're	are
Publisher	9781788050098	Teacher	107	Procedure, bullet 5, line 3	aware of and interested in their	aware of, and interested in, their
Publisher	9781788050098	Teacher	108	Daily reading, line 8	expressions, basic	expressions, and basic
Publisher	9781788050098	Teacher	109	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	110	4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050098	Teacher	137	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050098	Teacher	137	Teacher instruction, line 4	means to understand something.	means understanding something.
Publisher	9781788050098	Teacher	137	Teacher instruction, line 7	and depending on the purpose the fluency is adjusted.	and, depending on the purpose the fluency, is adjusted.
Publisher	9781788050098	Teacher	137	Teacher instruction, line 8	news?	news.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	137	Teacher instruction, line 10	vocabulary learned. This will help develop students writing skills.	vocabulary acquired. This will help to develop students' writing skills.
Publisher	9781788050098	Teacher	139	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050098	Teacher	139	Teacher instruction, line 6/7	This will help develop students writing skills.	This will help to develop students' writing skills.
Publisher	9781788050098	Teacher	145	Classroom Art projects: line 3	poetry reading in front of the	poetry reading for performing in front of the
Publisher	9781788050098	Teacher	145	Extension Activity: line 2	cover it up and have them	cover it up then have them
Publisher	9781788050098	Teacher	145	Extension Activity: line 3	Then	Next,
Publisher	9781788050098	Teacher	145	Other TPS Reading materials: line 2	students make	students to make
Publisher	9781788050098	Teacher	145	Other TPS Reading materials: line 3	to memory so that in future they are	to memory, so that, in future, they are
Publisher	9781788050098	Teacher	146	Objective, line 6	connection	connections
Publisher	9781788050098	Teacher	147	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050098	Teacher	148	Teacher Lesson Notes, 5th bullet	lives	Lives
Publisher	9781788050098	Teacher	148	Teacher Lesson Notes, 1st line under bullets	science themed	science-themed
Publisher	9781788050098	Teacher	148	4th line from the bottom	Science themed	science-themed
Publisher	9781788050098	Teacher	149	Line 9	accountability, effort, and promote growth.	accountability, and effort, and to promote growth.
Publisher	9781788050098	Teacher	149	Materials; 1st bullet	Science themed	Science-themed
Publisher	9781788050098	Teacher	151	Daily reading, line 7	expressions, basic or	expressions, and basic or
Publisher	9781788050098	Teacher	151	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	152	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050098	Teacher	152	Ideas for at home, line 1	As students finish books they can design a book jacket cover of the book	As students finish books, they can design a jacket cover for the book
Publisher	9781788050098	Teacher	152	Ideas for at home, line 2	telling	describing
Publisher	9781788050098	Teacher	153	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050098	Teacher	167	Teacher instruction, line 5	might be the genre	might be that the genre
Publisher	9781788050098	Teacher	167	Teacher instruction, line 5	Icould	It could
Publisher	9781788050098	Teacher	175	Teacher instruction, line 2	World War 2 and what its connection is to the science	World War 2, its connection to the science

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	how have computers changed today in comparison?	how computers have changed today in comparison.
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	This will help develop students	This will help to develop students'
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	develop students writing skills.	to develop students' writing skills.
Publisher	9781788050098	Teacher	177	Teacher instruction, line 8	will help develop students writing	will help to develop students' writing
Publisher	9781788050098	Teacher	191	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	192	line 3	Tell them it needs	Tell them that it needs
Publisher	9781788050098	Teacher	192	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050098	Teacher	193	Scaffolding information, line 3	Grade 5 students created reading records and read books from start to finish but	Grade 5, students created reading records and read books from start to finish, but
Publisher	9781788050098	Teacher	193	Scaffolding information, line 4	and make and check predictions	and made and checked predictions
Publisher	9781788050098	Teacher	194	A. line 1	yourself	themselves
Publisher	9781788050098	Teacher	194	A. line 2	assigned to you for reading and the differences.	assigned to them for reading, and the differences between these two.
Publisher	9781788050098	Teacher	194	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050098	Teacher	194	C. line 5	contents, anything	contents or anything
Publisher	9781788050098	Teacher	194	C. line 7	fits in to and why they think that and	fits into and why they think that, and
Publisher	9781788050098	Teacher	194	E. line 4	other texts so think about other texts of a similar nature and perhaps genre, this can	other texts, so they should think about other texts of a similar nature and perhaps genre; this can
Publisher	9781788050098	Teacher	195	I. line 1/2/3	their work so if they make an incorrect prediction or statement or answer a question incorrectly or if they do not understand something in the text they	their work, so if they make an incorrect prediction or statement, or answer a question incorrectly, or if they do not understand something in the text, they
Publisher	9781788050098	Teacher	195	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050098	Teacher	196	Line 4	english	English
Publisher	9781788050098	Teacher	196	Line 7	them understand	them to understand
Publisher	9781788050098	Teacher	197	Common Misconceptions, bullet 3	you're	you are
Publisher	9781788050098	Teacher	199	Precedure, line 3	source	sources
Publisher	9781788050098	Teacher	200	Line 1	don't	do not
Publisher	9781788050098	Teacher	201	3rd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	229	Activity A, line 2	text?	text.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	229	Activity A, line 3	purpose was to have students be informed, an	purpose was for students to be informed; an
Publisher	9781788050098	Teacher	229	Activity A, line 7	want answered	want to be answered
Publisher	9781788050098	Teacher	229	Activity A, line 10	Explain that as they move through the chapter they should try and answer	Explain that, as they move through the chapter, they should try to answer
Publisher	9781788050098	Teacher	230	Activity C, line 5	What genre characteristics and structures does this author use and is it effective?	Which genre characteristics and structures does this author use and are they effective?
Publisher	9781788050098	Teacher	230	Activity D, line 1	learn?	learn.
Publisher	9781788050098	Teacher	230	Activity D, line 5	is?	is.
Publisher	9781788050098	Teacher	230	Activity D, line 6	Outer Space, what kinds	Outer Space; what kinds
Publisher	9781788050098	Teacher	230	Activity D, line 8	to	them
Publisher	9781788050098	Teacher	230	Activity E, line 2	lives?	lives.
Publisher	9781788050098	Teacher	230	Activity E, line 7	concerned by or affected by this	concerned about, or affected by, this
Publisher	9781788050098	Teacher	240	Teacher instruction, line 3	and then using their partners script	and then, using their partner's script,
Publisher	9781788050098	Teacher	240	Teacher instruction, no.5, line 3	society.	society?
Publisher	9781788050098	Teacher	240	Teacher instruction, no.9, line 1	annotate it and check	annotate it, then check
Publisher	9781788050098	Teacher	242	Activity A, line 2	text?	text.
Publisher	9781788050098	Teacher	242	Activity A, line 12	found?	found.
Publisher	9781788050098	Teacher	242	Activity B, line 4	they want	they want to be
Publisher	9781788050098	Teacher	243	Activity C, line 3	occur?	occur.
Publisher	9781788050098	Teacher	243	Activity E, line 1	in real-life or if	in rea life, or if
Publisher	9781788050098	Teacher	243	Activity E, line 1	content?	content.
Publisher	9781788050098	Teacher	243	Activity E, line 3	are used in and have helped society?	are used in, and have helped, society.
Publisher	9781788050098	Teacher	243	Activity E, line 4	application?	application.
Publisher	9781788050098	Teacher	243	Activity F, line 2	then find evidence	find
Publisher	9781788050098	Teacher	253	Grading Criteria, line 1	criteria.	criterion.
Publisher	9781788050098	Teacher	255	Grading Criteria, line 3	criteria.	criterion.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	258	Extension Activity: line 1	times of famous physicist Galileo.	times of the famous physicist, Galileo.
Publisher	9781788050098	Teacher	259	Objective, line 5	nonrenewable	non-renewable
Publisher	9781788050098	Teacher	260	B. line 4	comedy, drama, romance.	comedy, drama, or adventure.
Publisher	9781788050098	Teacher	260	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050098	Teacher	260	H. line 3	don't	do not
Publisher	9781788050098	Teacher	261	Line 4	reflect on and adjust their responses	reflect on, and adjust, their responses
Publisher	9781788050098	Teacher	263	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050098	Teacher	265	Bullet 1, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	266	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050098	Teacher	266	Summary Discussion, line 1	Propose the idea that often a good solution has unintended consequences. Ask	Propose the idea that, often, a good solution has unintended consequences. Ask:
Publisher	9781788050098	Teacher	296	Activity A, line 4	describe	compare ?
Publisher	9781788050098	Teacher	296	Activity A, line 6	at home and at school	at home, at school
Publisher	9781788050098	Teacher	296	Activity B, line 9	questions do they have?	What questions do they have?
Publisher	9781788050098	Teacher	297	Activity C, line 6	unappealing, deforestation to make	unappealing, and deforestation is to make
Publisher	9781788050098	Teacher	297	Activity C, line 8	it's	it is
Publisher	9781788050098	Teacher	298	Activity G, line 2	informatin	information
Publisher	9781788050098	Teacher	298	Activity G, line 3	suggested at or hinted at and	suggested, or hinted at, and
Publisher	9781788050098	Teacher	298	Activity G, line 6	venn	Venn
Publisher	9781788050098	Teacher	298	Activity G, line 6	venn	Venn
Publisher	9781788050098	Teacher	298	Activity H, line 1	They will scored	They will be scored
Publisher	9781788050098	Teacher	298	Activity I, line 2	groups?	groups.
Publisher	9781788050098	Teacher	306	Teacher instruction, no.9, line 1	reading them and adjusting	reading them, adjusting
Publisher	9781788050098	Teacher	308	Activity A, line 3	energy?	energy.
Publisher	9781788050098	Teacher	308	Activity A, line 3	use?	use.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	308	Activity A, line 4	What tecnological	Which technological
Publisher	9781788050098	Teacher	309	Activity E, line 3	Then ask them to annotate it with arrows and lines pointing labelling	Then, ask them to annotate it with arrows and lines pointing, labeling
Publisher	9781788050098	Teacher	309	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050098	Teacher	309	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050098	Teacher	309	Activity G, line 2	Ask students in their groups to identify	Ask students, in their groups, to identify
Publisher	9781788050098	Teacher	309	Activity H, line 1	They will be scored	be
Publisher	9781788050098	Teacher	320	Grading Criteria, line 2	criteria	criterion
Publisher	9781788050098	Teacher	322	Objective, line 2	nonfiction	non-fiction
Publisher	9781788050098	Teacher	322	Objective, line 3	to end WWII	to end World War Two (WWII)
Publisher	9781788050098	Teacher	322	Scaffolding information, line 4	shakespeare	Shakespeare
Publisher	9781788050098	Teacher	322	Scaffolding information, line 5	Student's also looked at	Students also studied
Publisher	9781788050098	Teacher	322	Scaffolding information, line 7	nonfiction	non-fiction
Publisher	9781788050098	Teacher	323	A. line 5	and in each text they must	and, in each, text they must
Publisher	9781788050098	Teacher	323	B. line 3	body so for example if a	body so, for example, if a
Publisher	9781788050098	Teacher	323	B. line 7	responses external and internal can	responses', both external and internal, can
Publisher	9781788050098	Teacher	323	C. line 6	Then there are nonlinear elements	Then, there are non-linear elements,
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 1	nonfiction x 2	non-fiction x 2
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 4	don't	do not
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 9	aims as a focus, teacher	aims as a focus, the teacher
Publisher	9781788050098	Teacher	326	Procedure, bullet 5, penultimate line	don't	do not
Publisher	9781788050098	Teacher	327	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050098	Teacher	328	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	329	Summary Discussion, line 1	think about and discuss with a partner who played	think about, and discuss with a partner, who played

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Publisher	9781788050098	Teacher	355	Activity A, line 2	theme?	theme.
Publisher	9781788050098	Teacher	355	Activity A, line 6	Ask students can fiction and or non fiction books have multiple themes? Yes.	Ask students whether fiction and/or non-fiction books have multiple themes. Yes.
Publisher	9781788050098	Teacher	355	Activity A, line 15	chapters?	chapters.
Publisher	9781788050098	Teacher	356	Activity C, line 3	occur?	occur.
Publisher	9781788050098	Teacher	357	Activity D, line 2	plot?	plot.
Publisher	9781788050098	Teacher	357	Activity D, line 4	same plot but in a different historical period	same plot, but in a different historical period.
Publisher	9781788050098	Teacher	357	Activity D, line 5	tectonic plates and	tectonic plates,
Publisher	9781788050098	Teacher	357	Activity D, line 9	believed the Earth	believed that the Earth
Publisher	9781788050098	Teacher	366	Activity A, line 4	Earthquakes	earthquakes
Publisher	9781788050098	Teacher	366	Activity A, line 8	theme?	theme.
Publisher	9781788050098	Teacher	366	Activity A, last line	science themed	science-themed
Publisher	9781788050098	Teacher	367	Activity D, line 2	Ask them what time in history is it set? Is it set when there was a huge famouse Earthquake	Ask them in what time in history is it set. Is it set when there was a huge, famous earthquake
Publisher	9781788050098	Teacher	387	No.6	6	4
Publisher	9781788050098	Teacher	387	No.7	7	5
Publisher	9781788050098	Teacher	387	No.8	8	6
Publisher	9781788050098	Teacher	387	No.9	9	7
Publisher	9781788050098	Teacher	389	Objectives, bullet 4, line 1	earth's	Earth's
Publisher	9781788050098	Teacher	390	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050098	Teacher	397	Teacher Instruction line 3	flashback.	flashbacks.
Publisher	9781788050098	Teacher	397	Teacher instruction, no.3, line 1	is	are
Publisher	9781788050098	Teacher	400	Classroom Art projects: line 1	Earthquake	earthquake
Publisher	9781788050098	Teacher	400	ABC Activity book: line 4	students if they were going to write a story based on their family who would	students, if they were going to write a story based on their family, who would
Publisher	9781788050098	Teacher	400	ABC Activity book: line 5	the characters be and where would it	the characters be and where would it be set.
Publisher	9781788050098	Teacher	401	Objective, line 4	a	and

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	401	Scaffolding information, line 1	develop	developed
Publisher	9781788050098	Teacher	401	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050098	Teacher	402	A. line 1	different	various
Publisher	9781788050098	Teacher	402	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050098	Teacher	402	A. line 3	story	stories
Publisher	9781788050098	Teacher	402	A. line 3	story	stories
Publisher	9781788050098	Teacher	402	A. line 4	a story about a crime	stories often about a crime
Publisher	9781788050098	Teacher	402	A. line 4	book	books
Publisher	9781788050098	Teacher	402	B. line 1	don't	do not
Publisher	9781788050098	Teacher	402	B. line 2	be in different size verses and	be in a range of verse sizes and
Publisher	9781788050098	Teacher	402	B. line 2	different,	different;
Publisher	9781788050098	Teacher	402	B. line 3	every line, some it	every line, and some, it
Publisher	9781788050098	Teacher	402	B. line 6	and pattern	and the pattern
Publisher	9781788050098	Teacher	402	D. line 2	all	usually
Publisher	9781788050098	Teacher	403	Common Misconceptions, bullet 1, line 2	don't	do not
Publisher	9781788050098	Teacher	403	Common Misconceptions, bullet 4	you're	you are
Publisher	9781788050098	Teacher	405	Procedure, 2nd bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050098	Teacher	405	Procedure, 1st paragraph under bullets, line 1	there are many different creation stories	there are numerous creation stories
Publisher	9781788050098	Teacher	405	Procedure, 3rd line from the bottom	write comment.	write a comment.
Publisher	9781788050098	Teacher	405	Procedure, 2nd line from the bottom	don't	do not
Publisher	9781788050098	Teacher	406	1st bullet, 2nd line	a	and
Publisher	9781788050098	Teacher	407	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (9781788051064)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	407	Ideas for support, last bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	441	Activity A, line 6	life.	life?
Publisher	9781788050098	Teacher	441	Activity A, line 6	fiction?	fiction.
Publisher	9781788050098	Teacher	442	Line 5	Have students think of and research some jokes	Have students think of, and research, some jokes
Publisher	9781788050098	Teacher	442	Activity B, line 5	familiarise	familiarize
Publisher	9781788050098	Teacher	442	Activity B, line 6	Once finished students should swap their poems with another group and then identify	Once finished, students should swap their poems with another group, then identify
Publisher	9781788050098	Teacher	442	Activity B, line 8	couting	counting
Publisher	9781788050098	Teacher	442	Activity C, line 9	characters?	characters.
Publisher	9781788050098	Teacher	443	Line 1	is?	is.
Publisher	9781788050098	Teacher	443	Line 7	readers gain	readers to gain
Publisher	9781788050098	Teacher	443	Line 8	to advise if the	to advise whether the
Publisher	9781788050098	Teacher	443	Line 10	notice there	notice that there
Publisher	9781788050098	Teacher	443	Line 13	each one and what they	each one, what they
Publisher	9781788050098	Teacher	443	Line 15	importance?	importance.
Publisher	9781788050098	Teacher	443	Line 18	why?	why.
Publisher	9781788050098	Teacher	443	Activity E, iii, line 2	students they are	students that they are
Publisher	9781788050098	Teacher	443	Activity E, iii, 3rd line from bottom	their work ask students to swap	their work, ask them to swap
Publisher	9781788050098	Teacher	443	Activity F, line 2	What	Which
Publisher	9781788050098	Teacher	452	Teacher instruction, line 2	rainforest using Digital Frog and summarize	rainforest, using Digital Frog. They should summarize
Publisher	9781788050098	Teacher	452	Teacher instruction, line 5	action?	action.
Publisher	9781788050098	Teacher	452	Teacher instruction, no.2, line 1	conservation and swap it	conservation, swap it
Publisher	9781788050098	Teacher	452	Teacher instruction, no.4, line 2	idea be, would you	idea be, and would you
Publisher	9781788050098	Teacher	456	Activity C, line 1	dialogue?	dialogue.
Publisher	9781788050098	Teacher	456	Activity D, iii, line 1	refamiliarise	refamiliarize

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	456	Activity E, iii, line 1	for	of
Publisher	9781788050098	Teacher	456	Activity E, iii, line 3	made?	made.
Publisher	9781788050098	Teacher	456	Activity F, line 3	project?	project.
Publisher	9781788050098	Teacher	479	Objectives, 2nd bullet	percents	percentages
Publisher	9781788050098	Teacher	479	Objectives, 3rd bullet	and forces	and the forces
Publisher	9781788050098	Teacher	479	Problem/Task, line 5	cycle affects or is similar to another cycle	cycle affects, or is similar to, another cycle
Publisher	9781788050098	Teacher	481	Objectives, 2nd bullet	percents	percentages
Publisher	9781788050098	Teacher	481	Objectives, 3rd bullet	and forces	and the forces
Publisher	9781788050098	Teacher	481	Problem/Task, line 3	of	with
Publisher	9781788050098	Teacher	481	Grading Criteria, line 3	criteria.	criterion
Publisher	9781788050098	Teacher	489	Scaffolding information, line 1	and techniques	and the techniques
Publisher	9781788050098	Teacher	490	A. line 2	exists?	exists.
Publisher	9781788050098	Teacher	490	B. line 2	educate they might bullet point the text or if the genre is a poem it may be structured	educate, authors might bullet point the text or, if the genre is a poem, it may be structured
Publisher	9781788050098	Teacher	490	F. last line	were	as
Publisher	9781788050098	Teacher	491	Line 7	nonfiction	non-fiction
Publisher	9781788050098	Teacher	494	Bullet 2, line 1	don't	do not
Publisher	9781788050098	Teacher	495	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	495	Ideas for Extension, line 2	developed, that competed	developed by IBM, that competed
Publisher	9781788050098	Teacher	521	Activity A, line 6	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050098	Teacher	522	Activity D, line 1	defintions	definitions
Publisher	9781788050098	Teacher	522	Activity D, line 7	If they can't find any ask them	If they cannot find any, ask them
Publisher	9781788050098	Teacher	523	Activity G, line 3	fallaies.	fallacies.
Publisher	9781788050098	Teacher	532	Teacher instruction, no.2, line 1	help you achieve	help you to achieve
Publisher	9781788050098	Teacher	532	Teacher instruction, no.3, line 1	help you achieve	help you to achieve

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English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (9781788051064)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	532	Teacher instruction, no.7, line 3	simile.	simile?
Publisher	9781788050098	Teacher	534	Activity A, line 2	students,	students;
Publisher	9781788050098	Teacher	534	Activity A, line 2	writing?	writing.
Publisher	9781788050098	Teacher	534	Activity B, line 4	like?	like.
Publisher	9781788050098	Teacher	534	Activity B, line 6	students learn	students to learn
Publisher	9781788050098	Teacher	534	Activity C, line 3	anything?	anything.
Publisher	9781788050098	Teacher	535	Activity D, line 2	If they can't find any ask them	If they cannot find any, ask them
Publisher	9781788050098	Teacher	535	Activity D, line 5	to learn, if not then it does not contribute to the purpose but instead	to learn. If not, then it does not contribute to the purpose, but instead
Publisher	9781788050098	Teacher	535	Activity E, line 1	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 2	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 3	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 5	in	from
Publisher	9781788050098	Teacher	535	Activity E, line 5	view or limited	view or a limited
Publisher	9781788050098	Teacher	541	Problem/Task, line 1	Image	Imagine that
Publisher	9781788050098	Teacher	541	Problem/Task, line 2	moon	Moon
Publisher	9781788050098	Teacher	541	Problem/Task, line 3	moon	Moon
Publisher	9781788050098	Teacher	541	Problem/Task, line 3	earth	Earth
Publisher	9781788050098	Teacher	541	Explanation of calculations, box 3	be	been
Publisher	9781788050098	Teacher	542	Whole page	earth sun moon	Earth, Sun & Moon each time they appear
Publisher	9781788050098	Teacher	542	Problem/Task, line 2	sun	Sun
Publisher	9781788050098	Teacher	542	Problem/Task, line 3	earth	Earth
Publisher	9781788050098	Teacher	542	Problem/Task, line 3	moon	Moon
Publisher	9781788050098	Teacher	542	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050098	Teacher	545	Classroom Art projects: line 3	point of view, any metaphors are used	point of view, and any metaphors or personification that are used

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (9781788051064)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	545	Other TPS Reading materials: line 3	of view, any metaphors	of view, and any metaphors
Publisher	9781788050098	Teacher	547	B. line 1	in	into
Publisher	9781788050098	Teacher	547	C. line 4	all declarative simple sentences it could be	all declarative, simple sentences, it could be
Publisher	9781788050098	Teacher	547	D. line 2	aren't any	are no
Publisher	9781788050098	Teacher	547	D. bullet 3, line 2	can't	cannot
Publisher	9781788050098	Teacher	548	Line 2	In this lesson students	Students
Publisher	9781788050098	Teacher	548	Common Misconceptions, line 2	often	usually
Publisher	9781788050098	Teacher	550	Teacher instruction, line 4	moon	Moon
Publisher	9781788050098	Teacher	550	Teacher lesson Notes, line 5	provided in the research	the
Publisher	9781788050098	Teacher	551	Procedure, line 2	moon	Moon
Publisher	9781788050098	Teacher	551	Produce, 7th line from bottom	you	they
Publisher	9781788050098	Teacher	552	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	553	Summary Discussion, line 1	hook	attract
Publisher	9781788050098	Teacher	589	Activity A, line 2	discussions and experiment and results in to a	discussions,experiment and results into a
Publisher	9781788050098	Teacher	589	Activity A, line 4	They will first plan a first draft for their work.	They will start by planning a first draft for their work.
Publisher	9781788050098	Teacher	589	Activity A, line 5	imrpoved	improved
Publisher	9781788050098	Teacher	589	Activity A, line 9	In the Let's Do It section have students keep their graph and again make lots of notes of	In the Let's Do It section, have students keep their graph and, again, make lots of notes about
Publisher	9781788050098	Teacher	589	Activity A, 2nd line from bottom	purpose is and who	purpose is, who
Publisher	9781788050098	Teacher	589	Activity B, ii, line 4	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050098	Teacher	589	Activity B, ii, line 7	you	students
Publisher	9781788050098	Teacher	589	Activity B, ii, last line	sumamrize	summarize
Publisher	9781788050098	Teacher	590	Line 1	work?	work.
Publisher	9781788050098	Teacher	590	Line 2	and	to
Publisher	9781788050098	Teacher	590	Activity C, line 3	to consider:	They should consider:

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	603	Activity A, line 1	students they are	students that they are
Publisher	9781788050098	Teacher	603	Activity A, line 2	discussions and experiment and results in to a	discussions, experiment and results into a
Publisher	9781788050098	Teacher	603	Activity A, line 4	They will first plan a first draft for their work.	They will begin by planning a first draft for their work.
Publisher	9781788050098	Teacher	603	Activity A, line 5	imrpoved	improved
Publisher	9781788050098	Teacher	603	Activity A, line 7	notes of what they're doing	notes about what they are doing
Publisher	9781788050098	Teacher	603	Activity A, line 9	and again make	and, again, make
Publisher	9781788050098	Teacher	603	Activity A, penultimate line	purpose is and who the	purpose is, who the
Publisher	9781788050098	Teacher	603	Activity B, ii, line 4	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050098	Teacher	603	Activity B, ii, line 7	you	students
Publisher	9781788050098	Teacher	603	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050098	Teacher	603	Activity B, ii, line 11	work?	work.
Publisher	9781788050098	Teacher	603	Activity B, ii, line 12	and	to
Publisher	9781788050098	Teacher	603	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, students should think about whether they have
Publisher	9781788050098	Teacher	618	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	619	Extension Activity: line 1	Have students in their groups perform	Have students, in their groups, perform
Publisher	9781788050098	Teacher	619	Other TPS Reading materials: line 4	why?	why.
Publisher	9781788050098	Teacher	619	ABC Activity book: line 2	It's	It is
Publisher	9781788050098	Teacher	619	ABC Activity book: line 2	games	Games
Publisher	9781788050098	Teacher	619	ABC Activity book: last line	and ask them to detail	and then, to detail
Publisher	9781788050098	Teacher	620	Scaffolding Information, line 3	previously for example they wrote	previously, for example, they wrote
Publisher	9781788050098	Teacher	621	A. line 2	from someones perspective such as	from someone's perspective, such as
Publisher	9781788050098	Teacher	621	B. line 1	the reader such as in	the reader, such as
Publisher	9781788050098	Teacher	621	C. line 3	argumentative	argumentative text
Publisher	9781788050098	Teacher	621	D. line 1	is when you communicate with someone	is communicating with someone

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	621	D. line 5	english	English
Publisher	9781788050098	Teacher	622	4th line from the bottom	a focus, teacher	a focus, the teacher
Publisher	9781788050098	Teacher	623	Teacher Lesson Notes, line 2	moon	M
Publisher	9781788050098	Teacher	624	Procedure bullet 4	then have each group debate.	then each have a group debate.
Publisher	9781788050098	Teacher	624	Penultimate line	exploration essay either expressing	exploration essay, expressing
Publisher	9781788050098	Teacher	625	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	655	Activity A, line 4	has?	has.
Publisher	9781788050098	Teacher	655	Activity A, line 7	narrative?	narrative.
Publisher	9781788050098	Teacher	655	Activity A, line 6 from bottom	topic and in this chapter they are	topic and, in this chapter, they are
Publisher	9781788050098	Teacher	655	Activity A, line 9	from	of
Publisher	9781788050098	Teacher	655	Activity A, last line	Amelia Rose story, what happens next?	Amelia Rose story. What happens next?
Publisher	9781788050098	Teacher	655	Activity B, line 2	informatinal	informational
Publisher	9781788050098	Teacher	656	Activity C, line 2	text?	text.
Publisher	9781788050098	Teacher	656	Activity C, line 6	not?	not.
Publisher	9781788050098	Teacher	656	Activity C, penultimate line	introduction with a thesis statement and	introduction, with a thesis statement, and
Publisher	9781788050098	Teacher	656	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050098	Teacher	656	Activity D, 2nd bullet, line 1	registers	registering
Publisher	9781788050098	Teacher	656	Activity D, 3rd bullet, line 1	requests	requesting
Publisher	9781788050098	Teacher	656	Activity D, penultimate line	english	E
Publisher	9781788050098	Teacher	665	Activity B, line 3	has?	has.
Publisher	9781788050098	Teacher	666	Activity C, line 1	chapter plus their own research to write	chapter, plus their own research, to write
Publisher	9781788050098	Teacher	666	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050098	Teacher	666	Activity D, 2nd bullet, line 1	registers	registering
Publisher	9781788050098	Teacher	666	Activity D, 3rd bullet, line 1	requests	requesting

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	666	Activity D, last 2 lines	proper english, full sentences, no slang.	proper English, full sentences, and no slang.
Publisher	9781788050098	Teacher	679	Objectives, 2nd bullet	multiple	multiples
Publisher	9781788050098	Teacher	682	Objectives, 2nd bullet	multiple	multiples
Publisher	9781788050098	Teacher	682	Optional, line 5	multiple	multiples
Publisher	9781788050098	Teacher	685	Teacher instruction, no.2, line 1	earthquakes with more than two paragraphs that	earthquakes, with more than two paragraphs, that
Publisher	9781788050098	Teacher	688	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050098	Teacher	689	Objective, 3rd line	kew	key
Publisher	9781788050098	Teacher	690	F. line 2	understand	understanding
Publisher	9781788050098	Teacher	690	H. line 4	can't	cannot
Publisher	9781788050098	Teacher	690	I. line 1/2	Ethically means to treat something	Acting ethically means treating something
Publisher	9781788050098	Teacher	691	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050098	Teacher	695	1st bullet, line 4	that as they learn about the topic they	that, as they learn about the topic, they
Publisher	9781788050098	Teacher	695	5th bullet, 1st asterisk	Belong	Belonging
Publisher	9781788050098	Teacher	695	5th bullet, 2nd asterisk	Have	Having
Publisher	9781788050098	Teacher	695	5th bullet, 3rd asterisk	Have	Having
Publisher	9781788050098	Teacher	695	5th bullet, penultimate line	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050098	Teacher	697	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	728	Activity A, line 5	and when they are asked to do one they should	and, when they are asked to do one, they should
Publisher	9781788050098	Teacher	728	Activity A, last line	help guide	help to guide
Publisher	9781788050098	Teacher	728	Activity B, line 1	for how to best research	for how best to research
Publisher	9781788050098	Teacher	729	Activity C, line 6	don't	not do
Publisher	9781788050098	Teacher	729	Activity D, line 3	Student	Students
Publisher	9781788050098	Teacher	729	Activity E, line 1	source?	source.
Publisher	9781788050098	Teacher	729	Activity E, line 3	Rose?	Rose.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	729	Activity F, line 2	information?	information.
Publisher	9781788050098	Teacher	730	Line 3	cards including the 5 plagiarism ones for one	cards, including the 5 plagiarism ones, for one
Publisher	9781788050098	Teacher	730	Line 4	don't	do not
Publisher	9781788050098	Teacher	730	Line 5	paraphrase	Paraphrase
Publisher	9781788050098	Teacher	730	Line 5	show	to show
Publisher	9781788050098	Teacher	730	Line 6	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	730	Line 9	should check their partners work	should review their partner's work
Publisher	9781788050098	Teacher	730	Activity H, ii, line 4	can't	cannot
Publisher	9781788050098	Teacher	730	Activity H, ii, line 6	be difficult as the Amelia Rose is not trying	be difficult, as the Amelia Rose chapter is not trying
Publisher	9781788050098	Teacher	730	Activity A, line 3	helping create	helping to create
Publisher	9781788050098	Teacher	740	Activity A, line 7	help guide	help to guide
Publisher	9781788050098	Teacher	741	Activity D, line 3	Student	Students
Publisher	9781788050098	Teacher	741	Activity E, line 3	STEM?	STEM.
Publisher	9781788050098	Teacher	741	Activity G, line 7	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	741	Activity G, line 8	don't	not to
Publisher	9781788050098	Teacher	741	Activity G, line 9	paraphrase	Paraphrase
Publisher	9781788050098	Teacher	741	Activity G, line 10	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	741	Activity G, penultimate line	should check their partners work	should review their partner's work
Publisher	9781788050098	Teacher	742	Activity H, line 3	can't	cannot
Publisher	9781788050098	Teacher	742	Activity I, line 3	helping create	helping to create
Publisher	9781788050098	Teacher	750	Module Ojective, line 1	impacts of and the relationship among	impacts of, and the relationship among,
Publisher	9781788050098	Teacher	750	Problem/Task, line 1	congressmen.	Congressmen and women.
Publisher	9781788050098	Teacher	750	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	753	Classroom Art projects: line 1	sketch out and label a new	sketch out, and label, a new

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TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (9781788051064)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	753	Other TPS Reading materials: line 3	subject matter and they can	subject matter; they can also

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051927) and Online only Class Set (9781788051934)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	1	Scaffolding information, line 2	move	moved
Publisher	9781788050098	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you or to each other, or to a recording or video,
Publisher	9781788050098	Teacher	2	A. line 3	confirm information	confirm the information
Publisher	9781788050098	Teacher	2	B whole section	Student's must follow spoken instructions and give spoken instructions and the instructions should be for multiple steps that are carrying out an action such as how to	Students must both follow, and give, spoken instructions and the instructions should be for multiple steps that are carrying out an action, such as how to make a sandwich.
Publisher	9781788050098	Teacher	2	C. line 2	not too fast or slow or loud or soft, using natural	not too quickly or slowly, nor too loudly or softly, using natural
Publisher	9781788050098	Teacher	2	D. line 1	part in and lead a discussion	part in, and lead, a discussion
Publisher	9781788050098	Teacher	3	Line 3	participation	participatiing
Publisher	9781788050098	Teacher	3	Common Misconceptions, 2nd bullet, line 1	you're	you are
Publisher	9781788050098	Teacher	3	Common Misconceptions, 4th bullet, line 1	ideas,	ideas;
Publisher	9781788050098	Teacher	4	Teacher Lesson Notes, line 1	their ideas for an invention	their ideas, with the group, for an invention
Publisher	9781788050098	Teacher	5	Procedure, no.6, line 1	Tell students that today they will	Tell students, that today, they will
Publisher	9781788050098	Teacher	6	No.14, line 8	Remind students when communicating their idea they	Remind students that, when communicating their idea, they
Publisher	9781788050098	Teacher	8	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	9	Summary Discussion, line 1	think about and share with a partner what makes	think about, and share with a partner, what makes
Publisher	9781788050098	Teacher	28	Activity A, line 1	"listen actively"?	"listen actively".
Publisher	9781788050098	Teacher	28	Activity A, line 10	first agreeing for example 1 finger	first agreeing, for example, 1 finger
Publisher	9781788050098	Teacher	29	Activity C, line 2	properties	materials,
Publisher	9781788050098	Teacher	29	Activity C, line 5	why?	why.
Publisher	9781788050098	Teacher	29	Activity C, line 7	so everyone can	so that everyone can
Publisher	9781788050098	Teacher	29	Activity C, line 9	words correctly so they can be	words correctly, so that they can be
Publisher	9781788050098	Teacher	29	Activity C, line 10	shouldn't	should not
Publisher	9781788050098	Teacher	29	Activity D, line 1	In your groups lead a discussion about	In their groups, students then lead a discussion about
Publisher	9781788050098	Teacher	31	Materials: line 2	nonmetals	non-metals

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English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with Online Class Set (9781788051927) and Online only Class Set (9781788051934)</i>						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	38	Teacher instruction, line 10	their crossword have students writes out instructions	their crossword, have students write out instructions
Publisher	9781788050098	Teacher	38	Teacher Lesson Notes, bullet 1, line 1	This	this
Publisher	9781788050098	Teacher	39	Line 8	presentations and which they	presentations, which they
Publisher	9781788050098	Teacher	41	Activity A, line 3	message which is what the topic of the chapter is and what they will be doing.	message, which is the topic of the chapter and what they will be doing.
Publisher	9781788050098	Teacher	41	Activity A, line 5	and	to
Publisher	9781788050098	Teacher	41	Activity A, line 6	need	needs
Publisher	9781788050098	Teacher	41	Activity B, line 1	We would propose that when looking at each instruction page you ask students to listen	It is recommended that, when looking at each instruction page, you ask students to listen
Publisher	9781788050098	Teacher	42	Activity C, line 2	have learned as well as an opinion	have learned, as well as giving an opinion
Publisher	9781788050098	Teacher	42	Activity C, line 3	why?	why.
Publisher	9781788050098	Teacher	42	Activity C, no.2	with audience	with the audience
Publisher	9781788050098	Teacher	42	Activity C, no.6	is	are
Publisher	9781788050098	Teacher	42	Activity D, title	no spaces	word spacing corrected
Publisher	9781788050098	Teacher	42	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050098	Teacher	42	Activity D, no.1, line 1	Create a rap song	A rap song
Publisher	9781788050098	Teacher	42	Activity D, last line	Each group present	Each group should present
Publisher	9781788050098	Teacher	50	Grading Criteria, line 2	criteria	criterion
Publisher	9781788050098	Teacher	51	Extension Activity, line 1	ask for and answer questions	ask for, and answer, questions
Publisher	9781788050098	Teacher	52	Objective, line 4	scientic	scientific
Publisher	9781788050098	Teacher	52	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050098	Teacher	53	A. line 1	digital resources such as dictionaries and	digital resources, such as dictionaries,
Publisher	9781788050098	Teacher	53	A. line 2	thesaurus'	thesauruses
Publisher	9781788050098	Teacher	53	B. line 3	Use the definition	Students will use the definition
Publisher	9781788050098	Teacher	53	B. line 4	An analogy is to compare	An analogy is used to compare
Publisher	9781788050098	Teacher	53	B. line 5	testing the student	testing that the student

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	53	C. line 3	sentence and the	sentence; the
Publisher	9781788050098	Teacher	53	C. line 6	you	students
Publisher	9781788050098	Teacher	53	C. line 6	you	they
Publisher	9781788050098	Teacher	54	English Language Arts and Reading Focus, B, line 1	clarify meaning	clarify the meaning
Publisher	9781788050098	Teacher	54	English Language Arts and Reading Focus, C, line 1	Eng	English
Publisher	9781788050098	Teacher	55	Teacher Lesson Notes, line 6	For Part II it is critical that before the lesson you find	For Part II, it is critical that, before the lesson, you find
Publisher	9781788050098	Teacher	56	Procedure, bullet 4, line 3	you decode	you to decode
Publisher	9781788050098	Teacher	56	Procedure, bullet 5, line 4	Debrief the activity as a class using a random calling system.	Debrief the activity, as a class, using a random calling system.
Publisher	9781788050098	Teacher	57	Ideas for support, bullet 4, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	57	Ideas for support, bullet 8, line 2	refer them	refer to them
Publisher	9781788050098	Teacher	58	Ideas for ELL, line 2	production a support	production to support
Publisher	9781788050098	Teacher	79	Activity A, line 1	you	they
Publisher	9781788050098	Teacher	79	Activity A, line 4/5	Ask students where these sorts of information can be found? You want them to say in dictionaries and online.	Ask students where this sort of information can be found. You will expect them to say in dictionaries and online.
Publisher	9781788050098	Teacher	79	Activity B, line 1	mean?	mean.
Publisher	9781788050098	Teacher	79	Activity B, line 2	activity and put them	activity, put them
Publisher	9781788050098	Teacher	79	Activity B, line 3	using	use
Publisher	9781788050098	Teacher	80	Line 12	the root and what it means and how it is used and	the root, what it means and how it is used, and
Publisher	9781788050098	Teacher	82	Materials: last line	periodic table	Periodic Table
Publisher	9781788050098	Teacher	87	Teacher instruction, line 7	Now ask students to use the words in context and give an example and draw a picture if	Now, ask students to use the words in context and give an example, then draw a picture, if
Publisher	9781788050098	Teacher	87	Teacher instruction, line 8	analogy	analogy
Publisher	9781788050098	Teacher	87	Teacher instruction, line 9	analogy	analogy
Publisher	9781788050098	Teacher	89	Activity B, line 1	mean?	mean.
Publisher	9781788050098	Teacher	89	Activity B, line 6	and then again in another	and then, again, in another

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	90	Line 10	the root and what it means and how it is used and	the root, what it means and how it is used, and
Publisher	9781788050098	Teacher	99	Problem/Task, line 4	temperature	temperatures
Publisher	9781788050098	Teacher	99	Problem/Task, no.1, line 7	temperature	temperatures
Publisher	9781788050098	Teacher	99	Problem/Task, no.4, line 3	sun	Sun
Publisher	9781788050098	Teacher	100	Paragraph	large gap	poor spacing - - move up to next page
Publisher	9781788050098	Teacher	100	Module Objective, line 1	impacts of and the relationship among	impacts of, and the relationship among,
Publisher	9781788050098	Teacher	101	Problem/Task, no.4, line 2	sun	Sun
Publisher	9781788050098	Teacher	101	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	102	Classroom Art projects: line 2	an	and
Publisher	9781788050098	Teacher	102	ELL: line 3	Vocabulry	Vocabulary
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 3	masy	many
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write out the word, count how many syllables it has, research the
Publisher	9781788050098	Teacher	102	Other TPS Reading materials: line 5	and if any	and determine if any
Publisher	9781788050098	Teacher	103	How Not To Die Hunting in Alaska, line 2	no	number
Publisher	9781788050098	Teacher	105	Common Misconceptions, 1st bullet, line 2	don't	do not
Publisher	9781788050098	Teacher	105	Common Misconceptions, 4th bullet, line 1	you're	are
Publisher	9781788050098	Teacher	107	Procedure, bullet 5, line 3	aware of and interested in their	aware of, and interested in, their
Publisher	9781788050098	Teacher	108	Daily reading, line 8	expressions, basic	expressions, and basic
Publisher	9781788050098	Teacher	109	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	110	4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050098	Teacher	137	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050098	Teacher	137	Teacher instruction, line 4	means to understand something.	means understanding something.
Publisher	9781788050098	Teacher	137	Teacher instruction, line 7	and depending on the purpose the fluency is adjusted.	and, depending on the purpose the fluency, is adjusted.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	137	Teacher instruction, line 8	news?	news.
Publisher	9781788050098	Teacher	137	Teacher instruction, line 10	vocabulary learned. This will help develop students writing skills.	vocabulary acquired. This will help to develop students' writing skills.
Publisher	9781788050098	Teacher	139	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050098	Teacher	139	Teacher instruction, line 6/7	This will help develop students writing skills.	This will help to develop students' writing skills.
Publisher	9781788050098	Teacher	145	Classroom Art projects: line 3	poetry reading in front of the	poetry reading for performing in front of the
Publisher	9781788050098	Teacher	145	Extension Activity: line 2	cover it up and have them	cover it up then have them
Publisher	9781788050098	Teacher	145	Extension Activity: line 3	Then	Next,
Publisher	9781788050098	Teacher	145	Other TPS Reading materials: line 2	students make	students to make
Publisher	9781788050098	Teacher	145	Other TPS Reading materials: line 3	to memory so that in future they are	to memory, so that, in future, they are
Publisher	9781788050098	Teacher	146	Objective, line 6	connection	connections
Publisher	9781788050098	Teacher	147	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050098	Teacher	148	Teacher Lesson Notes, 5th bullet	lives	Lives
Publisher	9781788050098	Teacher	148	Teacher Lesson Notes, 1st line under bullets	science themed	science-themed
Publisher	9781788050098	Teacher	148	4th line from the bottom	Science themed	science-themed
Publisher	9781788050098	Teacher	149	Line 9	accountability, effort, and promote growth.	accountability, and effort, and to promote growth.
Publisher	9781788050098	Teacher	149	Materials; 1st bullet	Science themed	Science-themed
Publisher	9781788050098	Teacher	151	Daily reading, line 7	expressions, basic or	expressions, and basic or
Publisher	9781788050098	Teacher	151	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	152	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050098	Teacher	152	Ideas for at home, line 1	As students finish books they can design a book jacket cover of the book	As students finish books, they can design a jacket cover for the book
Publisher	9781788050098	Teacher	152	Ideas for at home, line 2	telling	describing
Publisher	9781788050098	Teacher	153	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050098	Teacher	167	Teacher instruction, line 5	might be the genre	might be that the genre
Publisher	9781788050098	Teacher	167	Teacher instruction, line 5	Icould	It could

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Publisher	9781788050098	Teacher	175	Teacher instruction, line 2	World War 2 and what its connection is to the science	World War 2, its connection to the science
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	how have computers changed today in comparison?	how computers have changed today in comparison.
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	This will help develop students	This will help to develop students'
Publisher	9781788050098	Teacher	175	Teacher instruction, line 3	develop students writing skills.	to develop students' writing skills.
Publisher	9781788050098	Teacher	177	Teacher instruction, line 8	will help develop students writing	will help to develop students' writing
Publisher	9781788050098	Teacher	191	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	192	line 3	Tell them it needs	Tell them that it needs
Publisher	9781788050098	Teacher	192	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050098	Teacher	193	Scaffolding information, line 3	Grade 5 students created reading records and read books from start to finish but	Grade 5, students created reading records and read books from start to finish, but
Publisher	9781788050098	Teacher	193	Scaffolding information, line 4	and make and check predictions	and made and checked predictions
Publisher	9781788050098	Teacher	194	A. line 1	yourself	themselves
Publisher	9781788050098	Teacher	194	A. line 2	assigned to you for reading and the differences.	assigned to them for reading, and the differences between these two.
Publisher	9781788050098	Teacher	194	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050098	Teacher	194	C. line 5	contents, anything	contents or anything
Publisher	9781788050098	Teacher	194	C. line 7	fits in to and why they think that and	fits into and why they think that, and
Publisher	9781788050098	Teacher	194	E. line 4	other texts so think about other texts of a similar nature and perhaps genre, this can	other texts, so they should think about other texts of a similar nature and perhaps genre; this can
Publisher	9781788050098	Teacher	195	I. line 1/2/3	their work so if they make an incorrect prediction or statement or answer a question incorrectly or if they do not understand something in the text they	their work, so if they make an incorrect prediction or statement, or answer a question incorrectly, or if they do not understand something in the text, they
Publisher	9781788050098	Teacher	195	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050098	Teacher	196	Line 4	english	English
Publisher	9781788050098	Teacher	196	Line 7	them understand	them to understand
Publisher	9781788050098	Teacher	197	Common Misconceptions, bullet 3	you're	you are
Publisher	9781788050098	Teacher	199	Precedure, line 3	source	sources
Publisher	9781788050098	Teacher	200	Line 1	don't	do not
Publisher	9781788050098	Teacher	201	3rd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.

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Publisher	9781788050098	Teacher	229	Activity A, line 2	text?	text.
Publisher	9781788050098	Teacher	229	Activity A, line 3	purpose was to have students be informed, an	purpose was for students to be informed; an
Publisher	9781788050098	Teacher	229	Activity A, line 7	want answered	want to be answered
Publisher	9781788050098	Teacher	229	Activity A, line 10	Explain that as they move through the chapter they should try and answer	Explain that, as they move through the chapter, they should try to answer
Publisher	9781788050098	Teacher	230	Activity C, line 5	What genre characteristics and structures does this author use and is it effective?	Which genre characteristics and structures does this author use and are they effective?
Publisher	9781788050098	Teacher	230	Activity D, line 1	learn?	learn.
Publisher	9781788050098	Teacher	230	Activity D, line 5	is?	is.
Publisher	9781788050098	Teacher	230	Activity D, line 6	Outer Space, what kinds	Outer Space; what kinds
Publisher	9781788050098	Teacher	230	Activity D, line 8	to	them
Publisher	9781788050098	Teacher	230	Activity E, line 2	lives?	lives.
Publisher	9781788050098	Teacher	230	Activity E, line 7	concerned by or affected by this	concerned about, or affected by, this
Publisher	9781788050098	Teacher	240	Teacher instruction, line 3	and then using their partners script	and then, using their partner's script,
Publisher	9781788050098	Teacher	240	Teacher instruction, no.5, line 3	society.	society?
Publisher	9781788050098	Teacher	240	Teacher instruction, no.9, line 1	annotate it and check	annotate it, then check
Publisher	9781788050098	Teacher	242	Activity A, line 2	text?	text.
Publisher	9781788050098	Teacher	242	Activity A, line 12	found?	found.
Publisher	9781788050098	Teacher	242	Activity B, line 4	they want	they want to be
Publisher	9781788050098	Teacher	243	Activity C, line 3	occur?	occur.
Publisher	9781788050098	Teacher	243	Activity E, line 1	in real-life or if	in rea life, or if
Publisher	9781788050098	Teacher	243	Activity E, line 1	content?	content.
Publisher	9781788050098	Teacher	243	Activity E, line 3	are used in and have helped society?	are used in, and have helped, society.
Publisher	9781788050098	Teacher	243	Activity E, line 4	application?	application.
Publisher	9781788050098	Teacher	243	Activity F, line 2	then find evidence	find
Publisher	9781788050098	Teacher	253	Grading Criteria, line 1	criteria.	criterion.

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Publisher	9781788050098	Teacher	255	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050098	Teacher	258	Extension Activity: line 1	times of famous physicist Galileo.	times of the famous physicist, Galileo.
Publisher	9781788050098	Teacher	259	Objective, line 5	nonrenewable	non-renewable
Publisher	9781788050098	Teacher	260	B. line 4	comedy, drama, romance.	comedy, drama, or adventure.
Publisher	9781788050098	Teacher	260	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050098	Teacher	260	H. line 3	don't	do not
Publisher	9781788050098	Teacher	261	Line 4	reflect on and adjust their responses	reflect on, and adjust, their responses
Publisher	9781788050098	Teacher	263	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050098	Teacher	265	Bullet 1, line 1	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	266	Simple stories, bullet 4, line 1	vocabular	vocabulary
Publisher	9781788050098	Teacher	266	Summary Discussion, line 1	Propose the idea that often a good solution has unintended consequences. Ask	Propose the idea that, often, a good solution has unintended consequences. Ask:
Publisher	9781788050098	Teacher	296	Activity A, line 4	describe	compare ?
Publisher	9781788050098	Teacher	296	Activity A, line 6	at home and at school	at home, at school
Publisher	9781788050098	Teacher	296	Activity B, line 9	questions do they have?	What questions do they have?
Publisher	9781788050098	Teacher	297	Activity C, line 6	unappealing, deforestation to make	unappealing, and deforestation is to make
Publisher	9781788050098	Teacher	297	Activity C, line 8	it's	it is
Publisher	9781788050098	Teacher	298	Activity G, line 2	informatin	information
Publisher	9781788050098	Teacher	298	Activity G, line 3	suggested at or hinted at and	suggested, or hinted at, and
Publisher	9781788050098	Teacher	298	Activity G, line 6	venn	Venn
Publisher	9781788050098	Teacher	298	Activity G, line 6	venn	Venn
Publisher	9781788050098	Teacher	298	Activity H, line 1	They will scored	They will be scored
Publisher	9781788050098	Teacher	298	Activity I, line 2	groups?	groups.
Publisher	9781788050098	Teacher	306	Teacher instruction, no.9, line 1	reading them and adjusting	reading them, adjusting
Publisher	9781788050098	Teacher	308	Activity A, line 3	energy?	energy.

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Publisher	9781788050098	Teacher	308	Activity A, line 3	use?	use.
Publisher	9781788050098	Teacher	308	Activity A, line 4	What tecnological	Which technological
Publisher	9781788050098	Teacher	309	Activity E, line 3	Then ask them to annotate it with arrows and lines pointing labelling	Then, ask them to annotate it with arrows and lines pointing, labeling
Publisher	9781788050098	Teacher	309	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050098	Teacher	309	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050098	Teacher	309	Activity G, line 2	Ask students in their groups to identify	Ask students, in their groups, to identify
Publisher	9781788050098	Teacher	309	Activity H, line 1	They will be scored	be
Publisher	9781788050098	Teacher	320	Grading Criteria, line 2	criteria	criterion
Publisher	9781788050098	Teacher	322	Objective, line 2	nonfiction	non-fiction
Publisher	9781788050098	Teacher	322	Objective, line 3	to end WWII	to end World War Two (WWII)
Publisher	9781788050098	Teacher	322	Scaffolding information, line 4	shakespeare	Shakespeare
Publisher	9781788050098	Teacher	322	Scaffolding information, line 5	Student's also looked at	Students also studied
Publisher	9781788050098	Teacher	322	Scaffolding information, line 7	nonfiction	non-fiction
Publisher	9781788050098	Teacher	323	A. line 5	and in each text they must	and, in each, text they must
Publisher	9781788050098	Teacher	323	B. line 3	body so for example if a	body so, for example, if a
Publisher	9781788050098	Teacher	323	B. line 7	responses external and internal can	responses', both external and internal, can
Publisher	9781788050098	Teacher	323	C. line 6	Then there are nonlinear elements	Then, there are non-linear elements,
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 1	nonfiction x 2	non-fiction x 2
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 4	don't	do not
Publisher	9781788050098	Teacher	324	Common Misconceptions, line 9	aims as a focus, teacher	aims as a focus, the teacher
Publisher	9781788050098	Teacher	326	Procedure, bullet 5, penultimate line	don't	do not
Publisher	9781788050098	Teacher	327	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050098	Teacher	328	2nd bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	329	Summary Discussion, line 1	think about and discuss with a partner who played	think about, and discuss with a partner, who played
Publisher	9781788050098	Teacher	355	Activity A, line 2	theme?	theme.
Publisher	9781788050098	Teacher	355	Activity A, line 6	Ask students can fiction and or non fiction books have multiple themes? Yes.	Ask students whether fiction and/or non-fiction books have multiple themes. Yes.
Publisher	9781788050098	Teacher	355	Activity A, line 15	chapters?	chapters.
Publisher	9781788050098	Teacher	356	Activity C, line 3	occur?	occur.
Publisher	9781788050098	Teacher	357	Activity D, line 2	plot?	plot.
Publisher	9781788050098	Teacher	357	Activity D, line 4	same plot but in a different historical period	same plot, but in a different historical period.
Publisher	9781788050098	Teacher	357	Activity D, line 5	tectonic plates and	tectonic plates,
Publisher	9781788050098	Teacher	357	Activity D, line 9	believed the Earth	believed that the Earth
Publisher	9781788050098	Teacher	366	Activity A, line 4	Earthquakes	earthquakes
Publisher	9781788050098	Teacher	366	Activity A, line 8	theme?	theme.
Publisher	9781788050098	Teacher	366	Activity A, last line	science themed	science-themed
Publisher	9781788050098	Teacher	367	Activity D, line 2	Ask them what time in history is it set? Is it set when there was a huge famouse Earthquake	Ask them in what time in history is it set. Is it set when there was a huge, famous earthquake
Publisher	9781788050098	Teacher	387	No.6	6	4
Publisher	9781788050098	Teacher	387	No.7	7	5
Publisher	9781788050098	Teacher	387	No.8	8	6
Publisher	9781788050098	Teacher	387	No.9	9	7
Publisher	9781788050098	Teacher	389	Objectives, bullet 4, line 1	earth's	Earth's
Publisher	9781788050098	Teacher	390	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050098	Teacher	397	Teacher Instruction line 3	flashback.	flashbacks.
Publisher	9781788050098	Teacher	397	Teacher instruction, no.3, line 1	is	are
Publisher	9781788050098	Teacher	400	Classroom Art projects: line 1	Earthquake	earthquake
Publisher	9781788050098	Teacher	400	ABC Activity book: line 4	students if they were going to write a story based on their family who would	students, if they were going to write a story based on their family, who would
Publisher	9781788050098	Teacher	400	ABC Activity book: line 5	the characters be and where would it	the characters be and where would it be set.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	401	Objective, line 4	a	and
Publisher	9781788050098	Teacher	401	Scaffolding information, line 1	develop	developed
Publisher	9781788050098	Teacher	401	Scaffolding information, line 2	increasing	increasingly
Publisher	9781788050098	Teacher	402	A. line 1	different	various
Publisher	9781788050098	Teacher	402	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050098	Teacher	402	A. line 3	story	stories
Publisher	9781788050098	Teacher	402	A. line 3	story	stories
Publisher	9781788050098	Teacher	402	A. line 4	a story about a crime	stories often about a crime
Publisher	9781788050098	Teacher	402	A. line 4	book	books
Publisher	9781788050098	Teacher	402	B. line 1	don't	do not
Publisher	9781788050098	Teacher	402	B. line 2	be in different size verses and	be in a range of verse sizes and
Publisher	9781788050098	Teacher	402	B. line 2	different,	different;
Publisher	9781788050098	Teacher	402	B. line 3	every line, some it	every line, and some, it
Publisher	9781788050098	Teacher	402	B. line 6	and pattern	and the pattern
Publisher	9781788050098	Teacher	402	D. line 2	all	usually
Publisher	9781788050098	Teacher	403	Common Misconceptions, bullet 1, line 2	don't	do not
Publisher	9781788050098	Teacher	403	Common Misconceptions, bullet 4	you're	you are
Publisher	9781788050098	Teacher	405	Procedure, 2nd bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050098	Teacher	405	Procedure, 1st paragraph under bullets, line 1	there are many different creation stories	there are numerous creation stories
Publisher	9781788050098	Teacher	405	Procedure, 3rd line from the bottom	write comment.	write a comment.
Publisher	9781788050098	Teacher	405	Procedure, 2nd line from the bottom	don't	do not
Publisher	9781788050098	Teacher	406	1st bullet, 2nd line	a	and
Publisher	9781788050098	Teacher	407	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	407	Ideas for support, last bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	441	Activity A, line 6	life.	life?
Publisher	9781788050098	Teacher	441	Activity A, line 6	fiction?	fiction.
Publisher	9781788050098	Teacher	442	Line 5	Have students think of and research some jokes	Have students think of, and research, some jokes
Publisher	9781788050098	Teacher	442	Activity B, line 5	familiarise	familiarize
Publisher	9781788050098	Teacher	442	Activity B, line 6	Once finished students should swap their poems with another group and then identify	Once finished, students should swap their poems with another group, then identify
Publisher	9781788050098	Teacher	442	Activity B, line 8	couting	counting
Publisher	9781788050098	Teacher	442	Activity C, line 9	characters?	characters.
Publisher	9781788050098	Teacher	443	Line 1	is?	is.
Publisher	9781788050098	Teacher	443	Line 7	readers gain	readers to gain
Publisher	9781788050098	Teacher	443	Line 8	to advise if the	to advise whether the
Publisher	9781788050098	Teacher	443	Line 10	notice there	notice that there
Publisher	9781788050098	Teacher	443	Line 13	each one and what they	each one, what they
Publisher	9781788050098	Teacher	443	Line 15	importance?	importance.
Publisher	9781788050098	Teacher	443	Line 18	why?	why.
Publisher	9781788050098	Teacher	443	Activity E, iii, line 2	students they are	students that they are
Publisher	9781788050098	Teacher	443	Activity E, iii, 3rd line from bottom	their work ask students to swap	their work, ask them to swap
Publisher	9781788050098	Teacher	443	Activity F, line 2	What	Which
Publisher	9781788050098	Teacher	452	Teacher instruction, line 2	rainforest using Digital Frog and summarize	rainforest, using Digital Frog. They should summarize
Publisher	9781788050098	Teacher	452	Teacher instruction, line 5	action?	action.
Publisher	9781788050098	Teacher	452	Teacher instruction, no.2, line 1	conservation and swap it	conservation, swap it
Publisher	9781788050098	Teacher	452	Teacher instruction, no.4, line 2	idea be, would you	idea be, and would you
Publisher	9781788050098	Teacher	456	Activity C, line 1	dialogue?	dialogue.
Publisher	9781788050098	Teacher	456	Activity D, iii, line 1	refamiliarise	refamiliarize

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	456	Activity E, iii, line 1	for	of
Publisher	9781788050098	Teacher	456	Activity E, iii, line 3	made?	made.
Publisher	9781788050098	Teacher	456	Activity F, line 3	project?	project.
Publisher	9781788050098	Teacher	479	Objectives, 2nd bullet	percents	percentages
Publisher	9781788050098	Teacher	479	Objectives, 3rd bullet	and forces	and the forces
Publisher	9781788050098	Teacher	479	Problem/Task, line 5	cycle affects or is similar to another cycle	cycle affects, or is similar to, another cycle
Publisher	9781788050098	Teacher	481	Objectives, 2nd bullet	percents	percentages
Publisher	9781788050098	Teacher	481	Objectives, 3rd bullet	and forces	and the forces
Publisher	9781788050098	Teacher	481	Problem/Task, line 3	of	with
Publisher	9781788050098	Teacher	481	Grading Criteria, line 3	criteria.	criterion
Publisher	9781788050098	Teacher	489	Scaffolding information, line 1	and techniques	and the techniques
Publisher	9781788050098	Teacher	490	A. line 2	exists?	exists.
Publisher	9781788050098	Teacher	490	B. line 2	educate they might bullet point the text or if the genre is a poem it may be structured	educate, authors might bullet point the text or, if the genre is a poem, it may be structured
Publisher	9781788050098	Teacher	490	F. last line	were	as
Publisher	9781788050098	Teacher	491	Line 7	nonfiction	non-fiction
Publisher	9781788050098	Teacher	494	Bullet 2, line 1	don't	do not
Publisher	9781788050098	Teacher	495	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	495	Ideas for Extension, line 2	developed, that competed	developed by IBM, that competed
Publisher	9781788050098	Teacher	521	Activity A, line 6	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050098	Teacher	522	Activity D, line 1	defintions	definitions
Publisher	9781788050098	Teacher	522	Activity D, line 7	If they can't find any ask them	If they cannot find any, ask them
Publisher	9781788050098	Teacher	523	Activity G, line 3	fallaies.	fallacies.
Publisher	9781788050098	Teacher	532	Teacher instruction, no.2, line 1	help you achieve	help you to achieve
Publisher	9781788050098	Teacher	532	Teacher instruction, no.3, line 1	help you achieve	help you to achieve

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Publisher	9781788050098	Teacher	532	Teacher instruction, no.7, line 3	simile.	simile?
Publisher	9781788050098	Teacher	534	Activity A, line 2	students,	students;
Publisher	9781788050098	Teacher	534	Activity A, line 2	writing?	writing.
Publisher	9781788050098	Teacher	534	Activity B, line 4	like?	like.
Publisher	9781788050098	Teacher	534	Activity B, line 6	students learn	students to learn
Publisher	9781788050098	Teacher	534	Activity C, line 3	anything?	anything.
Publisher	9781788050098	Teacher	535	Activity D, line 2	If they can't find any ask them	If they cannot find any, ask them
Publisher	9781788050098	Teacher	535	Activity D, line 5	to learn, if not then it does not contribute to the purpose but instead	to learn. If not, then it does not contribute to the purpose, but instead
Publisher	9781788050098	Teacher	535	Activity E, line 1	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 2	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 3	is?	is.
Publisher	9781788050098	Teacher	535	Activity E, line 5	in	from
Publisher	9781788050098	Teacher	535	Activity E, line 5	view or limited	view or a limited
Publisher	9781788050098	Teacher	541	Problem/Task, line 1	Image	Imagine that
Publisher	9781788050098	Teacher	541	Problem/Task, line 2	moon	Moon
Publisher	9781788050098	Teacher	541	Problem/Task, line 3	moon	Moon
Publisher	9781788050098	Teacher	541	Problem/Task, line 3	earth	Earth
Publisher	9781788050098	Teacher	541	Explanation of calculations, box 3	be	been
Publisher	9781788050098	Teacher	542	Whole page	earth sun moon	Earth, Sun & Moon each time they appear
Publisher	9781788050098	Teacher	542	Problem/Task, line 2	sun	Sun
Publisher	9781788050098	Teacher	542	Problem/Task, line 3	earth	Earth
Publisher	9781788050098	Teacher	542	Problem/Task, line 3	moon	Moon
Publisher	9781788050098	Teacher	542	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050098	Teacher	545	Classroom Art projects: line 3	point of view, any metaphors are used	point of view, and any metaphors or personification that are used

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	545	Other TPS Reading materials: line 3	of view, any metaphors	of view, and any metaphors
Publisher	9781788050098	Teacher	547	B. line 1	in	into
Publisher	9781788050098	Teacher	547	C. line 4	all declarative simple sentences it could be	all declarative, simple sentences, it could be
Publisher	9781788050098	Teacher	547	D. line 2	aren't any	are no
Publisher	9781788050098	Teacher	547	D. bullet 3, line 2	can't	cannot
Publisher	9781788050098	Teacher	548	Line 2	In this lesson students	Students
Publisher	9781788050098	Teacher	548	Common Misconceptions, line 2	often	usually
Publisher	9781788050098	Teacher	550	Teacher instruction, line 4	moon	Moon
Publisher	9781788050098	Teacher	550	Teacher lesson Notes, line 5	provided in the research	the
Publisher	9781788050098	Teacher	551	Procedure, line 2	moon	Moon
Publisher	9781788050098	Teacher	551	Produce, 7th line from bottom	you	they
Publisher	9781788050098	Teacher	552	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	553	Summary Discussion, line 1	hook	attract
Publisher	9781788050098	Teacher	589	Activity A, line 2	discussions and experiment and results in to a	discussions,experiment and results into a
Publisher	9781788050098	Teacher	589	Activity A, line 4	They will first plan a first draft for their work.	They will start by planning a first draft for their work.
Publisher	9781788050098	Teacher	589	Activity A, line 5	imrpoved	improved
Publisher	9781788050098	Teacher	589	Activity A, line 9	In the Let's Do It section have students keep their graph and again make lots of notes of	In the Let's Do It section, have students keep their graph and, again, make lots of notes about
Publisher	9781788050098	Teacher	589	Activity A, 2nd line from bottom	purpose is and who	purpose is, who
Publisher	9781788050098	Teacher	589	Activity B, ii, line 4	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050098	Teacher	589	Activity B, ii, line 7	you	students
Publisher	9781788050098	Teacher	589	Activity B, ii, last line	sumamrize	summarize
Publisher	9781788050098	Teacher	590	Line 1	work?	work.
Publisher	9781788050098	Teacher	590	Line 2	and	to
Publisher	9781788050098	Teacher	590	Activity C, line 3	to consider:	They should consider:

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Publisher	9781788050098	Teacher	603	Activity A, line 1	students they are	students that they are
Publisher	9781788050098	Teacher	603	Activity A, line 2	discussions and experiment and results in to a	discussions, experiment and results into a
Publisher	9781788050098	Teacher	603	Activity A, line 4	They will first plan a first draft for their work.	They will begin by planning a first draft for their work.
Publisher	9781788050098	Teacher	603	Activity A, line 5	imrpoved	improved
Publisher	9781788050098	Teacher	603	Activity A, line 7	notes of what they're doing	notes about what they are doing
Publisher	9781788050098	Teacher	603	Activity A, line 9	and again make	and, again, make
Publisher	9781788050098	Teacher	603	Activity A, penultimate line	purpose is and who the	purpose is, who the
Publisher	9781788050098	Teacher	603	Activity B, ii, line 4	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050098	Teacher	603	Activity B, ii, line 7	you	students
Publisher	9781788050098	Teacher	603	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050098	Teacher	603	Activity B, ii, line 11	work?	work.
Publisher	9781788050098	Teacher	603	Activity B, ii, line 12	and	to
Publisher	9781788050098	Teacher	603	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, students should think about whether they have
Publisher	9781788050098	Teacher	618	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	619	Extension Activity: line 1	Have students in their groups perform	Have students, in their groups, perform
Publisher	9781788050098	Teacher	619	Other TPS Reading materials: line 4	why?	why.
Publisher	9781788050098	Teacher	619	ABC Activity book: line 2	It's	It is
Publisher	9781788050098	Teacher	619	ABC Activity book: line 2	games	Games
Publisher	9781788050098	Teacher	619	ABC Activity book: last line	and ask them to detail	and then, to detail
Publisher	9781788050098	Teacher	620	Scaffolding Information, line 3	previously for example they wrote	previously, for example, they wrote
Publisher	9781788050098	Teacher	621	A. line 2	from someones perspective such as	from someone's perspective, such as
Publisher	9781788050098	Teacher	621	B. line 1	the reader such as in	the reader, such as
Publisher	9781788050098	Teacher	621	C. line 3	argumentative	argumentative text
Publisher	9781788050098	Teacher	621	D. line 1	is when you communicate with someone	is communicating with someone

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Publisher	9781788050098	Teacher	621	D. line 5	english	English
Publisher	9781788050098	Teacher	622	4th line from the bottom	a focus, teacher	a focus, the teacher
Publisher	9781788050098	Teacher	623	Teacher Lesson Notes, line 2	moon	M
Publisher	9781788050098	Teacher	624	Procedure bullet 4	then have each group debate.	then each have a group debate.
Publisher	9781788050098	Teacher	624	Penultimate line	exploration essay either expressing	exploration essay, expressing
Publisher	9781788050098	Teacher	625	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	655	Activity A, line 4	has?	has.
Publisher	9781788050098	Teacher	655	Activity A, line 7	narrative?	narrative.
Publisher	9781788050098	Teacher	655	Activity A, line 6 from bottom	topic and in this chapter they are	topic and, in this chapter, they are
Publisher	9781788050098	Teacher	655	Activity A, line 9	from	of
Publisher	9781788050098	Teacher	655	Activity A, last line	Amelia Rose story, what happens next?	Amelia Rose story. What happens next?
Publisher	9781788050098	Teacher	655	Activity B, line 2	informatinal	informational
Publisher	9781788050098	Teacher	656	Activity C, line 2	text?	text.
Publisher	9781788050098	Teacher	656	Activity C, line 6	not?	not.
Publisher	9781788050098	Teacher	656	Activity C, penultimate line	introduction with a thesis statement and	introduction, with a thesis statement, and
Publisher	9781788050098	Teacher	656	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050098	Teacher	656	Activity D, 2nd bullet, line 1	registers	registering
Publisher	9781788050098	Teacher	656	Activity D, 3rd bullet, line 1	requests	requesting
Publisher	9781788050098	Teacher	656	Activity D, penultimate line	english	E
Publisher	9781788050098	Teacher	665	Activity B, line 3	has?	has.
Publisher	9781788050098	Teacher	666	Activity C, line 1	chapter plus their own research to write	chapter, plus their own research, to write
Publisher	9781788050098	Teacher	666	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050098	Teacher	666	Activity D, 2nd bullet, line 1	registers	registering
Publisher	9781788050098	Teacher	666	Activity D, 3rd bullet, line 1	requests	requesting

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	666	Activity D, last 2 lines	proper english, full sentences, no slang.	proper English, full sentences, and no slang.
Publisher	9781788050098	Teacher	679	Objectives, 2nd bullet	multiple	multiples
Publisher	9781788050098	Teacher	682	Objectives, 2nd bullet	multiple	multiples
Publisher	9781788050098	Teacher	682	Optional, line 5	multiple	multiples
Publisher	9781788050098	Teacher	685	Teacher instruction, no.2, line 1	earthquakes with more than two paragraphs that	earthquakes, with more than two paragraphs, that
Publisher	9781788050098	Teacher	688	Other TPS Reading materials: line 1	magic carpet.	Magic Carpet.
Publisher	9781788050098	Teacher	689	Objective, 3rd line	kew	key
Publisher	9781788050098	Teacher	690	F. line 2	understand	understanding
Publisher	9781788050098	Teacher	690	H. line 4	can't	cannot
Publisher	9781788050098	Teacher	690	I. line 1/2	Ethically means to treat something	Acting ethically means treating something
Publisher	9781788050098	Teacher	691	Common Misconceptions, 3rd	it's	it is
Publisher	9781788050098	Teacher	695	1st bullet, line 4	that as they learn about the topic they	that, as they learn about the topic, they
Publisher	9781788050098	Teacher	695	5th bullet, 1st asterisk	Belong	Belonging
Publisher	9781788050098	Teacher	695	5th bullet, 2nd asterisk	Have	Having
Publisher	9781788050098	Teacher	695	5th bullet, 3rd asterisk	Have	Having
Publisher	9781788050098	Teacher	695	5th bullet, penultimate line	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050098	Teacher	697	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050098	Teacher	728	Activity A, line 5	and when they are asked to do one they should	and, when they are asked to do one, they should
Publisher	9781788050098	Teacher	728	Activity A, last line	help guide	help to guide
Publisher	9781788050098	Teacher	728	Activity B, line 1	for how to best research	for how best to research
Publisher	9781788050098	Teacher	729	Activity C, line 6	don't	not do
Publisher	9781788050098	Teacher	729	Activity D, line 3	Student	Students
Publisher	9781788050098	Teacher	729	Activity E, line 1	source?	source.
Publisher	9781788050098	Teacher	729	Activity E, line 3	Rose?	Rose.

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Publisher	9781788050098	Teacher	729	Activity F, line 2	information?	information.
Publisher	9781788050098	Teacher	730	Line 3	cards including the 5 plagiarism ones for one	cards, including the 5 plagiarism ones, for one
Publisher	9781788050098	Teacher	730	Line 4	don't	do not
Publisher	9781788050098	Teacher	730	Line 5	paraphrase	Paraphrase
Publisher	9781788050098	Teacher	730	Line 5	show	to show
Publisher	9781788050098	Teacher	730	Line 6	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	730	Line 9	should check their partners work	should review their partner's work
Publisher	9781788050098	Teacher	730	Activity H, ii, line 4	can't	cannot
Publisher	9781788050098	Teacher	730	Activity H, ii, line 6	be difficult as the Amelia Rose is not trying	be difficult, as the Amelia Rose chapter is not trying
Publisher	9781788050098	Teacher	730	Activity A, line 3	helping create	helping to create
Publisher	9781788050098	Teacher	740	Activity A, line 7	help guide	help to guide
Publisher	9781788050098	Teacher	741	Activity D, line 3	Student	Students
Publisher	9781788050098	Teacher	741	Activity E, line 3	STEM?	STEM.
Publisher	9781788050098	Teacher	741	Activity G, line 7	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	741	Activity G, line 8	don't	not to
Publisher	9781788050098	Teacher	741	Activity G, line 9	paraphrase	Paraphrase
Publisher	9781788050098	Teacher	741	Activity G, line 10	plagiarism	Plagiarism
Publisher	9781788050098	Teacher	741	Activity G, penultimate line	should check their partners work	should review their partner's work
Publisher	9781788050098	Teacher	742	Activity H, line 3	can't	cannot
Publisher	9781788050098	Teacher	742	Activity I, line 3	helping create	helping to create
Publisher	9781788050098	Teacher	750	Module Ojective, line 1	impacts of and the relationship among	impacts of, and the relationship among,
Publisher	9781788050098	Teacher	750	Problem/Task, line 1	congressmen.	Congressmen and women.
Publisher	9781788050098	Teacher	750	Grading Criteria, line 2	criteria.	criterion.
Publisher	9781788050098	Teacher	753	Classroom Art projects: line 1	sketch out and label a new	sketch out, and label, a new

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050098	Teacher	753	Other TPS Reading materials: line 3	subject matter and they can	subject matter; they can also

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print Class Set (9781788051972)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	1	Scaffolding Information, line 1	the	a
Publisher	9781788050173	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you, each other, or a recording or video,
Publisher	9781788050173	Teacher	2	A. line 6	others ideas which means in discussion they listen	others ideas, which means, in discussion, they listen
Publisher	9781788050173	Teacher	2	B.	Student's must follow complex spoken instructions and give complex spoken instructions and the instructions should either be for specific tasks, answering questions or solving problems.	Students must both follow, and give, complex spoken instructions; these instructions should be for specific tasks, answering questions or solving problems.
Publisher	9781788050173	Teacher	2	C. line3/4/5	they shouldn't stare but also shouldn't just read from a piece of paper, they need to get the balance right. They should speak clearly, not too fast or slow or loud or soft.	they should not stare but neither should they just read from a piece of paper; they need to get the balance right. They should speak clearly, not too quickly or slowly, nor too loudly or softly.
Publisher	9781788050173	Teacher	2	C. line 6	understand	understood
Publisher	9781788050173	Teacher	2	D. line 1	means to have a conversation	means having a conversation
Publisher	9781788050173	Teacher	2	D. line 3/4/5	Feedback is to respond on the success or failure of someones ideas and to give your opinion and any suggestions.	Giving feedback is responding to the success or failure of someone's ideas and giving your opinion and any suggestions.
Publisher	9781788050173	Teacher	2	D. line 5/6	Constructive feedback is feedback that is positive and helpful.	Constructive feedback is both positive and helpful.
Publisher	9781788050173	Teacher	3	Line 1	the	their
Publisher	9781788050173	Teacher	3	Line 2	participation	participating
Publisher	9781788050173	Teacher	3	Line 3	presentation and providing and accepting feedback are incorporated	presentating and providing and accepting feedback, are all incorporated
Publisher	9781788050173	Teacher	3	Line 8	opportunity in this lesson to build	opportunity, in this lesson, to build
Publisher	9781788050173	Teacher	3	Common Misconceptions, 3rd bullet, line 1	don't	do not
Publisher	9781788050173	Teacher	4	Line 3	this	these
Publisher	9781788050173	Teacher	5	Teacher Lesson Notes, line 3	are	is
Publisher	9781788050173	Teacher	5	Teacher Lesson Notes, bullet 4, line 2	are	is
Publisher	9781788050173	Teacher	6	Procedure, bullet 3, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050173	Teacher	7	4th bullet, line 2	contribute to	work toward
Publisher	9781788050173	Teacher	8	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	29	Activity A, line 1	"listen actively"?	"listen actively".
Publisher	9781788050173	Teacher	30	Activity C, line 3/4	In their groups they must decide whether they think it was a success, if it achieved its purpose of informing them.	In their groups, they must decide whether they think it was a success and if it achieved its purpose of informing them.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	30	Activity C, line 9	shouldn't	should not
Publisher	9781788050173	Teacher	30	Activity C, last bullet	and	using
Publisher	9781788050173	Teacher	30	Activity D, line 3	groups and everyone	groups. Everyone
Publisher	9781788050173	Teacher	30	Activity D, line 4	their groups and read	their group's, then read
Publisher	9781788050173	Teacher	30	Activity D, line 5	ot	or
Publisher	9781788050173	Teacher	38	Teacher instruction, line 12	others ideas such	other's ideas, such
Publisher	9781788050173	Teacher	38	Teacher instruction, line 14	Ask students once they have finished their scripts what	Ask students, once they have finished their scripts, what
Publisher	9781788050173	Teacher	38	Teacher instruction, line 15	them?	them.
Publisher	9781788050173	Teacher	38	Teacher instruction, 5th line from bottom	the plays and listen actively	the plays, listen actively
Publisher	9781788050173	Teacher	38	Teacher instruction, penultimate line	didn't	did not
Publisher	9781788050173	Teacher	41	Activity A, line 6	need	needs
Publisher	9781788050173	Teacher	41	Activity B, line 1	that when looking at each instruction page you ask	that, when looking at each instruction page, you ask
Publisher	9781788050173	Teacher	42	Activity C, line 3	why?	why.
Publisher	9781788050173	Teacher	42	Activity C no.2	with audience	with the audience
Publisher	9781788050173	Teacher	42	Activity C no.6	is	are
Publisher	9781788050173	Teacher	42	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050173	Teacher	42	Activity D, line 8	with	will
Publisher	9781788050173	Teacher	52	Extension Activity: line 3	or failure and what they	or failure; they should also include what they
Publisher	9781788050173	Teacher	53	Objective, line 5	tools	the tools
Publisher	9781788050173	Teacher	54	A. line 1	resources such as dictionaries and	resources, such as dictionaries
Publisher	9781788050173	Teacher	54	A.line 2	thesaurus'	thesauruses,
Publisher	9781788050173	Teacher	54	B. line 3	Use	They should use
Publisher	9781788050173	Teacher	54	B. line 5	and effect is a sentence that has two related clauses perhaps	and effect refers to is a sentence that has two related clauses, perhaps
Publisher	9781788050173	Teacher	54	B. line 7	about testing the student	about testing that the student

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	54	C. line 2	looked up it often shows the	looked up, it often also shows the
Publisher	9781788050173	Teacher	54	C. line 3	sentence and the words	sentence. The words
Publisher	9781788050173	Teacher	54	C. line 4	they	students
Publisher	9781788050173	Teacher	55	Line 5	in comprehension of science text.	in the comprehension of science texts.
Publisher	9781788050173	Teacher	56	Teacher Lesson Notes, line 3	in sentences and use them to understand	in sentences. Students then use these to understand
Publisher	9781788050173	Teacher	56	Teacher Lesson Notes, line 4	the text and comprehension.	the text and to improve comprehension.
Publisher	9781788050173	Teacher	57	Procedure, bullet 3, line 2	each example have them think about and share with a partner their understanding	each example, have them think about, and share with a partner, their understanding
Publisher	9781788050173	Teacher	57	Procedure, bullet 4, line 2	help them identify	help them to identify
Publisher	9781788050173	Teacher	57	Procedure, 5th line from the bottom	don't	do not
Publisher	9781788050173	Teacher	58	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	59	Ideas for at home, line 1	five total,	five in total,
Publisher	9781788050173	Teacher	81	Activity B, line 1	mean?	mean.
Publisher	9781788050173	Teacher	82	Activity C, line 5	the root and what it means	the root, what it means
Publisher	9781788050173	Teacher	82	Activity C, last line	latin	Latin
Publisher	9781788050173	Teacher	91	Teacher Lesson Notes, line 2	defiitions	definitions
Publisher	9781788050173	Teacher	91	Teacher Lesson Notes, line 7	Now ask students to use the words in context and give an example and draw a picture if	Now, ask students to use the words in context, give an example and draw a picture, if
Publisher	9781788050173	Teacher	93	Activity C, line 3	paleontogolist'.	paleontologist'.
Publisher	9781788050173	Teacher	93	Activity C, line 3	the root and what it means	the root, what it means
Publisher	9781788050173	Teacher	102	Requirements to turn in, no.3, line 2	continues	continuous
Publisher	9781788050173	Teacher	102	Grading Criteria, line 1	criteria.	criterion.
Publisher	9781788050173	Teacher	103	Written paragraph, box 4, line 12	earth's	Earth's
Publisher	9781788050173	Teacher	104	Requirements to turn in, no.3, line 2	continues	continuous
Publisher	9781788050173	Teacher	104	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050173	Teacher	107	Extension Activity: line 2	also	, then

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Publisher	9781788050173	Teacher	107	ELL: line 3	exercise	Exercise
Publisher	9781788050173	Teacher	107	ELL: line 3	Vocabulary	Vocabulary
Publisher	9781788050173	Teacher	107	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write it out, count how many syllables it has, then and research the
Publisher	9781788050173	Teacher	107	Other TPS Reading materials: line 5	if	whether
Publisher	9781788050173	Teacher	109	Line 1	they've	they have
Publisher	9781788050173	Teacher	109	Common Misconceptions, bullet 1,	don't	do not
Publisher	9781788050173	Teacher	109	Common Misconceptions, bullet 4,	you're	you are
Publisher	9781788050173	Teacher	110	Teacher Lesson Notes, bullet 4	monotone	monotonous
Publisher	9781788050173	Teacher	111	Procedure, 1st bullet, line 2	reading?	reading.
Publisher	9781788050173	Teacher	111	Procedure, bullet 2, 2nd line from bottom	you've	you have
Publisher	9781788050173	Teacher	111	Procedure, bullet 3, 3rd line from bottom	monotone	monotonous
Publisher	9781788050173	Teacher	111	Procedure, bullet 3, last line	non active	non-active
Publisher	9781788050173	Teacher	111	Procedure, bullet 4, last line	skills during and immediately following reading.	skills during, and immediately following, reading.
Publisher	9781788050173	Teacher	112	Bullet 1, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	112	Bullet 3, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	112	Daily reading, line 8	expressions, basic or	expressions, and basic or
Publisher	9781788050173	Teacher	113	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	114	Simple stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050173	Teacher	130	Materials: Top bullet on the right	pots Cotton	pots (bullet point)Cotton
Publisher	9781788050173	Teacher	137	Teacher instruction, line 2	will help develop students	will help to develop students'
Publisher	9781788050173	Teacher	137	Teacher instruction, line 4	means to understand something.	means understanding something.
Publisher	9781788050173	Teacher	137	Teacher instruction, line 7	and depending on the purpose the fluency	and, depending on the purpose, the fluency
Publisher	9781788050173	Teacher	137	Teacher instruction, line 8	news?	news.
Publisher	9781788050173	Teacher	137	Teacher instruction, line 11	This will help develop students writing skills.	This will help to develop students' writing skills.

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Publisher	9781788050173	Teacher	140	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050173	Teacher	140	Teacher instruction, line 5	help develop students writing skills.	help to develop students' writing skills.
Publisher	9781788050173	Teacher	153	Title	tudent	S
Publisher	9781788050173	Teacher	153	Problem/Task, line 10	what	that
Publisher	9781788050173	Teacher	154	Requirments to turn in, line 1	student	students
Publisher	9781788050173	Teacher	155	Grading criteria, line 2	criteria.	criterion.
Publisher	9781788050173	Teacher	156	Extension Activity: line 2	help students make	help students to make
Publisher	9781788050173	Teacher	156	Extension Activity: line 3	so that in future they are	so that, in future, they are
Publisher	9781788050173	Teacher	156	How Not To Die Hunting in Alaska, line 2	fluenty	fluently
Publisher	9781788050173	Teacher	158	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, bullet 5	lives	Lives
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, 7th line from bottom	science themed	science-themed
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, 4th line from bottom	Science themed	science-themed
Publisher	9781788050173	Teacher	161	Materials, 1st bullet	Science themed	Science-themed
Publisher	9781788050173	Teacher	162	1st bullet, line 1	Help students learn	Help students to learn
Publisher	9781788050173	Teacher	162	5th bullet, line 1	Explain that in the Active Reading section they will	Explain that, in the Active Reading section, they will
Publisher	9781788050173	Teacher	163	Daily reading, line 7	expressions, basic	expressions, and basic
Publisher	9781788050173	Teacher	163	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	164	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050173	Teacher	165	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050173	Teacher	179	Teacher instruction, line 1	Thinking,	Thinking, and
Publisher	9781788050173	Teacher	179	Teacher instruction, line 5	might be the genre	might be that the genre
Publisher	9781788050173	Teacher	179	Teacher instruction, line 5	it	It
Publisher	9781788050173	Teacher	181	Materials: Top bullet on the right	Cotton wool	new bullet

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Publisher	9781788050173	Teacher	188	Teacher instruction, line 2	helps protect	helps to protect
Publisher	9781788050173	Teacher	188	Teacher instruction, line 3	type?	type.
Publisher	9781788050173	Teacher	188	Teacher instruction, line 4	State	state
Publisher	9781788050173	Teacher	188	Teacher instruction, line 5	will help develop students reading skills,	will help to develop students' reading skills,
Publisher	9781788050173	Teacher	188	Teacher instruction, line 9	develop students writing skills.	to develop students writing skills.
Publisher	9781788050173	Teacher	190	Teacher instruction, line 8	help develop students writing and thinking skills.	help to develop students' writing and thinking skills.
Publisher	9781788050173	Teacher	190	Teacher instruction, last line	realising.	realizing.
Publisher	9781788050173	Teacher	195	3rd paragraph, last line	student	students
Publisher	9781788050173	Teacher	202	1st line	criteria.	criterion.
Publisher	9781788050173	Teacher	202	Title	Grading Criteria	spacing?
Publisher	9781788050173	Teacher	202	Line 4	criteria.	criterion.
Publisher	9781788050173	Teacher	205	Classroom Art projects: line 4	add	add;
Publisher	9781788050173	Teacher	205	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050173	Teacher	205	How Not To Die Hunting in Alaska, line 3	chaoter	chapter
Publisher	9781788050173	Teacher	207	A. line 1	yourself	themselves
Publisher	9781788050173	Teacher	207	A. line 2	to you for reading and the	to them for reading, and the
Publisher	9781788050173	Teacher	207	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050173	Teacher	207	C. line 5	contents, anything	contents, and anything
Publisher	9781788050173	Teacher	207	C. line 7	fits into, why they	,
Publisher	9781788050173	Teacher	207	D. line 2	reading to deepen understanding	reading and to deepen understanding.
Publisher	9781788050173	Teacher	207	E. line 4	texts so think about other texts	texts, so consider other texts
Publisher	9781788050173	Teacher	207	E. line 4	genre,	genre;
Publisher	9781788050173	Teacher	207	E. line 5	Finally they should try and think	Finally, they should try to think
Publisher	9781788050173	Teacher	207	E. line 6	the text	it

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Publisher	9781788050173	Teacher	207	F. line 3	stating	suggesting
Publisher	9781788050173	Teacher	208	I. line 4	knowledge, ask questions	knowledge. They should then ask questions
Publisher	9781788050173	Teacher	208	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050173	Teacher	208	Last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050173	Teacher	209	Common Misconceptions, 3rd bullet	you're	you are
Publisher	9781788050173	Teacher	211	Materials, 4th bullet	Procedure	procedure
Publisher	9781788050173	Teacher	211	5th line from bottom	don't	do not
Publisher	9781788050173	Teacher	213	Ideas for Extension, line 3	nonliving	non-living
Publisher	9781788050173	Teacher	214	Simpet stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050173	Teacher	214	Summary Discussion, line 1	discuss with a partner something	discuss, with a partner, something
Publisher	9781788050173	Teacher	241	Activity A, line 2	text?	text.
Publisher	9781788050173	Teacher	241	Activity A, line 3	informed by an informational text, within	by
Publisher	9781788050173	Teacher	241	Activity A, line 10	Explain that as they move through the chapter they should try and answer	Explain that, as they move through the chapter, they should try to answer
Publisher	9781788050173	Teacher	242	Activity C, line 5	is it	are they
Publisher	9781788050173	Teacher	242	Activity D, line 1	learn?	learn.
Publisher	9781788050173	Teacher	242	Activity D, line 5	is?	is.
Publisher	9781788050173	Teacher	242	Activity D, line 6	local park, what kinds	local park; what kinds
Publisher	9781788050173	Teacher	242	Activity D, last line	you	them
Publisher	9781788050173	Teacher	242	Activity E, line 2	lives?	lives.
Publisher	9781788050173	Teacher	242	Activity E, penultimate line	are concerned by or affected by this	are concerned, or affected by, this
Publisher	9781788050173	Teacher	252	Teacher instruction, line 4	and then using their partners work	and then, using their partner's work,
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 1	they	you
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 1	Ask students to try and make a personal connection to the text.	Try to make a personal connection to the text.
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 2	they	you

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Publisher	9781788050173	Teacher	252	Teacher instruction, no.9, line 1	annotate it and check	annotate it, then check
Publisher	9781788050173	Teacher	254	Activity A, line 2	text?	text.
Publisher	9781788050173	Teacher	254	Activity A, line 5	interest	engage
Publisher	9781788050173	Teacher	254	Activity A, line 6	write initial	write any initial
Publisher	9781788050173	Teacher	254	Activity A, penultimate line	found?	found.
Publisher	9781788050173	Teacher	254	Activity B, line 1	want answered	want to be answered
Publisher	9781788050173	Teacher	254	Activity B, penultimate line	they want	they want to be
Publisher	9781788050173	Teacher	255	Activity C, line 3	occur?	occur.
Publisher	9781788050173	Teacher	255	Activity D, line 1	desert,	desert;
Publisher	9781788050173	Teacher	255	Activity E, line 1	before?	before.
Publisher	9781788050173	Teacher	255	Activity E, line 2	before?	before.
Publisher	9781788050173	Teacher	255	Activity E, line 4	world,	world;
Publisher	9781788050173	Teacher	255	Activity F, line 3	evidence	provide evidence
Publisher	9781788050173	Teacher	267	A. line 3	you	one
Publisher	9781788050173	Teacher	267	B. line 4	romance.	or adventure.
Publisher	9781788050173	Teacher	267	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050173	Teacher	267	H. line 2	speaking voice not too deep or high;	speaking voice which is not too deep or high;
Publisher	9781788050173	Teacher	267	H. line 3/4	how you express yourself, don't have an angry tone to your voice; and voice - your opinion, your stance on the topic, first	how they express themselves, not having an angry tone to their voice; and voice - their opinion, their stance on the topic, using first
Publisher	9781788050173	Teacher	267	I. line 1	Students should lastly reflect and	Students should, lastly, reflect and
Publisher	9781788050173	Teacher	270	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050173	Teacher	271	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050173	Teacher	272	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	273	Top of page	Unnecessary gap	fill the gap
Publisher	9781788050173	Teacher	273	Summary Discussion, line 1	Propose the idea that sometimes reasonable	Propose the idea that, sometimes, reasonable

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Publisher	9781788050173	Teacher	304	Activity B, line 2	to?	to.
Publisher	9781788050173	Teacher	306	Activity G, line 2	disasters such as flooding and hurricanes	disasters, such as flooding and hurricanes,
Publisher	9781788050173	Teacher	306	Activity G, line 6	venn	Venn
Publisher	9781788050173	Teacher	306	Activity G, line 7	that as explicit and implicit are opposites a venn diagram would be pointless as there	that, as explicit and implicit are opposites, a Venn diagram would be pointless, as there
Publisher	9781788050173	Teacher	306	Activity G, penultimate line	and therefore a table	and, therefore, a table
Publisher	9781788050173	Teacher	306	Activity I, line 2	groups?	groups.
Publisher	9781788050173	Teacher	314	Teacher instruction, no.3, line 1	about it and give	about it. Give
Publisher	9781788050173	Teacher	314	Teacher instruction, no.9, line 1	reading them and adjusting	reading them, adjusting
Publisher	9781788050173	Teacher	316	Activity A, line 3	environment?	environment.
Publisher	9781788050173	Teacher	316	Activity A, line 4	disaster?	disaster.
Publisher	9781788050173	Teacher	317	Activity E, line 4	they do, identifying	they do, and identifying
Publisher	9781788050173	Teacher	317	Activity E, line 5	the task when students are asked to describe	the task, when students are asked to describe,
Publisher	9781788050173	Teacher	317	Activity E, line 6	and discuss and tell. Have students	discuss and tell, have students
Publisher	9781788050173	Teacher	317	Activity F, line 6	one with most	one with the most
Publisher	9781788050173	Teacher	317	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050173	Teacher	317	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050173	Teacher	317	Activity G, line 2	Ask students in their groups to identify	Ask students, in their groups, to identify
Publisher	9781788050173	Teacher	318	Activity I, line 2	groups?	groups.
Publisher	9781788050173	Teacher	330	ABC Activity book: line 4	discuss how natural systems help control flooding.	how natural systems help to control flooding.
Publisher	9781788050173	Teacher	331	Objective, line 4	nonfiction	non-fiction
Publisher	9781788050173	Teacher	331	Scaffolding, line 1	nonfiction	non-fiction
Publisher	9781788050173	Teacher	331	Scaffolding, line 2	WWII	World War Two
Publisher	9781788050173	Teacher	332	A. line 4/5/6	This means students must read and analyze several texts not just one and in each text they must identify more than one theme and then have evidence from the text to support their claim or inference.	This means that students must read and analyze several texts and, in each text, they must identify more than one theme and then have evidence from the text to support their claim or inference.
Publisher	9781788050173	Teacher	332	B. line 4	their	that

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Publisher	9781788050173	Teacher	332	B. line 5/6	This can stilt the plot so an event needs to occur so that the conflict is resolved.	This can stilt the plot, so an event needs to occur to enable the conflict to be resolved.
Publisher	9781788050173	Teacher	332	C. line 6	include foreshadowing which is	include: foreshadowing, which is
Publisher	9781788050173	Teacher	332	D. line 1/2	The setting of a story is the place and time and type of surroundings that it is set in.	The setting of a story is the place, time and type of surroundings in which it is set.
Publisher	9781788050173	Teacher	332	D. line 4/5	For example if the main characters are trying to find a city or town or village the plot would change depending on whether they were in a forest or desert.	For example, if the main characters are trying to find a city, town or village, the plot would change, depending on whether they were in a forest or desert.
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 4	don't	do not
Publisher	9781788050173	Teacher	335	Materials, 2nd bullet	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	335	Procedure, bullet 5, line 1	term	terms
Publisher	9781788050173	Teacher	335	Procedure, bullet 5, line 1	definition	definitions
Publisher	9781788050173	Teacher	335	Procedure, bullet 6, line 1	Graphic	graphic
Publisher	9781788050173	Teacher	336	1st line	don't	do not
Publisher	9781788050173	Teacher	337	Bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	364	Activity A, line 2	theme?	theme.
Publisher	9781788050173	Teacher	364	Activity A, line 6	themes?	theme.
Publisher	9781788050173	Teacher	364	Activity A, line 6	fiction and or non fiction books	fiction and/or non-fiction books
Publisher	9781788050173	Teacher	364	Activity A, 5th line from bottom	chapters?	chapters.
Publisher	9781788050173	Teacher	364	Activity B, last line	resolution and if so did they	resolution and, if so, did they
Publisher	9781788050173	Teacher	365	Activity C, line 2	plot"?	plot".
Publisher	9781788050173	Teacher	365	Activity D, line 1	In this chapter there isn't one.	In this chapter, there is not a setting
Publisher	9781788050173	Teacher	365	Activity D, line 1	story?	story.
Publisher	9781788050173	Teacher	365	Activity D, line 1	plot?	plot.
Publisher	9781788050173	Teacher	373	Teacher instruction, no.2, line 3	the weather and the forecaster	the weather. The forecaster

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	373	Teacher instruction, no.3, line 1	does this	do these
Publisher	9781788050173	Teacher	375	Activity A, line 1	theme?	theme.
Publisher	9781788050173	Teacher	375	Activity A, line 5	chapter?	chapter:
Publisher	9781788050173	Teacher	375	Activity A, last line	science themed	science-themed
Publisher	9781788050173	Teacher	376	Activity C, line 2/3	There isn't much of a plot as there is no rising action or falling action or climax	There is not much of a plot, as there is no rising or falling action or climax
Publisher	9781788050173	Teacher	376	Activity C, line 6	helped advance	helped to advance
Publisher	9781788050173	Teacher	376	Activity D, line 2	Ask students why this setting?	Ask students why they chose this setting.
Publisher	9781788050173	Teacher	376	Activity D, line 5	characters?	characters.
Publisher	9781788050173	Teacher	383	ABC Activity book: line 3	exosystems	ecosystems
Publisher	9781788050173	Teacher	384	Objective, line 2	non-fiction,	non-fiction;
Publisher	9781788050173	Teacher	384	Scaffolding, line 6	scheme	schemes
Publisher	9781788050173	Teacher	385	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050173	Teacher	385	A. line 3	story	stories
Publisher	9781788050173	Teacher	385	A. line 3	a made up story set in the past;	made up stories set in the past;
Publisher	9781788050173	Teacher	385	A. line 4	a story about a crime to be solved;	stories often about a crime to be solved;
Publisher	9781788050173	Teacher	385	A. line 4	book	books
Publisher	9781788050173	Teacher	385	B. line 1	don't	do not
Publisher	9781788050173	Teacher	385	B. line 2	be in different size verses and their rhyming schemes are different,	be in different sized verses and their rhyming schemes vary,
Publisher	9781788050173	Teacher	385	B. line 6	and pattern	and the pattern
Publisher	9781788050173	Teacher	385	D. line 2	They include	They may include
Publisher	9781788050173	Teacher	385	E. line 5	aiming	aimed
Publisher	9781788050173	Teacher	386	Common Misconceptions, no.2	don't	do not
Publisher	9781788050173	Teacher	386	Common Misconceptions, no.5, line 1	you're	you are
Publisher	9781788050173	Teacher	388	Materials, 3rd bullet	index	Index

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	388	Procedure, bullet 4, line 2	evaluate whether:	evaluate the following:
Publisher	9781788050173	Teacher	389	1st bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050173	Teacher	389	3rd diamond, line 1	don't	do not
Publisher	9781788050173	Teacher	390	Daily reading, line 4	During daily reading ensure students	During daily reading, ensure that students
Publisher	9781788050173	Teacher	390	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	391	Ideas for at home, line 2	why?	why.
Publisher	9781788050173	Teacher	421	Activity A, line 4	fiction?	fiction.
Publisher	9781788050173	Teacher	421	Activity A, penultimate line	think of and research some jokes	think of, and research, some jokes
Publisher	9781788050173	Teacher	422	Activity B, line 4	acostic	acrostic
Publisher	9781788050173	Teacher	422	Activity B, line 5	doesn't have	does not have
Publisher	9781788050173	Teacher	422	Activity B, last line	i.e.	e.g.
Publisher	9781788050173	Teacher	422	Activity B, last line	couplets?	couplets.
Publisher	9781788050173	Teacher	422	Activity C, line 6	develop?	develop.
Publisher	9781788050173	Teacher	422	Activity C, line 7/8/9	each other the audience gets a sense of their personality and as a character grows so does their language and manners and personality and this can all be gained through their	each other, the audience gets a sense of their personality and, as a character grows, so does their language, manners and personality and this can all be achieved through their
Publisher	9781788050173	Teacher	423	Line 1	is?	is.
Publisher	9781788050173	Teacher	423	Line 7	they help the readers gain background information.	they help readers to gain background information.
Publisher	9781788050173	Teacher	423	Line 10	notice there	notice that there
Publisher	9781788050173	Teacher	423	Line 11	part	Part
Publisher	9781788050173	Teacher	423	Line 15	rearranged,	rearranged.
Publisher	9781788050173	Teacher	423	Line 16	what	Which
Publisher	9781788050173	Teacher	423	Line 19	subheadings?	subheadings.
Publisher	9781788050173	Teacher	423	Activity E, iii, line 2	students they	students that they
Publisher	9781788050173	Teacher	423	Activity E, iii, 3rd line from bottom	students	them
Publisher	9781788050173	Teacher	423	Activity F, line 2	What	Which

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	432	Teacher instruction, no.2, line 1	help sell	help to sell
Publisher	9781788050173	Teacher	432	Teacher instruction, no.3, line 2	What is dialogue?	What is the dialogue?
Publisher	9781788050173	Teacher	432	Teacher instruction, no.4, line 2	idea be, would	idea be, and would
Publisher	9781788050173	Teacher	434	Activity A, line 5	For example for humor they	For example, for humor, they
Publisher	9781788050173	Teacher	434	Activity A, line 6	are	is
Publisher	9781788050173	Teacher	434	Activity A, line 7	they don't	it does not
Publisher	9781788050173	Teacher	435	Activity B, line 1	students they are	students that they are
Publisher	9781788050173	Teacher	435	Activity B, line 5	Give them	Provide
Publisher	9781788050173	Teacher	435	Activity B, line 7	those letters and they	those letters; they
Publisher	9781788050173	Teacher	435	Activity B, line 8	should choose	should also choose
Publisher	9781788050173	Teacher	435	Activity B, line 10	couting	counting
Publisher	9781788050173	Teacher	435	Activity B, penultimate line	you	they
Publisher	9781788050173	Teacher	435	Activity C, penultimate line	more?	more.
Publisher	9781788050173	Teacher	435	Activity D, iii, line 6	chapter?	chapter.
Publisher	9781788050173	Teacher	435	Activity D, iii, last line	subcategories?	subcategories.
Publisher	9781788050173	Teacher	436	Activity E, iii, line 3	made?	made.
Publisher	9781788050173	Teacher	436	Activity F, line 2	project?	project.
Publisher	9781788050173	Teacher	446	Requirements to turn in, line 4	together	together.
Publisher	9781788050173	Teacher	446	Grading criteria, line 2	criteria.	criterion.
Publisher	9781788050173	Teacher	447	Classroom Art projects: line 3	Students should include if the Louis Pasteur movie uses staging and dialogue?	Students should consider whether the Louis Pasteur movie uses staging and dialogue.
Publisher	9781788050173	Teacher	448	Objective, line 2	that purpose.	that purpose within a text.
Publisher	9781788050173	Teacher	448	Scaffolding, line 2	purpse	purpose
Publisher	9781788050173	Teacher	449	F. line 7	were	was
Publisher	9781788050173	Teacher	449	G. line 3	doesn't	does not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	449	G. last 2 lines	Sweeping generalizations are like stereotypes when something is attributed to or assumed of a lot of people, based on the events of one person.	Sweeping generalizations are like stereotypes, when something is attributed to, or assumed of, a lot of people, based on the events of one person.
Publisher	9781788050173	Teacher	450	Line 3	nonfiction	non-fiction
Publisher	9781788050173	Teacher	452	Procedure, 1st bullet, line 1	Ask students to share with a partner what is an author's	Ask students to share, with a partner, what is an author's
Publisher	9781788050173	Teacher	452	Procedure, 1st bullet, line 4	identify the following author's purpose for each:	identify the author's purpose for each of the following:
Publisher	9781788050173	Teacher	452	Procedure, 5th bullet, line 3	three	four
Publisher	9781788050173	Teacher	453	1st bullet 2nd diamond, line 1	don't	do not
Publisher	9781788050173	Teacher	453	Last bullet, 2nd line	writing to answer the three questions	answer
Publisher	9781788050173	Teacher	454	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	455	Summary Discussion, line 1	Ask students to share with a partner what the purpose	Ask students to share, with a partner, what the purpose
Publisher	9781788050173	Teacher	483	Activity A, last line	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050173	Teacher	484	Activity D, line 1	defintions	definitions
Publisher	9781788050173	Teacher	484	Activity D, line 4	can't	cannot
Publisher	9781788050173	Teacher	484	Activity E, line 5	in	from
Publisher	9781788050173	Teacher	485	Activity G, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	485	Activity G, line 4	fallaies.	fallacies.
Publisher	9781788050173	Teacher	493	Teacher instruction, no.2, line 1	help you achieve	help you to achieve
Publisher	9781788050173	Teacher	493	Teacher instruction, no.3, line 1	help you achieve	help you to achieve
Publisher	9781788050173	Teacher	493	Teacher instruction, no.7, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	495	Activity A, line 2	students,	students;
Publisher	9781788050173	Teacher	495	Activity A, line 2	writing?	writing.
Publisher	9781788050173	Teacher	495	Activity B, line 6	students learn	students to learn
Publisher	9781788050173	Teacher	496	Activity D, line 2	can't	cannot
Publisher	9781788050173	Teacher	496	Activity D, line 5	to learn, if not then it does not contribute to the purpose but instead	to learn; if not, then it does not contribute to the purpose, but instead
Publisher	9781788050173	Teacher	496	Activity F, line 1	is?	is.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	496	Activity F, line 2	is?	is.
Publisher	9781788050173	Teacher	496	Activity F, line 3	is?	is.
Publisher	9781788050173	Teacher	496	Activity F, line 5	in	from
Publisher	9781788050173	Teacher	496	Activity F, line 7	purpose?	purpose.
Publisher	9781788050173	Teacher	496	Activity G, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	500	Objective, line 8	grammar and spelling and	grammar and spelling,
Publisher	9781788050173	Teacher	500	Scaffolding, line 2	ocean	oceans
Publisher	9781788050173	Teacher	501	B. line 1	structuring it in to	structuring it into
Publisher	9781788050173	Teacher	501	C. line 4	all declarative simple sentences it could	all declarative, simple sentences, it could
Publisher	9781788050173	Teacher	501	D. line 2	aren't any	are no
Publisher	9781788050173	Teacher	501	D. 3rd bullet, line 2	can't	cannot
Publisher	9781788050173	Teacher	502	Common Misconceptions, bullet 1,	doesn't	does not need to
Publisher	9781788050173	Teacher	505	Line 1	Research Outline Notes	research outline notes
Publisher	9781788050173	Teacher	507	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	508	Summary Discussion, line 2	hook	interest
Publisher	9781788050173	Teacher	547	Activity A, line 1	Tell students they are	Tell students that they are
Publisher	9781788050173	Teacher	547	Activity A, line 2	favorite foods and whether they are healthy or not and why and	favorite foods. The report will include whether they are healthy or not, and why, and
Publisher	9781788050173	Teacher	547	Activity A, line 3	discussions to a final publishable research paper.	discussions towards producing a final publishable research paper.
Publisher	9781788050173	Teacher	547	Activity A, line 5	imrpoved	improved
Publisher	9781788050173	Teacher	547	Activity, penultimate line	purpose is and who the	purpose is, who the
Publisher	9781788050173	Teacher	547	Activity B, ii, line 7	you	them
Publisher	9781788050173	Teacher	547	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050173	Teacher	547	Activity B, ii, line 11	work?	work.
Publisher	9781788050173	Teacher	547	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, they should think about whether they have

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	561	Activity A, line 2	discussions and experiment and results in to a final	discussions, experiment and results into a final
Publisher	9781788050173	Teacher	561	Activity A, line 5	imrpoved	improved
Publisher	9781788050173	Teacher	561	Activity A, line 7	what they're doing to refer back to and any problems	what they are doing to refer back to, and add any problems
Publisher	9781788050173	Teacher	561	Activity A, line 9	Idea section and again make lots	Idea section, and again, make lots
Publisher	9781788050173	Teacher	561	Activity B, ii, line 7	you	them
Publisher	9781788050173	Teacher	561	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050173	Teacher	561	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, they should think about whether they have
Publisher	9781788050173	Teacher	569	Requirements to turn in, line 2	heait	heart
Publisher	9781788050173	Teacher	569	Requirements to turn in, line 2	bling	bring
Publisher	9781788050173	Teacher	570	Illustration, line 5	ai-e	are
Publisher	9781788050173	Teacher	570	Illustration, line 8	ai-e	are
Publisher	9781788050173	Teacher	570	Illustration, line 13	heait	heart
Publisher	9781788050173	Teacher	571	Grading criteria, line 1	cdteria.	criteria.
Publisher	9781788050173	Teacher	571	Grading criteria, line 2	cdteda.	criterion
Publisher	9781788050173	Teacher	573	Extension Activity: line 1	and	, then
Publisher	9781788050173	Teacher	575	C. line 1	the	an
Publisher	9781788050173	Teacher	575	C. line 3	own argumentative	own argumentative text
Publisher	9781788050173	Teacher	575	D. line 1	Correspondence is when you communicate with someone	Correspondence involves communicating with someone
Publisher	9781788050173	Teacher	575	D. line 5	english	English
Publisher	9781788050173	Teacher	577	Line 3	developing vocabulary	developing the vocabulary
Publisher	9781788050173	Teacher	577	Line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050173	Teacher	579	Procedure, 6th bullet, line 2	an argument for and against	an argument, for and against,
Publisher	9781788050173	Teacher	581	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	582	Peer Activity, bullet 3, line 1	have asked, questions they	have asked, and questions they

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Publisher	9781788050173	Teacher	616	Activity A, line 4	has?	has.
Publisher	9781788050173	Teacher	616	Activity A, line 6	these genres ask them if they think	these genres, do they they think
Publisher	9781788050173	Teacher	616	Activity A, line 10	experiment and have	experiment, have
Publisher	9781788050173	Teacher	616	Activity A, last line	story,	story:
Publisher	9781788050173	Teacher	616	Activity B, line 2	informatinal	informational
Publisher	9781788050173	Teacher	617	Activity C, line 3	text?	text.
Publisher	9781788050173	Teacher	617	Activity C, line 6	not?	not.
Publisher	9781788050173	Teacher	617	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050173	Teacher	617	Activity D, 2nd bullet	registers	registering
Publisher	9781788050173	Teacher	617	Activity D, 3rd bullet	requests	requesting
Publisher	9781788050173	Teacher	617	Activity D, penultimate line	english	English
Publisher	9781788050173	Teacher	617	Activity D, last line	sentences, no slang.	sentences, and no slang.
Publisher	9781788050173	Teacher	626	Teacher instruction, no.2, line 1	gardening with more than two paragraphs that has	gardening, with more than two paragraphs, that has
Publisher	9781788050173	Teacher	628	Activity B, line 3	has?	has.
Publisher	9781788050173	Teacher	629	Activity C, line 1	STEM chapter plus their own research to write	STEM chapter, plus their own research, to write
Publisher	9781788050173	Teacher	629	Activity C, line 3	it.	them.
Publisher	9781788050173	Teacher	629	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050173	Teacher	629	Activity D, 2nd bullet	registers	registering
Publisher	9781788050173	Teacher	629	Activity D, 3rd bullet	requests	requesting
Publisher	9781788050173	Teacher	629	Activity D, penultimate line	english	English
Publisher	9781788050173	Teacher	629	Activity D, last line	sentences, no slang.	sentences, and no slang.
Publisher	9781788050173	Teacher	632	Objective, line 3	kew	key
Publisher	9781788050173	Teacher	633	D. line 2	Students need to gather relevant sources to their research topic.	Students need to gather sources relevant to their research topic.
Publisher	9781788050173	Teacher	633	F. line 2	understand.	understanding.

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Publisher	9781788050173	Teacher	633	H. line 4	can't	cannot
Publisher	9781788050173	Teacher	633	I. Line 1/2	Ethically means to treat something in a correct way that does not inflict harm on a person.	Acting ethically means treating something in a correct way that does not inflict harm.
Publisher	9781788050173	Teacher	634	Common Misconceptions, 2nd bullet, line 2	structure	arrange
Publisher	9781788050173	Teacher	634	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050173	Teacher	635	Teacher instruction, line 6	Give students some background	Provide students with some background
Publisher	9781788050173	Teacher	636	Procedure, 1st bullet, line 2	overuse of	overusing
Publisher	9781788050173	Teacher	637	Line 4	students that in their research they should:	students that, in their research, they should:
Publisher	9781788050173	Teacher	637	3rd bullet, line 3	them that as they learn about the topic they may	them that, as they learn about the topic, they may
Publisher	9781788050173	Teacher	637	3rd line from bottom	Belong	Belonging
Publisher	9781788050173	Teacher	637	2nd line from bottom	Have	Having
Publisher	9781788050173	Teacher	637	Last line	Have	Having
Publisher	9781788050173	Teacher	638	Line 6	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050173	Teacher	638	4th line from the bottom	focus, teacher,	focus, the teacher,
Publisher	9781788050173	Teacher	639	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	640	Peer Activity, bullet 3, line 1	have asked, questions	have asked, and questions
Publisher	9781788050173	Teacher	670	Activity A, line 3	discussions and research.	discussions and conduct research.
Publisher	9781788050173	Teacher	670	Activity A, last line	help guide	help to guide
Publisher	9781788050173	Teacher	671	Activity C, line 1/2	Tell students that in their groups they need to think of and refine a major research question.	Tell students that, in their groups, they need to think of, and refine, a major research question.
Publisher	9781788050173	Teacher	671	Activity E, line 1	source?	source.
Publisher	9781788050173	Teacher	671	Activity E, line 3	Rose?	Rose.
Publisher	9781788050173	Teacher	671	Activity F, line 2	information?	information.
Publisher	9781788050173	Teacher	671	Activity G, line 7	You should have enough cards including the 5 plagiarism ones for one each	You should have enough cards, including the 5 plagiarism ones, for one each
Publisher	9781788050173	Teacher	671	Activity G, line 8	don't	not to

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Publisher	9781788050173	Teacher	671	Activity G, line 9	"paraphrase"	"Paraphrase"
Publisher	9781788050173	Teacher	672	Line 1	"plagiarism"	"Plagiarism"
Publisher	9781788050173	Teacher	672	Activity H, ii, line 4	can't	cannot
Publisher	9781788050173	Teacher	672	Activity H, ii, line 6	Amelia Rose is not trying	Amelia Rose chapter is not trying
Publisher	9781788050173	Teacher	672	Activity I, line 1	your	their
Publisher	9781788050173	Teacher	672	Activity I, line 1	sources?	sources.
Publisher	9781788050173	Teacher	672	Activity I, line 4	ethically?	ethically.
Publisher	9781788050173	Teacher	683	Activity A, last line	help guide	help to guide
Publisher	9781788050173	Teacher	684	Activity D, line 3	Student	Students
Publisher	9781788050173	Teacher	684	Activity E, line 1	source?	source.
Publisher	9781788050173	Teacher	684	Activity E, line 3	STEM?	STEM.
Publisher	9781788050173	Teacher	684	Activity F, line 2	information?	information.
Publisher	9781788050173	Teacher	684	Activity G, penultimate line	"plagiarism"	"Plagiarism"
Publisher	9781788050173	Teacher	684	Activity G, last line	don't	not to
Publisher	9781788050173	Teacher	685	Line 1	says "paraphrase" on it they have	says "Paraphrase" on it, they have
Publisher	9781788050173	Teacher	685	Line 2	says "plagiarism" on it they need	says "Plagiarism" on it, they need
Publisher	9781788050173	Teacher	685	Line 5	check	review
Publisher	9781788050173	Teacher	685	Activity H, ii, line 4	can't	cannot
Publisher	9781788050173	Teacher	685	Activity I, line 1	is?	is.
Publisher	9781788050173	Teacher	685	Activity I, line 3	show sources you want to give credit to for helping create the works.	show sources the author wants to give credit to for helping to create the works.
Publisher	9781788050173	Teacher	685	Activity J title	Unnecessary gap	move text up
Publisher	9781788050173	Teacher	701	Grading criteria, line 3	criteria	criterion.
Publisher	9781788050173	Teacher	704	ABC Activity book: line 2/3	they use up such as watering and the space used and the	they use up, such as water and the space used, and the

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	1	Scaffolding Information, line 1	the	a
Publisher	9781788050173	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you, each other, or a recording or video,
Publisher	9781788050173	Teacher	2	A. line 6	others ideas which means in discussion they listen	others ideas, which means, in discussion, they listen
Publisher	9781788050173	Teacher	2	B.	Student's must follow complex spoken instructions and give complex spoken instructions and the instructions should either be for specific tasks, answering questions or solving problems.	Students must both follow, and give, complex spoken instructions; these instructions should be for specific tasks, answering questions or solving problems.
Publisher	9781788050173	Teacher	2	C. line 3/4/5	they shouldn't stare but also shouldn't just read from a piece of paper, they need to get the balance right. They should speak clearly, not too fast or slow or loud or soft.	they should not stare but neither should they just read from a piece of paper; they need to get the balance right. They should speak clearly, not too quickly or slowly, nor too loudly or softly.
Publisher	9781788050173	Teacher	2	C. line 6	understand	understood
Publisher	9781788050173	Teacher	2	D. line 1	means to have a conversation	means having a conversation
Publisher	9781788050173	Teacher	2	D. line 3/4/5	Feedback is to respond on the success or failure of someones ideas and to give your opinion and any suggestions.	Giving feedback is responding to the success or failure of someone's ideas and giving your opinion and any suggestions.
Publisher	9781788050173	Teacher	2	D. line 5/6	Constructive feedback is feedback that is positive and helpful.	Constructive feedback is both positive and helpful.
Publisher	9781788050173	Teacher	3	Line 1	the	their
Publisher	9781788050173	Teacher	3	Line 2	participation	participating
Publisher	9781788050173	Teacher	3	Line 3	presentation and providing and accepting feedback are incorporated	presentating and providing and accepting feedback, are all incorporated
Publisher	9781788050173	Teacher	3	Line 8	opportunity in this lesson to build	opportunity, in this lesson, to build
Publisher	9781788050173	Teacher	3	Common Misconceptions, 3rd bullet, line 1	don't	do not
Publisher	9781788050173	Teacher	4	Line 3	this	these
Publisher	9781788050173	Teacher	5	Teacher Lesson Notes, line 3	are	is
Publisher	9781788050173	Teacher	5	Teacher Lesson Notes, bullet 4, line 2	are	is
Publisher	9781788050173	Teacher	6	Procedure, bullet 3, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050173	Teacher	7	4th bullet, line 2	contribute to	work toward
Publisher	9781788050173	Teacher	8	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	29	Activity A, line 1	"listen actively"?	"listen actively".
Publisher	9781788050173	Teacher	30	Activity C, line 3/4	In their groups they must decide whether they think it was a success, if it achieved its purpose of informing them.	In their groups, they must decide whether they think it was a success and if it achieved its purpose of informing them.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	30	Activity C, line 9	shouldn't	should not
Publisher	9781788050173	Teacher	30	Activity C, last bullet	and	using
Publisher	9781788050173	Teacher	30	Activity D, line 3	groups and everyone	groups. Everyone
Publisher	9781788050173	Teacher	30	Activity D, line 4	their groups and read	their group's, then read
Publisher	9781788050173	Teacher	30	Activity D, line 5	ot	or
Publisher	9781788050173	Teacher	38	Teacher instruction, line 12	others ideas such	other's ideas, such
Publisher	9781788050173	Teacher	38	Teacher instruction, line 14	Ask students once they have finished their scripts what	Ask students, once they have finished their scripts, what
Publisher	9781788050173	Teacher	38	Teacher instruction, line 15	them?	them.
Publisher	9781788050173	Teacher	38	Teacher instruction, 5th line from bottom	the plays and listen actively	the plays, listen actively
Publisher	9781788050173	Teacher	38	Teacher instruction, penultimate line	didn't	did not
Publisher	9781788050173	Teacher	41	Activity A, line 6	need	needs
Publisher	9781788050173	Teacher	41	Activity B, line 1	that when looking at each instruction page you ask	that, when looking at each instruction page, you ask
Publisher	9781788050173	Teacher	42	Activity C, line 3	why?	why.
Publisher	9781788050173	Teacher	42	Activity C no.2	with audience	with the audience
Publisher	9781788050173	Teacher	42	Activity C no.6	is	are
Publisher	9781788050173	Teacher	42	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050173	Teacher	42	Activity D, line 8	with	will
Publisher	9781788050173	Teacher	52	Extension Activity: line 3	or failure and what they	or failure; they should also include what they
Publisher	9781788050173	Teacher	53	Objective, line 5	tools	the tools
Publisher	9781788050173	Teacher	54	A. line 1	resources such as dictionaries and	resources, such as dictionaries
Publisher	9781788050173	Teacher	54	A.line 2	thesaurus'	thesauruses,
Publisher	9781788050173	Teacher	54	B. line 3	Use	They should use
Publisher	9781788050173	Teacher	54	B. line 5	and effect is a sentence that has two related clauses perhaps	and effect refers to is a sentence that has two related clauses, perhaps
Publisher	9781788050173	Teacher	54	B. line 7	about testing the student	about testing that the student

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	54	C. line 2	looked up it often shows the	looked up, it often also shows the
Publisher	9781788050173	Teacher	54	C. line 3	sentence and the words	sentence. The words
Publisher	9781788050173	Teacher	54	C. line 4	they	students
Publisher	9781788050173	Teacher	55	Line 5	in comprehension of science text.	in the comprehension of science texts.
Publisher	9781788050173	Teacher	56	Teacher Lesson Notes, line 3	in sentences and use them to understand	in sentences. Students then use these to understand
Publisher	9781788050173	Teacher	56	Teacher Lesson Notes, line 4	the text and comprehension.	the text and to improve comprehension.
Publisher	9781788050173	Teacher	57	Procedure, bullet 3, line 2	each example have them think about and share with a partner their understanding	each example, have them think about, and share with a partner, their understanding
Publisher	9781788050173	Teacher	57	Procedure, bullet 4, line 2	help them identify	help them to identify
Publisher	9781788050173	Teacher	57	Procedure, 5th line from the bottom	don't	do not
Publisher	9781788050173	Teacher	58	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	59	Ideas for at home, line 1	five total,	five in total,
Publisher	9781788050173	Teacher	81	Activity B, line 1	mean?	mean.
Publisher	9781788050173	Teacher	82	Activity C, line 5	the root and what it means	the root, what it means
Publisher	9781788050173	Teacher	82	Activity C, last line	latin	Latin
Publisher	9781788050173	Teacher	91	Teacher Lesson Notes, line 2	defiitions	definitions
Publisher	9781788050173	Teacher	91	Teacher Lesson Notes, line 7	Now ask students to use the words in context and give an example and draw a picture if	Now, ask students to use the words in context, give an example and draw a picture, if
Publisher	9781788050173	Teacher	93	Activity C, line 3	paleontogolist'.	paleontologist'.
Publisher	9781788050173	Teacher	93	Activity C, line 3	the root and what it means	the root, what it means
Publisher	9781788050173	Teacher	102	Requirements to turn in, no.3, line 2	continues	continuous
Publisher	9781788050173	Teacher	102	Grading Criteria, line 1	criteria.	criterion.
Publisher	9781788050173	Teacher	103	Written paragraph, box 4, line 12	earth's	Earth's
Publisher	9781788050173	Teacher	104	Requirements to turn in, no.3, line 2	continues	continuous
Publisher	9781788050173	Teacher	104	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050173	Teacher	107	Extension Activity: line 2	also	, then

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	107	ELL: line 3	exercise	Exercise
Publisher	9781788050173	Teacher	107	ELL: line 3	Vocabulary	Vocabulary
Publisher	9781788050173	Teacher	107	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write it out, count how many syllables it has, then and research the
Publisher	9781788050173	Teacher	107	Other TPS Reading materials: line 5	if	whether
Publisher	9781788050173	Teacher	109	Line 1	they've	they have
Publisher	9781788050173	Teacher	109	Common Misconceptions, bullet 1,	don't	do not
Publisher	9781788050173	Teacher	109	Common Misconceptions, bullet 4,	you're	you are
Publisher	9781788050173	Teacher	110	Teacher Lesson Notes, bullet 4	monotone	monotonous
Publisher	9781788050173	Teacher	111	Procedure, 1st bullet, line 2	reading?	reading.
Publisher	9781788050173	Teacher	111	Procedure, bullet 2, 2nd line from bottom	you've	you have
Publisher	9781788050173	Teacher	111	Procedure, bullet 3, 3rd line from bottom	monotone	monotonous
Publisher	9781788050173	Teacher	111	Procedure, bullet 3, last line	non active	non-active
Publisher	9781788050173	Teacher	111	Procedure, bullet 4, last line	skills during and immediately following reading.	skills during, and immediately following, reading.
Publisher	9781788050173	Teacher	112	Bullet 1, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	112	Bullet 3, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	112	Daily reading, line 8	expressions, basic or	expressions, and basic or
Publisher	9781788050173	Teacher	113	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	114	Simple stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050173	Teacher	130	Materials: Top bullet on the right	pots Cotton	pots (bullet point)Cotton
Publisher	9781788050173	Teacher	137	Teacher instruction, line 2	will help develop students	will help to develop students'
Publisher	9781788050173	Teacher	137	Teacher instruction, line 4	means to understand something.	means understanding something.
Publisher	9781788050173	Teacher	137	Teacher instruction, line 7	and depending on the purpose the fluency	and, depending on the purpose, the fluency
Publisher	9781788050173	Teacher	137	Teacher instruction, line 8	news?	news.
Publisher	9781788050173	Teacher	137	Teacher instruction, line 11	This will help develop students writing skills.	This will help to develop students' writing skills.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	140	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050173	Teacher	140	Teacher instruction, line 5	help develop students writing skills.	help to develop students' writing skills.
Publisher	9781788050173	Teacher	153	Title	tudent	S
Publisher	9781788050173	Teacher	153	Problem/Task, line 10	what	that
Publisher	9781788050173	Teacher	154	Requirments to turn in, line 1	student	students
Publisher	9781788050173	Teacher	155	Grading criteria, line 2	criteria.	criterion.
Publisher	9781788050173	Teacher	156	Extension Activity: line 2	help students make	help students to make
Publisher	9781788050173	Teacher	156	Extension Activity: line 3	so that in future they are	so that, in future, they are
Publisher	9781788050173	Teacher	156	How Not To Die Hunting in Alaska, line 2	fluenty	fluently
Publisher	9781788050173	Teacher	158	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, bullet 5	lives	Lives
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, 7th line from bottom	science themed	science-themed
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, 4th line from bottom	Science themed	science-themed
Publisher	9781788050173	Teacher	161	Materials, 1st bullet	Science themed	Science-themed
Publisher	9781788050173	Teacher	162	1st bullet, line 1	Help students learn	Help students to learn
Publisher	9781788050173	Teacher	162	5th bullet, line 1	Explain that in the Active Reading section they will	Explain that, in the Active Reading section, they will
Publisher	9781788050173	Teacher	163	Daily reading, line 7	expressions, basic	expressions, and basic
Publisher	9781788050173	Teacher	163	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	164	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050173	Teacher	165	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050173	Teacher	179	Teacher instruction, line 1	Thinking,	Thinking, and
Publisher	9781788050173	Teacher	179	Teacher instruction, line 5	might be the genre	might be that the genre
Publisher	9781788050173	Teacher	179	Teacher instruction, line 5	it	It
Publisher	9781788050173	Teacher	181	Materials: Top bullet on the right	Cotton wool	new bullet

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	188	Teacher instruction, line 2	helps protect	helps to protect
Publisher	9781788050173	Teacher	188	Teacher instruction, line 3	type?	type.
Publisher	9781788050173	Teacher	188	Teacher instruction, line 4	State	state
Publisher	9781788050173	Teacher	188	Teacher instruction, line 5	will help develop students reading skills,	will help to develop students' reading skills,
Publisher	9781788050173	Teacher	188	Teacher instruction, line 9	develop students writing skills.	to develop students writing skills.
Publisher	9781788050173	Teacher	190	Teacher instruction, line 8	help develop students writing and thinking skills.	help to develop students' writing and thinking skills.
Publisher	9781788050173	Teacher	190	Teacher instruction, last line	realising.	realizing.
Publisher	9781788050173	Teacher	195	3rd paragraph, last line	student	students
Publisher	9781788050173	Teacher	202	1st line	criteria.	criterion.
Publisher	9781788050173	Teacher	202	Title	Grading Criteria	spacing?
Publisher	9781788050173	Teacher	202	Line 4	criteria.	criterion.
Publisher	9781788050173	Teacher	205	Classroom Art projects: line 4	add	add;
Publisher	9781788050173	Teacher	205	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050173	Teacher	205	How Not To Die Hunting in Alaska, line 3	chaoter	chapter
Publisher	9781788050173	Teacher	207	A. line 1	yourself	themselves
Publisher	9781788050173	Teacher	207	A. line 2	to you for reading and the	to them for reading, and the
Publisher	9781788050173	Teacher	207	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050173	Teacher	207	C. line 5	contents, anything	contents, and anything
Publisher	9781788050173	Teacher	207	C. line 7	fits into, why they	,
Publisher	9781788050173	Teacher	207	D. line 2	reading to deepen understanding	reading and to deepen understanding.
Publisher	9781788050173	Teacher	207	E. line 4	texts so think about other texts	texts, so consider other texts
Publisher	9781788050173	Teacher	207	E. line 4	genre,	genre;
Publisher	9781788050173	Teacher	207	E. line 5	Finally they should try and think	Finally, they should try to think
Publisher	9781788050173	Teacher	207	E. line 6	the text	it

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	207	F. line 3	stating	suggesting
Publisher	9781788050173	Teacher	208	I. line 4	knowledge, ask questions	knowledge. They should then ask questions
Publisher	9781788050173	Teacher	208	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050173	Teacher	208	Last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050173	Teacher	209	Common Misconceptions, 3rd bullet	you're	you are
Publisher	9781788050173	Teacher	211	Materials, 4th bullet	Procedure	procedure
Publisher	9781788050173	Teacher	211	5th line from bottom	don't	do not
Publisher	9781788050173	Teacher	213	Ideas for Extension, line 3	nonliving	non-living
Publisher	9781788050173	Teacher	214	Simpet stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050173	Teacher	214	Summary Discussion, line 1	discuss with a partner something	discuss, with a partner, something
Publisher	9781788050173	Teacher	241	Activity A, line 2	text?	text.
Publisher	9781788050173	Teacher	241	Activity A, line 3	informed by an informational text, within	by
Publisher	9781788050173	Teacher	241	Activity A, line 10	Explain that as they move through the chapter they should try and answer	Explain that, as they move through the chapter, they should try to answer
Publisher	9781788050173	Teacher	242	Activity C, line 5	is it	are they
Publisher	9781788050173	Teacher	242	Activity D, line 1	learn?	learn.
Publisher	9781788050173	Teacher	242	Activity D, line 5	is?	is.
Publisher	9781788050173	Teacher	242	Activity D, line 6	local park, what kinds	local park; what kinds
Publisher	9781788050173	Teacher	242	Activity D, last line	you	them
Publisher	9781788050173	Teacher	242	Activity E, line 2	lives?	lives.
Publisher	9781788050173	Teacher	242	Activity E, penultimate line	are concerned by or affected by this	are concerned, or affected by, this
Publisher	9781788050173	Teacher	252	Teacher instruction, line 4	and then using their partners work	and then, using their partner's work,
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 1	they	you
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 1	Ask students to try and make a personal connection to the text.	Try to make a personal connection to the text.
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 2	they	you

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	252	Teacher instruction, no.9, line 1	annotate it and check	annotate it, then check
Publisher	9781788050173	Teacher	254	Activity A, line 2	text?	text.
Publisher	9781788050173	Teacher	254	Activity A, line 5	interest	engage
Publisher	9781788050173	Teacher	254	Activity A, line 6	write initial	write any initial
Publisher	9781788050173	Teacher	254	Activity A, penultimate line	found?	found.
Publisher	9781788050173	Teacher	254	Activity B, line 1	want answered	want to be answered
Publisher	9781788050173	Teacher	254	Activity B, penultimate line	they want	they want to be
Publisher	9781788050173	Teacher	255	Activity C, line 3	occur?	occur.
Publisher	9781788050173	Teacher	255	Activity D, line 1	desert,	desert;
Publisher	9781788050173	Teacher	255	Activity E, line 1	before?	before.
Publisher	9781788050173	Teacher	255	Activity E, line 2	before?	before.
Publisher	9781788050173	Teacher	255	Activity E, line 4	world,	world;
Publisher	9781788050173	Teacher	255	Activity F, line 3	evidence	provide evidence
Publisher	9781788050173	Teacher	267	A. line 3	you	one
Publisher	9781788050173	Teacher	267	B. line 4	romance.	or adventure.
Publisher	9781788050173	Teacher	267	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050173	Teacher	267	H. line 2	speaking voice not too deep or high;	speaking voice which is not too deep or high;
Publisher	9781788050173	Teacher	267	H. line 3/4	how you express yourself, don't have an angry tone to your voice; and voice - your opinion, your stance on the topic, first	how they express themselves, not having an angry tone to their voice; and voice - their opinion, their stance on the topic, using first
Publisher	9781788050173	Teacher	267	I. line 1	Students should lastly reflect and	Students should, lastly, reflect and
Publisher	9781788050173	Teacher	270	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050173	Teacher	271	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050173	Teacher	272	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	273	Top of page	Unnecessary gap	fill the gap
Publisher	9781788050173	Teacher	273	Summary Discussion, line 1	Propose the idea that sometimes reasonable	Propose the idea that, sometimes, reasonable

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	304	Activity B, line 2	to?	to.
Publisher	9781788050173	Teacher	306	Activity G, line 2	disasters such as flooding and hurricanes	disasters, such as flooding and hurricanes,
Publisher	9781788050173	Teacher	306	Activity G, line 6	venn	Venn
Publisher	9781788050173	Teacher	306	Activity G, line 7	that as explicit and implicit are opposites a venn diagram would be pointless as there	that, as explicit and implicit are opposites, a Venn diagram would be pointless, as there
Publisher	9781788050173	Teacher	306	Activity G, penultimate line	and therefore a table	and, therefore, a table
Publisher	9781788050173	Teacher	306	Activity I, line 2	groups?	groups.
Publisher	9781788050173	Teacher	314	Teacher instruction, no.3, line 1	about it and give	about it. Give
Publisher	9781788050173	Teacher	314	Teacher instruction, no.9, line 1	reading them and adjusting	reading them, adjusting
Publisher	9781788050173	Teacher	316	Activity A, line 3	environment?	environment.
Publisher	9781788050173	Teacher	316	Activity A, line 4	disaster?	disaster.
Publisher	9781788050173	Teacher	317	Activity E, line 4	they do, identifying	they do, and identifying
Publisher	9781788050173	Teacher	317	Activity E, line 5	the task when students are asked to describe	the task, when students are asked to describe,
Publisher	9781788050173	Teacher	317	Activity E, line 6	and discuss and tell. Have students	discuss and tell, have students
Publisher	9781788050173	Teacher	317	Activity F, line 6	one with most	one with the most
Publisher	9781788050173	Teacher	317	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050173	Teacher	317	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050173	Teacher	317	Activity G, line 2	Ask students in their groups to identify	Ask students, in their groups, to identify
Publisher	9781788050173	Teacher	318	Activity I, line 2	groups?	groups.
Publisher	9781788050173	Teacher	330	ABC Activity book: line 4	discuss how natural systems help control flooding.	how natural systems help to control flooding.
Publisher	9781788050173	Teacher	331	Objective, line 4	nonfiction	non-fiction
Publisher	9781788050173	Teacher	331	Scaffolding, line 1	nonfiction	non-fiction
Publisher	9781788050173	Teacher	331	Scaffolding, line 2	WWII	World War Two
Publisher	9781788050173	Teacher	332	A. line 4/5/6	This means students must read and analyze several texts not just one and in each text they must identify more than one theme and then have evidence from the text to support	This means that students must read and analyze several texts and, in each text, they must identify more than one theme and then have evidence from the text to support their
Publisher	9781788050173	Teacher	332	B. line 4	their	that

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	332	B. line 5/6	This can stilt the plot so an event needs to occur so that the conflict is resolved.	This can stilt the plot, so an event needs to occur to enable the conflict to be resolved.
Publisher	9781788050173	Teacher	332	C. line 6	include foreshadowing which is	include: foreshadowing, which is
Publisher	9781788050173	Teacher	332	D. line 1/2	The setting of a story is the place and time and type of surroundings that it is set in.	The setting of a story is the place, time and type of surroundings in which it is set.
Publisher	9781788050173	Teacher	332	D. line 4/5	For example if the main characters are trying to find a city or town or village the plot would change depending on whether they were in a forest or desert.	For example, if the main characters are trying to find a city, town or village, the plot would change, depending on whether they were in a forest or desert.
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 4	don't	do not
Publisher	9781788050173	Teacher	335	Materials, 2nd bullet	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	335	Procedure, bullet 5, line 1	term	terms
Publisher	9781788050173	Teacher	335	Procedure, bullet 5, line 1	definition	definitions
Publisher	9781788050173	Teacher	335	Procedure, bullet 6, line 1	Graphic	graphic
Publisher	9781788050173	Teacher	336	1st line	don't	do not
Publisher	9781788050173	Teacher	337	Bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	364	Activity A, line 2	theme?	theme.
Publisher	9781788050173	Teacher	364	Activity A, line 6	themes?	theme.
Publisher	9781788050173	Teacher	364	Activity A, line 6	fiction and or non fiction books	fiction and/or non-fiction books
Publisher	9781788050173	Teacher	364	Activity A, 5th line from bottom	chapters?	chapters.
Publisher	9781788050173	Teacher	364	Activity B, last line	resolution and if so did they	resolution and, if so, did they
Publisher	9781788050173	Teacher	365	Activity C, line 2	plot"?	plot".
Publisher	9781788050173	Teacher	365	Activity D, line 1	In this chapter there isn't one.	In this chapter, there is not a setting
Publisher	9781788050173	Teacher	365	Activity D, line 1	story?	story.
Publisher	9781788050173	Teacher	365	Activity D, line 1	plot?	plot.
Publisher	9781788050173	Teacher	373	Teacher instruction, no.2, line 3	the weather and the forecaster	the weather. The forecaster

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	373	Teacher instruction, no.3, line 1	does this	do these
Publisher	9781788050173	Teacher	375	Activity A, line 1	theme?	theme.
Publisher	9781788050173	Teacher	375	Activity A, line 5	chapter?	chapter:
Publisher	9781788050173	Teacher	375	Activity A, last line	science themed	science-themed
Publisher	9781788050173	Teacher	376	Activity C, line 2/3	There isn't much of a plot as there is no rising action or falling action or climax	There is not much of a plot, as there is no rising or falling action or climax
Publisher	9781788050173	Teacher	376	Activity C, line 6	helped advance	helped to advance
Publisher	9781788050173	Teacher	376	Activity D, line 2	Ask students why this setting?	Ask students why they chose this setting.
Publisher	9781788050173	Teacher	376	Activity D, line 5	characters?	characters.
Publisher	9781788050173	Teacher	383	ABC Activity book: line 3	exosystems	ecosystems
Publisher	9781788050173	Teacher	384	Objective, line 2	non-fiction,	non-fiction;
Publisher	9781788050173	Teacher	384	Scaffolding, line 6	scheme	schemes
Publisher	9781788050173	Teacher	385	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050173	Teacher	385	A. line 3	story	stories
Publisher	9781788050173	Teacher	385	A. line 3	a made up story set in the past;	made up stories set in the past;
Publisher	9781788050173	Teacher	385	A. line 4	a story about a crime to be solved;	stories often about a crime to be solved;
Publisher	9781788050173	Teacher	385	A. line 4	book	books
Publisher	9781788050173	Teacher	385	B. line 1	don't	do not
Publisher	9781788050173	Teacher	385	B. line 2	be in different size verses and their rhyming schemes are different,	be in different sized verses and their rhyming schemes vary,
Publisher	9781788050173	Teacher	385	B. line 6	and pattern	and the pattern
Publisher	9781788050173	Teacher	385	D. line 2	They include	They may include
Publisher	9781788050173	Teacher	385	E. line 5	aiming	aimed
Publisher	9781788050173	Teacher	386	Common Misconceptions, no.2	don't	do not
Publisher	9781788050173	Teacher	386	Common Misconceptions, no.5, line 1	you're	you are
Publisher	9781788050173	Teacher	388	Materials, 3rd bullet	index	Index

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	388	Procedure, bullet 4, line 2	evaluate whether:	evaluate the following:
Publisher	9781788050173	Teacher	389	1st bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050173	Teacher	389	3rd diamond, line 1	don't	do not
Publisher	9781788050173	Teacher	390	Daily reading, line 4	During daily reading ensure students	During daily reading, ensure that students
Publisher	9781788050173	Teacher	390	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	391	Ideas for at home, line 2	why?	why.
Publisher	9781788050173	Teacher	421	Activity A, line 4	fiction?	fiction.
Publisher	9781788050173	Teacher	421	Activity A, penultimate line	think of and research some jokes	think of, and research, some jokes
Publisher	9781788050173	Teacher	422	Activity B, line 4	acostic	acrostic
Publisher	9781788050173	Teacher	422	Activity B, line 5	doesn't have	does not have
Publisher	9781788050173	Teacher	422	Activity B, last line	i.e.	e.g.
Publisher	9781788050173	Teacher	422	Activity B, last line	couplets?	couplets.
Publisher	9781788050173	Teacher	422	Activity C, line 6	develop?	develop.
Publisher	9781788050173	Teacher	422	Activity C, line 7/8/9	each other the audience gets a sense of their personality and as a character grows so does their language and manners and personality and this can all be gained through their dialogue.	each other, the audience gets a sense of their personality and, as a character grows, so does their language, manners and personality and this can all be achieved through their dialogue.
Publisher	9781788050173	Teacher	423	Line 1	is?	is.
Publisher	9781788050173	Teacher	423	Line 7	they help the readers gain background information.	they help readers to gain background information.
Publisher	9781788050173	Teacher	423	Line 10	notice there	notice that there
Publisher	9781788050173	Teacher	423	Line 11	part	Part
Publisher	9781788050173	Teacher	423	Line 15	rearranged,	rearranged.
Publisher	9781788050173	Teacher	423	Line 16	what	Which
Publisher	9781788050173	Teacher	423	Line 19	subheadings?	subheadings.
Publisher	9781788050173	Teacher	423	Activity E, iii, line 2	students they	students that they
Publisher	9781788050173	Teacher	423	Activity E, iii, 3rd line from bottom	students	them
Publisher	9781788050173	Teacher	423	Activity F, line 2	What	Which

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	432	Teacher instruction, no.2, line 1	help sell	help to sell
Publisher	9781788050173	Teacher	432	Teacher instruction, no.3, line 2	What is dialogue?	What is the dialogue?
Publisher	9781788050173	Teacher	432	Teacher instruction, no.4, line 2	idea be, would	idea be, and would
Publisher	9781788050173	Teacher	434	Activity A, line 5	For example for humor they	For example, for humor, they
Publisher	9781788050173	Teacher	434	Activity A, line 6	are	is
Publisher	9781788050173	Teacher	434	Activity A, line 7	they don't	it does not
Publisher	9781788050173	Teacher	435	Activity B, line 1	students they are	students that they are
Publisher	9781788050173	Teacher	435	Activity B, line 5	Give them	Provide
Publisher	9781788050173	Teacher	435	Activity B, line 7	those letters and they	those letters; they
Publisher	9781788050173	Teacher	435	Activity B, line 8	should choose	should also choose
Publisher	9781788050173	Teacher	435	Activity B, line 10	couting	counting
Publisher	9781788050173	Teacher	435	Activity B, penultimate line	you	they
Publisher	9781788050173	Teacher	435	Activity C, penultimate line	more?	more.
Publisher	9781788050173	Teacher	435	Activity D, iii, line 6	chapter?	chapter.
Publisher	9781788050173	Teacher	435	Activity D, iii, last line	subcategories?	subcategories.
Publisher	9781788050173	Teacher	436	Activity E, iii, line 3	made?	made.
Publisher	9781788050173	Teacher	436	Activity F, line 2	project?	project.
Publisher	9781788050173	Teacher	446	Requirements to turn in, line 4	together	together.
Publisher	9781788050173	Teacher	446	Grading criteria, line 2	criteria.	criterion.
Publisher	9781788050173	Teacher	447	Classroom Art projects: line 3	Students should include if the Louis Pasteur movie uses staging and dialogue?	Students should consider whether the Louis Pasteur movie uses staging and dialogue.
Publisher	9781788050173	Teacher	448	Objective, line 2	that purpose.	that purpose within a text.
Publisher	9781788050173	Teacher	448	Scaffolding, line 2	purpse	purpose
Publisher	9781788050173	Teacher	449	F. line 7	were	was
Publisher	9781788050173	Teacher	449	G. line 3	doesn't	does not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	449	G. last 2 lines	Sweeping generalizations are like stereotypes when something is attributed to or assumed of a lot of people, based on the events of one person.	Sweeping generalizations are like stereotypes, when something is attributed to, or assumed of, a lot of people, based on the events of one person.
Publisher	9781788050173	Teacher	450	Line 3	nonfiction	non-fiction
Publisher	9781788050173	Teacher	452	Procedure, 1st bullet, line 1	Ask students to share with a partner what is an author's	Ask students to share, with a partner, what is an author's
Publisher	9781788050173	Teacher	452	Procedure, 1st bullet, line 4	identify the following author's purpose for each:	identify the author's purpose for each of the following:
Publisher	9781788050173	Teacher	452	Procedure, 5th bullet, line 3	three	four
Publisher	9781788050173	Teacher	453	1st bullet 2nd diamond, line 1	don't	do not
Publisher	9781788050173	Teacher	453	Last bullet, 2nd line	writing to answer the three questions	answer
Publisher	9781788050173	Teacher	454	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	455	Summary Discussion, line 1	Ask students to share with a partner what the purpose	Ask students to share, with a partner, what the purpose
Publisher	9781788050173	Teacher	483	Activity A, last line	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050173	Teacher	484	Activity D, line 1	defintions	definitions
Publisher	9781788050173	Teacher	484	Activity D, line 4	can't	cannot
Publisher	9781788050173	Teacher	484	Activity E, line 5	in	from
Publisher	9781788050173	Teacher	485	Activity G, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	485	Activity G, line 4	fallaies.	fallacies.
Publisher	9781788050173	Teacher	493	Teacher instruction, no.2, line 1	help you achieve	help you to achieve
Publisher	9781788050173	Teacher	493	Teacher instruction, no.3, line 1	help you achieve	help you to achieve
Publisher	9781788050173	Teacher	493	Teacher instruction, no.7, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	495	Activity A, line 2	students,	students;
Publisher	9781788050173	Teacher	495	Activity A, line 2	writing?	writing.
Publisher	9781788050173	Teacher	495	Activity B, line 6	students learn	students to learn
Publisher	9781788050173	Teacher	496	Activity D, line 2	can't	cannot
Publisher	9781788050173	Teacher	496	Activity D, line 5	to learn, if not then it does not contribute to the purpose but instead	to learn; if not, then it does not contribute to the purpose, but instead
Publisher	9781788050173	Teacher	496	Activity F, line 1	is?	is.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	496	Activity F, line 2	is?	is.
Publisher	9781788050173	Teacher	496	Activity F, line 3	is?	is.
Publisher	9781788050173	Teacher	496	Activity F, line 5	in	from
Publisher	9781788050173	Teacher	496	Activity F, line 7	purpose?	purpose.
Publisher	9781788050173	Teacher	496	Activity G, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	500	Objective, line 8	grammar and spelling and	grammar and spelling,
Publisher	9781788050173	Teacher	500	Scaffolding, line 2	ocean	oceans
Publisher	9781788050173	Teacher	501	B. line 1	structuring it in to	structuring it into
Publisher	9781788050173	Teacher	501	C. line 4	all declarative simple sentences it could	all declarative, simple sentences, it could
Publisher	9781788050173	Teacher	501	D. line 2	aren't any	are no
Publisher	9781788050173	Teacher	501	D. 3rd bullet, line 2	can't	cannot
Publisher	9781788050173	Teacher	502	Common Misconceptions, bullet 1, line 1	doesn't	does not need to
Publisher	9781788050173	Teacher	505	Line 1	Research Outline Notes	research outline notes
Publisher	9781788050173	Teacher	507	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	508	Summary Discussion, line 2	hook	interest
Publisher	9781788050173	Teacher	547	Activity A, line 1	Tell students they are	Tell students that they are
Publisher	9781788050173	Teacher	547	Activity A, line 2	favorite foods and whether they are healthy or not and why and	favorite foods. The report will include whether they are healthy or not, and why, and
Publisher	9781788050173	Teacher	547	Activity A, line 3	discussions to a final publishable research paper.	discussions towards producing a final publishable research paper.
Publisher	9781788050173	Teacher	547	Activity A, line 5	imrpoved	improved
Publisher	9781788050173	Teacher	547	Activity, penultimate line	purpose is and who the	purpose is, who the
Publisher	9781788050173	Teacher	547	Activity B, ii, line 7	you	them
Publisher	9781788050173	Teacher	547	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050173	Teacher	547	Activity B, ii, line 11	work?	work.
Publisher	9781788050173	Teacher	547	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, they should think about whether they have

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	561	Activity A, line 2	discussions and experiment and results in to a final	discussions, experiment and results into a final
Publisher	9781788050173	Teacher	561	Activity A, line 5	imrpoved	improved
Publisher	9781788050173	Teacher	561	Activity A, line 7	what they're doing to refer back to and any problems	what they are doing to refer back to, and add any problems
Publisher	9781788050173	Teacher	561	Activity A, line 9	Idea section and again make lots	Idea section, and again, make lots
Publisher	9781788050173	Teacher	561	Activity B, ii, line 7	you	them
Publisher	9781788050173	Teacher	561	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050173	Teacher	561	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, they should think about whether they have
Publisher	9781788050173	Teacher	569	Requirements to turn in, line 2	heait	heart
Publisher	9781788050173	Teacher	569	Requirements to turn in, line 2	bling	bring
Publisher	9781788050173	Teacher	570	Illustration, line 5	ai-e	are
Publisher	9781788050173	Teacher	570	Illustration, line 8	ai-e	are
Publisher	9781788050173	Teacher	570	Illustration, line 13	heait	heart
Publisher	9781788050173	Teacher	571	Grading criteria, line 1	cdteria.	criteria.
Publisher	9781788050173	Teacher	571	Grading criteria, line 2	cdteda.	criterion
Publisher	9781788050173	Teacher	573	Extension Activity: line 1	and	, then
Publisher	9781788050173	Teacher	575	C. line 1	the	an
Publisher	9781788050173	Teacher	575	C. line 3	own argumentative	own argumentative text
Publisher	9781788050173	Teacher	575	D. line 1	Correspondence is when you communicate with someone	Correspondence involves communicating with someone
Publisher	9781788050173	Teacher	575	D. line 5	english	English
Publisher	9781788050173	Teacher	577	Line 3	developing vocabulary	developing the vocabulary
Publisher	9781788050173	Teacher	577	Line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050173	Teacher	579	Procedure, 6th bullet, line 2	an argument for and against	an argument, for and against,
Publisher	9781788050173	Teacher	581	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	582	Peer Activity, bullet 3, line 1	have asked, questions they	have asked, and questions they

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	616	Activity A, line 4	has?	has.
Publisher	9781788050173	Teacher	616	Activity A, line 6	these genres ask them if they think	these genres, do they they think
Publisher	9781788050173	Teacher	616	Activity A, line 10	experiment and have	experiment, have
Publisher	9781788050173	Teacher	616	Activity A, last line	story,	story:
Publisher	9781788050173	Teacher	616	Activity B, line 2	informatinal	informational
Publisher	9781788050173	Teacher	617	Activity C, line 3	text?	text.
Publisher	9781788050173	Teacher	617	Activity C, line 6	not?	not.
Publisher	9781788050173	Teacher	617	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050173	Teacher	617	Activity D, 2nd bullet	registers	registering
Publisher	9781788050173	Teacher	617	Activity D, 3rd bullet	requests	requesting
Publisher	9781788050173	Teacher	617	Activity D, penultimate line	english	English
Publisher	9781788050173	Teacher	617	Activity D, last line	sentences, no slang.	sentences, and no slang.
Publisher	9781788050173	Teacher	626	Teacher instruction, no.2, line 1	gardening with more than two paragraphs that has	gardening, with more than two paragraphs, that has
Publisher	9781788050173	Teacher	628	Activity B, line 3	has?	has.
Publisher	9781788050173	Teacher	629	Activity C, line 1	STEM chapter plus their own research to write	STEM chapter, plus their own research, to write
Publisher	9781788050173	Teacher	629	Activity C, line 3	it.	them.
Publisher	9781788050173	Teacher	629	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050173	Teacher	629	Activity D, 2nd bullet	registers	registering
Publisher	9781788050173	Teacher	629	Activity D, 3rd bullet	requests	requesting
Publisher	9781788050173	Teacher	629	Activity D, penultimate line	english	English
Publisher	9781788050173	Teacher	629	Activity D, last line	sentences, no slang.	sentences, and no slang.
Publisher	9781788050173	Teacher	632	Objective, line 3	kew	key
Publisher	9781788050173	Teacher	633	D. line 2	Students need to gather relevant sources to their research topic.	Students need to gather sources relevant to their research topic.
Publisher	9781788050173	Teacher	633	F. line 2	understand.	understanding.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	633	H. line 4	can't	cannot
Publisher	9781788050173	Teacher	633	I. Line 1/2	Ethically means to treat something in a correct way that does not inflict harm on a person.	Acting ethically means treating something in a correct way that does not inflict harm.
Publisher	9781788050173	Teacher	634	Common Misconceptions, 2nd bullet, line 2	structure	arrange
Publisher	9781788050173	Teacher	634	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050173	Teacher	635	Teacher instruction, line 6	Give students some background	Provide students with some background
Publisher	9781788050173	Teacher	636	Procedure, 1st bullet, line 2	overuse of	overusing
Publisher	9781788050173	Teacher	637	Line 4	students that in their research they should:	students that, in their research, they should:
Publisher	9781788050173	Teacher	637	3rd bullet, line 3	them that as they learn about the topic they may	them that, as they learn about the topic, they may
Publisher	9781788050173	Teacher	637	3rd line from bottom	Belong	Belonging
Publisher	9781788050173	Teacher	637	2nd line from bottom	Have	Having
Publisher	9781788050173	Teacher	637	Last line	Have	Having
Publisher	9781788050173	Teacher	638	Line 6	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050173	Teacher	638	4th line from the bottom	focus, teacher,	focus, the teacher,
Publisher	9781788050173	Teacher	639	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	640	Peer Activity, bullet 3, line 1	have asked, questions	have asked, and questions
Publisher	9781788050173	Teacher	670	Activity A, line 3	discussions and research.	discussions and conduct research.
Publisher	9781788050173	Teacher	670	Activity A, last line	help guide	help to guide
Publisher	9781788050173	Teacher	671	Activity C, line 1/2	Tell students that in their groups they need to think of and refine a major research question.	Tell students that, in their groups, they need to think of, and refine, a major research question.
Publisher	9781788050173	Teacher	671	Activity E, line 1	source?	source.
Publisher	9781788050173	Teacher	671	Activity E, line 3	Rose?	Rose.
Publisher	9781788050173	Teacher	671	Activity F, line 2	information?	information.
Publisher	9781788050173	Teacher	671	Activity G, line 7	You should have enough cards including the 5 plagiarism ones for one each	You should have enough cards, including the 5 plagiarism ones, for one each
Publisher	9781788050173	Teacher	671	Activity G, line 8	don't	not to

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print with basic online class set (9781788051071)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	671	Activity G, line 9	"paraphrase"	"Paraphrase"
Publisher	9781788050173	Teacher	672	Line 1	"plagiarism"	"Plagiarism"
Publisher	9781788050173	Teacher	672	Activity H, ii, line 4	can't	cannot
Publisher	9781788050173	Teacher	672	Activity H, ii, line 6	Amelia Rose is not trying	Amelia Rose chapter is not trying
Publisher	9781788050173	Teacher	672	Activity I, line 1	your	their
Publisher	9781788050173	Teacher	672	Activity I, line 1	sources?	sources.
Publisher	9781788050173	Teacher	672	Activity I, line 4	ethically?	ethically.
Publisher	9781788050173	Teacher	683	Activity A, last line	help guide	help to guide
Publisher	9781788050173	Teacher	684	Activity D, line 3	Student	Students
Publisher	9781788050173	Teacher	684	Activity E, line 1	source?	source.
Publisher	9781788050173	Teacher	684	Activity E, line 3	STEM?	STEM.
Publisher	9781788050173	Teacher	684	Activity F, line 2	information?	information.
Publisher	9781788050173	Teacher	684	Activity G, penultimate line	"plagiarism"	"Plagiarism"
Publisher	9781788050173	Teacher	684	Activity G, last line	don't	not to
Publisher	9781788050173	Teacher	685	Line 1	says "paraphrase" on it they have	says "Paraphrase" on it, they have
Publisher	9781788050173	Teacher	685	Line 2	says "plagiarism" on it they need	says "Plagiarism" on it, they need
Publisher	9781788050173	Teacher	685	Line 5	check	review
Publisher	9781788050173	Teacher	685	Activity H, ii, line 4	can't	cannot
Publisher	9781788050173	Teacher	685	Activity I, line 1	is?	is.
Publisher	9781788050173	Teacher	685	Activity I, line 3	show sources you want to give credit to for helping create the works.	show sources the author wants to give credit to for helping to create the works.
Publisher	9781788050173	Teacher	685	Activity J title	Unnecessary gap	move text up
Publisher	9781788050173	Teacher	701	Grading criteria, line 3	criteria	criterion.
Publisher	9781788050173	Teacher	704	ABC Activity book: line 2/3	they use up such as watering and the space used and the	they use up, such as water and the space used, and the

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print with Online Class Set (9781788051989) and Online only Class Set (9781788051965)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	1	Scaffolding Information, line 1	the	a
Publisher	9781788050173	Teacher	2	A. line 1	Student's need to listen actively either to you or each other or a recording or video	Students need to listen actively either to you, each other, or a recording or video,
Publisher	9781788050173	Teacher	2	A. line 6	others ideas which means in discussion they listen	others ideas, which means, in discussion, they listen
Publisher	9781788050173	Teacher	2	B.	Student's must follow complex spoken instructions and give complex spoken instructions and the instructions should either be for specific tasks, answering questions or solving problems.	Students must both follow, and give, complex spoken instructions; these instructions should be for specific tasks, answering questions or solving problems.
Publisher	9781788050173	Teacher	2	C. line3/4/5	they shouldn't stare but also shouldn't just read from a piece of paper, they need to get the balance right. They should speak clearly, not too fast or slow or loud or soft.	they should not stare but neither should they just read from a piece of paper; they need to get the balance right. They should speak clearly, not too quickly or slowly, nor too loudly or softly.
Publisher	9781788050173	Teacher	2	C. line 6	understand	understood
Publisher	9781788050173	Teacher	2	D. line 1	means to have a conversation	means having a conversation
Publisher	9781788050173	Teacher	2	D. line 3/4/5	Feedback is to respond on the success or failure of someones ideas and to give your opinion and any suggestions.	Giving feedback is responding to the success or failure of someone's ideas and giving your opinion and any suggestions.
Publisher	9781788050173	Teacher	2	D. line 5/6	Constructive feedback is feedback that is positive and helpful.	Constructive feedback is both positive and helpful.
Publisher	9781788050173	Teacher	3	Line 1	the	their
Publisher	9781788050173	Teacher	3	Line 2	participation	participating
Publisher	9781788050173	Teacher	3	Line 3	presentation and providing and accepting feedback are incorporated	presentating and providing and accepting feedback, are all incorporated
Publisher	9781788050173	Teacher	3	Line 8	opportunity in this lesson to build	opportunity, in this lesson, to build
Publisher	9781788050173	Teacher	3	Common Misconceptions, 3rd bullet, line 1	don't	do not
Publisher	9781788050173	Teacher	4	Line 3	this	these
Publisher	9781788050173	Teacher	5	Teacher Lesson Notes, line 3	are	is
Publisher	9781788050173	Teacher	5	Teacher Lesson Notes, bullet 4, line 2	are	is
Publisher	9781788050173	Teacher	6	Procedure, bullet 3, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050173	Teacher	7	4th bullet, line 2	contribute to	work toward
Publisher	9781788050173	Teacher	8	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	29	Activity A, line 1	"listen actively"?	"listen actively".
Publisher	9781788050173	Teacher	30	Activity C, line 3/4	In their groups they must decide whether they think it was a success, if it achieved its purpose of informing them.	In their groups, they must decide whether they think it was a success and if it achieved its purpose of informing them.

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print with Online Class Set (9781788051989) and Online only Class Set (9781788051965)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	30	Activity C, line 9	shouldn't	should not
Publisher	9781788050173	Teacher	30	Activity C, last bullet	and	using
Publisher	9781788050173	Teacher	30	Activity D, line 3	groups and everyone	groups. Everyone
Publisher	9781788050173	Teacher	30	Activity D, line 4	their groups and read	their group's, then read
Publisher	9781788050173	Teacher	30	Activity D, line 5	ot	or
Publisher	9781788050173	Teacher	38	Teacher instruction, line 12	others ideas such	other's ideas, such
Publisher	9781788050173	Teacher	38	Teacher instruction, line 14	Ask students once they have finished their scripts what	Ask students, once they have finished their scripts, what
Publisher	9781788050173	Teacher	38	Teacher instruction, line 15	them?	them.
Publisher	9781788050173	Teacher	38	Teacher instruction, 5th line from bottom	the plays and listen actively	the plays, listen actively
Publisher	9781788050173	Teacher	38	Teacher instruction, penultimate line	didn't	did not
Publisher	9781788050173	Teacher	41	Activity A, line 6	need	needs
Publisher	9781788050173	Teacher	41	Activity B, line 1	that when looking at each instruction page you ask	that, when looking at each instruction page, you ask
Publisher	9781788050173	Teacher	42	Activity C, line 3	why?	why.
Publisher	9781788050173	Teacher	42	Activity C no.2	with audience	with the audience
Publisher	9781788050173	Teacher	42	Activity C no.6	is	are
Publisher	9781788050173	Teacher	42	Activity D, line 2	set out and behave	set out, behave
Publisher	9781788050173	Teacher	42	Activity D, line 8	with	will
Publisher	9781788050173	Teacher	52	Extension Activity: line 3	or failure and what they	or failure; they should also include what they
Publisher	9781788050173	Teacher	53	Objective, line 5	tools	the tools
Publisher	9781788050173	Teacher	54	A. line 1	resources such as dictionaries and	resources, such as dictionaries
Publisher	9781788050173	Teacher	54	A.line 2	thesaurus'	thesauruses,
Publisher	9781788050173	Teacher	54	B. line 3	Use	They should use
Publisher	9781788050173	Teacher	54	B. line 5	and effect is a sentence that has two related clauses perhaps	and effect refers to is a sentence that has two related clauses, perhaps
Publisher	9781788050173	Teacher	54	B. line 7	about testing the student	about testing that the student

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	54	C. line 2	looked up it often shows the	looked up, it often also shows the
Publisher	9781788050173	Teacher	54	C. line 3	sentence and the words	sentence. The words
Publisher	9781788050173	Teacher	54	C. line 4	they	students
Publisher	9781788050173	Teacher	55	Line 5	in comprehension of science text.	in the comprehension of science texts.
Publisher	9781788050173	Teacher	56	Teacher Lesson Notes, line 3	in sentences and use them to understand	in sentences. Students then use these to understand
Publisher	9781788050173	Teacher	56	Teacher Lesson Notes, line 4	the text and comprehension.	the text and to improve comprehension.
Publisher	9781788050173	Teacher	57	Procedure, bullet 3, line 2	each example have them think about and share with a partner their understanding	each example, have them think about, and share with a partner, their understanding
Publisher	9781788050173	Teacher	57	Procedure, bullet 4, line 2	help them identify	help them to identify
Publisher	9781788050173	Teacher	57	Procedure, 5th line from the bottom	don't	do not
Publisher	9781788050173	Teacher	58	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	59	Ideas for at home, line 1	five total,	five in total,
Publisher	9781788050173	Teacher	81	Activity B, line 1	mean?	mean.
Publisher	9781788050173	Teacher	82	Activity C, line 5	the root and what it means	the root, what it means
Publisher	9781788050173	Teacher	82	Activity C, last line	latin	Latin
Publisher	9781788050173	Teacher	91	Teacher Lesson Notes, line 2	defiitions	definitions
Publisher	9781788050173	Teacher	91	Teacher Lesson Notes, line 7	Now ask students to use the words in context and give an example and draw a picture if	Now, ask students to use the words in context, give an example and draw a picture, if
Publisher	9781788050173	Teacher	93	Activity C, line 3	paleontogolist'.	paleontologist'.
Publisher	9781788050173	Teacher	93	Activity C, line 3	the root and what it means	the root, what it means
Publisher	9781788050173	Teacher	102	Requirements to turn in, no.3, line 2	continues	continuous
Publisher	9781788050173	Teacher	102	Grading Criteria, line 1	criteria.	criterion.
Publisher	9781788050173	Teacher	103	Written paragraph, box 4, line 12	earth's	Earth's
Publisher	9781788050173	Teacher	104	Requirements to turn in, no.3, line 2	continues	continuous
Publisher	9781788050173	Teacher	104	Grading Criteria, line 3	criteria.	criterion.
Publisher	9781788050173	Teacher	107	Extension Activity: line 2	also	, then

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	107	ELL: line 3	exercise	Exercise
Publisher	9781788050173	Teacher	107	ELL: line 3	Vocabulary	Vocabulary
Publisher	9781788050173	Teacher	107	Other TPS Reading materials: line 4	write it out and count how many syllables it has and research the	write it out, count how many syllables it has, then and research the
Publisher	9781788050173	Teacher	107	Other TPS Reading materials: line 5	if	whether
Publisher	9781788050173	Teacher	109	Line 1	they've	they have
Publisher	9781788050173	Teacher	109	Common Misconceptions, bullet 1, line 2	don't	do not
Publisher	9781788050173	Teacher	109	Common Misconceptions, bullet 4, line 1	you're	you are
Publisher	9781788050173	Teacher	110	Teacher Lesson Notes, bullet 4	monotone	monotonous
Publisher	9781788050173	Teacher	111	Procedure, 1st bullet, line 2	reading?	reading.
Publisher	9781788050173	Teacher	111	Procedure, bullet 2, 2nd line from bottom	you've	you have
Publisher	9781788050173	Teacher	111	Procedure, bullet 3, 3rd line from bottom	monotone	monotonous
Publisher	9781788050173	Teacher	111	Procedure, bullet 3, last line	non active	non-active
Publisher	9781788050173	Teacher	111	Procedure, bullet 4, last line	skills during and immediately following reading.	skills during, and immediately following, reading.
Publisher	9781788050173	Teacher	112	Bullet 1, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	112	Bullet 3, line 2	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	112	Daily reading, line 8	expressions, basic or	expressions, and basic or
Publisher	9781788050173	Teacher	113	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	114	Simple stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050173	Teacher	130	Materials: Top bullet on the right	pots Cotton	pots (bullet point)Cotton
Publisher	9781788050173	Teacher	137	Teacher instruction, line 2	will help develop students	will help to develop students'
Publisher	9781788050173	Teacher	137	Teacher instruction, line 4	means to understand something.	means understanding something.
Publisher	9781788050173	Teacher	137	Teacher instruction, line 7	and depending on the purpose the fluency	and, depending on the purpose, the fluency
Publisher	9781788050173	Teacher	137	Teacher instruction, line 8	news?	news.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	137	Teacher instruction, line 11	This will help develop students writing skills.	This will help to develop students' writing skills.
Publisher	9781788050173	Teacher	140	Teacher instruction, line 2	This will help develop students reading skills,	This will help to develop students' reading skills,
Publisher	9781788050173	Teacher	140	Teacher instruction, line 5	help develop students writing skills.	help to develop students' writing skills.
Publisher	9781788050173	Teacher	153	Title	tudent	S
Publisher	9781788050173	Teacher	153	Problem/Task, line 10	what	that
Publisher	9781788050173	Teacher	154	Requirments to turn in, line 1	student	students
Publisher	9781788050173	Teacher	155	Grading criteria, line 2	criteria.	criterion.
Publisher	9781788050173	Teacher	156	Extension Activity: line 2	help students make	help students to make
Publisher	9781788050173	Teacher	156	Extension Activity: line 3	so that in future they are	so that, in future, they are
Publisher	9781788050173	Teacher	156	How Not To Die Hunting in Alaska, line 2	fluenty	fluently
Publisher	9781788050173	Teacher	158	Line 4	approach to curriculum.	approach to the curriculum.
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, bullet 5	lives	Lives
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, 7th line from bottom	science themed	science-themed
Publisher	9781788050173	Teacher	160	Teacher Lesson Notes, 4th line from bottom	Science themed	science-themed
Publisher	9781788050173	Teacher	161	Materials, 1st bullet	Science themed	Science-themed
Publisher	9781788050173	Teacher	162	1st bullet, line 1	Help students learn	Help students to learn
Publisher	9781788050173	Teacher	162	5th bullet, line 1	Explain that in the Active Reading section they will	Explain that, in the Active Reading section, they will
Publisher	9781788050173	Teacher	163	Daily reading, line 7	expressions, basic	expressions, and basic
Publisher	9781788050173	Teacher	163	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	164	Ideas for Extension, line 1/2	science themed	science-themed
Publisher	9781788050173	Teacher	165	Summary Discussion, line 1	Have students in small groups discuss	Have students, in small groups, discuss
Publisher	9781788050173	Teacher	179	Teacher instruction, line 1	Thinking,	Thinking, and
Publisher	9781788050173	Teacher	179	Teacher instruction, line 5	might be the genre	might be that the genre
Publisher	9781788050173	Teacher	179	Teacher instruction, line 5	it	It

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	181	Materials: Top bullet on the right	Cotton wool	new bullet
Publisher	9781788050173	Teacher	188	Teacher instruction, line 2	helps protect	helps to protect
Publisher	9781788050173	Teacher	188	Teacher instruction, line 3	type?	type.
Publisher	9781788050173	Teacher	188	Teacher instruction, line 4	State	state
Publisher	9781788050173	Teacher	188	Teacher instruction, line 5	will help develop students reading skills,	will help to develop students' reading skills,
Publisher	9781788050173	Teacher	188	Teacher instruction, line 9	develop students writing skills.	to develop students writing skills.
Publisher	9781788050173	Teacher	190	Teacher instruction, line 8	help develop students writing and thinking skills.	help to develop students' writing and thinking skills.
Publisher	9781788050173	Teacher	190	Teacher instruction, last line	realising.	realizing.
Publisher	9781788050173	Teacher	195	3rd paragraph, last line	student	students
Publisher	9781788050173	Teacher	202	1st line	criteria.	criterion.
Publisher	9781788050173	Teacher	202	Title	Grading Criteria	spacing?
Publisher	9781788050173	Teacher	202	Line 4	criteria.	criterion.
Publisher	9781788050173	Teacher	205	Classroom Art projects: line 4	add	add;
Publisher	9781788050173	Teacher	205	ABC Activity book: line 2	alphabet book	Alphabet Book
Publisher	9781788050173	Teacher	205	How Not To Die Hunting in Alaska, line 3	chaoter	chapter
Publisher	9781788050173	Teacher	207	A. line 1	yourself	themselves
Publisher	9781788050173	Teacher	207	A. line 2	to you for reading and the	to them for reading, and the
Publisher	9781788050173	Teacher	207	B. line 4	and then once they have finished as	and then, once they have finished, as
Publisher	9781788050173	Teacher	207	C. line 5	contents, anything	contents, and anything
Publisher	9781788050173	Teacher	207	C. line 7	fits into, why they	,
Publisher	9781788050173	Teacher	207	D. line 2	reading to deepen understanding	reading and to deepen understanding.
Publisher	9781788050173	Teacher	207	E. line 4	texts so think about other texts	texts, so consider other texts
Publisher	9781788050173	Teacher	207	E. line 4	genre,	genre;
Publisher	9781788050173	Teacher	207	E. line 5	Finally they should try and think	Finally, they should try to think

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	207	E. line 6	the text	it
Publisher	9781788050173	Teacher	207	F. line 3	stating	suggesting
Publisher	9781788050173	Teacher	208	I. line 4	knowledge, ask questions	knowledge. They should then ask questions
Publisher	9781788050173	Teacher	208	Penultimate line	will help develop students reading,	will help to develop students' reading,
Publisher	9781788050173	Teacher	208	Last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050173	Teacher	209	Common Misconceptions, 3rd bullet	you're	you are
Publisher	9781788050173	Teacher	211	Materials, 4th bullet	Procedure	procedure
Publisher	9781788050173	Teacher	211	5th line from bottom	don't	do not
Publisher	9781788050173	Teacher	213	Ideas for Extension, line 3	nonliving	non-living
Publisher	9781788050173	Teacher	214	Simpet stories, 4th bullet, line 1	vocabular	vocabulary
Publisher	9781788050173	Teacher	214	Summary Discussion, line 1	discuss with a partner something	discuss, with a partner, something
Publisher	9781788050173	Teacher	241	Activity A, line 2	text?	text.
Publisher	9781788050173	Teacher	241	Activity A, line 3	informed by an informational text, within	by
Publisher	9781788050173	Teacher	241	Activity A, line 10	Explain that as they move through the chapter they should try and answer	Explain that, as they move through the chapter, they should try to answer
Publisher	9781788050173	Teacher	242	Activity C, line 5	is it	are they
Publisher	9781788050173	Teacher	242	Activity D, line 1	learn?	learn.
Publisher	9781788050173	Teacher	242	Activity D, line 5	is?	is.
Publisher	9781788050173	Teacher	242	Activity D, line 6	local park, what kinds	local park; what kinds
Publisher	9781788050173	Teacher	242	Activity D, last line	you	them
Publisher	9781788050173	Teacher	242	Activity E, line 2	lives?	lives.
Publisher	9781788050173	Teacher	242	Activity E, penultimate line	are concerned by or affected by this	are concerned, or affected by, this
Publisher	9781788050173	Teacher	252	Teacher instruction, line 4	and then using their partners work	and then, using their partner's work,
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 1	they	you
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 1	Ask students to try and make a personal connection to the text.	Try to make a personal connection to the text.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	252	Teacher instruction, no.5, line 2	they	you
Publisher	9781788050173	Teacher	252	Teacher instruction, no.9, line 1	annotate it and check	annotate it, then check
Publisher	9781788050173	Teacher	254	Activity A, line 2	text?	text.
Publisher	9781788050173	Teacher	254	Activity A, line 5	interest	engage
Publisher	9781788050173	Teacher	254	Activity A, line 6	write initial	write any initial
Publisher	9781788050173	Teacher	254	Activity A, penultimate line	found?	found.
Publisher	9781788050173	Teacher	254	Activity B, line 1	want answered	want to be answered
Publisher	9781788050173	Teacher	254	Activity B, penultimate line	they want	they want to be
Publisher	9781788050173	Teacher	255	Activity C, line 3	occur?	occur.
Publisher	9781788050173	Teacher	255	Activity D, line 1	desert,	desert;
Publisher	9781788050173	Teacher	255	Activity E, line 1	before?	before.
Publisher	9781788050173	Teacher	255	Activity E, line 2	before?	before.
Publisher	9781788050173	Teacher	255	Activity E, line 4	world,	world;
Publisher	9781788050173	Teacher	255	Activity F, line 3	evidence	provide evidence
Publisher	9781788050173	Teacher	267	A. line 3	you	one
Publisher	9781788050173	Teacher	267	B. line 4	romance.	or adventure.
Publisher	9781788050173	Teacher	267	E. line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050173	Teacher	267	H. line 2	speaking voice not too deep or high;	speaking voice which is not too deep or high;
Publisher	9781788050173	Teacher	267	H. line 3/4	how you express yourself, don't have an angry tone to your voice; and voice - your opinion, your stance on the topic, first	how they express themselves, not having an angry tone to their voice; and voice - their opinion, their stance on the topic, using first
Publisher	9781788050173	Teacher	267	I. line 1	Students should lastly reflect and	Students should, lastly, reflect and
Publisher	9781788050173	Teacher	270	Procedure, 2nd bullet, line 1	don't	do not
Publisher	9781788050173	Teacher	271	Daily reading, line 4	During daily reading ensure students are developing their basic sight vocabulary, and	During daily reading, ensure that students are developing their basic sight vocabulary, and are
Publisher	9781788050173	Teacher	272	Ideas for support, 4th bullet	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	273	Top of page	Unnecessary gap	fill the gap

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	273	Summary Discussion, line 1	Propose the idea that sometimes reasonable	Propose the idea that, sometimes, reasonable
Publisher	9781788050173	Teacher	304	Activity B, line 2	to?	to.
Publisher	9781788050173	Teacher	306	Activity G, line 2	disasters such as flooding and hurricanes	disasters, such as flooding and hurricanes,
Publisher	9781788050173	Teacher	306	Activity G, line 6	venn	Venn
Publisher	9781788050173	Teacher	306	Activity G, line 7	that as explicit and implicit are opposites a venn diagram would be pointless as there	that, as explicit and implicit are opposites, a Venn diagram would be pointless, as there
Publisher	9781788050173	Teacher	306	Activity G, penultimate line	and therefore a table	and, therefore, a table
Publisher	9781788050173	Teacher	306	Activity I, line 2	groups?	groups.
Publisher	9781788050173	Teacher	314	Teacher instruction, no.3, line 1	about it and give	about it. Give
Publisher	9781788050173	Teacher	314	Teacher instruction, no.9, line 1	reading them and adjusting	reading them, adjusting
Publisher	9781788050173	Teacher	316	Activity A, line 3	environment?	environment.
Publisher	9781788050173	Teacher	316	Activity A, line 4	disaster?	disaster.
Publisher	9781788050173	Teacher	317	Activity E, line 4	they do, identifying	they do, and identifying
Publisher	9781788050173	Teacher	317	Activity E, line 5	the task when students are asked to describe	the task, when students are asked to describe,
Publisher	9781788050173	Teacher	317	Activity E, line 6	and discuss and tell. Have students	discuss and tell, have students
Publisher	9781788050173	Teacher	317	Activity F, line 6	one with most	one with the most
Publisher	9781788050173	Teacher	317	Activity F, line 7	sentences in time allowed.	sentences in the time allowed.
Publisher	9781788050173	Teacher	317	Activity F, line 7	Suggest maximum	Suggest a maximum
Publisher	9781788050173	Teacher	317	Activity G, line 2	Ask students in their groups to identify	Ask students, in their groups, to identify
Publisher	9781788050173	Teacher	318	Activity I, line 2	groups?	groups.
Publisher	9781788050173	Teacher	330	ABC Activity book: line 4	discuss how natural systems help control flooding.	how natural systems help to control flooding.
Publisher	9781788050173	Teacher	331	Objective, line 4	nonfiction	non-fiction
Publisher	9781788050173	Teacher	331	Scaffolding, line 1	nonfiction	non-fiction
Publisher	9781788050173	Teacher	331	Scaffolding, line 2	WWII	World War Two
Publisher	9781788050173	Teacher	332	A. line 4/5/6	This means students must read and analyze several texts not just one and in each text they must identify more than one theme and then have evidence from the text to support their claim or inference.	This means that students must read and analyze several texts and, in each text, they must identify more than one theme and then have evidence from the text to support their claim or inference.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	332	B. line 4	their	that
Publisher	9781788050173	Teacher	332	B. line 5/6	This can stilt the plot so an event needs to occur so that the conflict is resolved.	This can stilt the plot, so an event needs to occur to enable the conflict to be resolved.
Publisher	9781788050173	Teacher	332	C. line 6	include foreshadowing which is	include: foreshadowing, which is
Publisher	9781788050173	Teacher	332	D. line 1/2	The setting of a story is the place and time and type of surroundings that it is set in.	The setting of a story is the place, time and type of surroundings in which it is set.
Publisher	9781788050173	Teacher	332	D. line 4/5	For example if the main characters are trying to find a city or town or village the plot would change depending on whether they were in a forest or desert.	For example, if the main characters are trying to find a city, town or village, the plot would change, depending on whether they were in a forest or desert.
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 2	nonfiction	non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 3	Nonfiction	Non-fiction
Publisher	9781788050173	Teacher	333	Common Misconceptions, line 4	don't	do not
Publisher	9781788050173	Teacher	335	Materials, 2nd bullet	Graphic Organizer	graphic organizer
Publisher	9781788050173	Teacher	335	Procedure, bullet 5, line 1	term	terms
Publisher	9781788050173	Teacher	335	Procedure, bullet 5, line 1	definition	definitions
Publisher	9781788050173	Teacher	335	Procedure, bullet 6, line 1	Graphic	graphic
Publisher	9781788050173	Teacher	336	1st line	don't	do not
Publisher	9781788050173	Teacher	337	Bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	364	Activity A, line 2	theme?	theme.
Publisher	9781788050173	Teacher	364	Activity A, line 6	themes?	theme.
Publisher	9781788050173	Teacher	364	Activity A, line 6	fiction and or non fiction books	fiction and/or non-fiction books
Publisher	9781788050173	Teacher	364	Activity A, 5th line from bottom	chapters?	chapters.
Publisher	9781788050173	Teacher	364	Activity B, last line	resolution and if so did they	resolution and, if so, did they
Publisher	9781788050173	Teacher	365	Activity C, line 2	plot"?	plot".
Publisher	9781788050173	Teacher	365	Activity D, line 1	In this chapter there isn't one.	In this chapter, there is not a setting
Publisher	9781788050173	Teacher	365	Activity D, line 1	story?	story.
Publisher	9781788050173	Teacher	365	Activity D, line 1	plot?	plot.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	373	Teacher instruction, no.2, line 3	the weather and the forecaster	the weather. The forecaster
Publisher	9781788050173	Teacher	373	Teacher instruction, no.3, line 1	does this	do these
Publisher	9781788050173	Teacher	375	Activity A, line 1	theme?	theme.
Publisher	9781788050173	Teacher	375	Activity A, line 5	chapter?	chapter:
Publisher	9781788050173	Teacher	375	Activity A, last line	science themed	science-themed
Publisher	9781788050173	Teacher	376	Activity C, line 2/3	There isn't much of a plot as there is no rising action or falling action or climax	There is not much of a plot, as there is no rising or falling action or climax
Publisher	9781788050173	Teacher	376	Activity C, line 6	helped advance	helped to advance
Publisher	9781788050173	Teacher	376	Activity D, line 2	Ask students why this setting?	Ask students why they chose this setting.
Publisher	9781788050173	Teacher	376	Activity D, line 5	characters?	characters.
Publisher	9781788050173	Teacher	383	ABC Activity book: line 3	exosystems	ecosystems
Publisher	9781788050173	Teacher	384	Objective, line 2	non-fiction,	non-fiction;
Publisher	9781788050173	Teacher	384	Scaffolding, line 6	scheme	schemes
Publisher	9781788050173	Teacher	385	A. line 2	made up story that is believable;	made up stories that are believable;
Publisher	9781788050173	Teacher	385	A. line 3	story	stories
Publisher	9781788050173	Teacher	385	A. line 3	a made up story set in the past;	made up stories set in the past;
Publisher	9781788050173	Teacher	385	A. line 4	a story about a crime to be solved;	stories often about a crime to be solved;
Publisher	9781788050173	Teacher	385	A. line 4	book	books
Publisher	9781788050173	Teacher	385	B. line 1	don't	do not
Publisher	9781788050173	Teacher	385	B. line 2	be in different size verses and their rhyming schemes are different,	be in different sized verses and their rhyming schemes vary,
Publisher	9781788050173	Teacher	385	B. line 6	and pattern	and the pattern
Publisher	9781788050173	Teacher	385	D. line 2	They include	They may include
Publisher	9781788050173	Teacher	385	E. line 5	aiming	aimed
Publisher	9781788050173	Teacher	386	Common Misconceptions, no.2	don't	do not
Publisher	9781788050173	Teacher	386	Common Misconceptions, no.5, line 1	you're	you are

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	388	Materials, 3rd bullet	index	Index
Publisher	9781788050173	Teacher	388	Procedure, bullet 4, line 2	evaluate whether:	evaluate the following:
Publisher	9781788050173	Teacher	389	1st bullet, line 1	Tell students that in this lesson they will	Tell students that, in this lesson, they will
Publisher	9781788050173	Teacher	389	3rd diamond, line 1	don't	do not
Publisher	9781788050173	Teacher	390	Daily reading, line 4	During daily reading ensure students	During daily reading, ensure that students
Publisher	9781788050173	Teacher	390	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	391	Ideas for at home, line 2	why?	why.
Publisher	9781788050173	Teacher	421	Activity A, line 4	fiction?	fiction.
Publisher	9781788050173	Teacher	421	Activity A, penultimate line	think of and research some jokes	think of, and research, some jokes
Publisher	9781788050173	Teacher	422	Activity B, line 4	acostic	acrostic
Publisher	9781788050173	Teacher	422	Activity B, line 5	doesn't have	does not have
Publisher	9781788050173	Teacher	422	Activity B, last line	i.e.	e.g.
Publisher	9781788050173	Teacher	422	Activity B, last line	couplets?	couplets.
Publisher	9781788050173	Teacher	422	Activity C, line 6	develop?	develop.
Publisher	9781788050173	Teacher	422	Activity C, line 7/8/9	each other the audience gets a sense of their personality and as a character grows so does their language and manners and personality and this can all be gained through their dialogue.	each other, the audience gets a sense of their personality and, as a character grows, so does their language, manners and personality and this can all be achieved through their dialogue.
Publisher	9781788050173	Teacher	423	Line 1	is?	is.
Publisher	9781788050173	Teacher	423	Line 7	they help the readers gain background information.	they help readers to gain background information.
Publisher	9781788050173	Teacher	423	Line 10	notice there	notice that there
Publisher	9781788050173	Teacher	423	Line 11	part	Part
Publisher	9781788050173	Teacher	423	Line 15	rearranged,	rearranged.
Publisher	9781788050173	Teacher	423	Line 16	what	Which
Publisher	9781788050173	Teacher	423	Line 19	subheadings?	subheadings.
Publisher	9781788050173	Teacher	423	Activity E, iii, line 2	students they	students that they
Publisher	9781788050173	Teacher	423	Activity E, iii, 3rd line from bottom	students	them

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	423	Activity F, line 2	What	Which
Publisher	9781788050173	Teacher	432	Teacher instruction, no.2, line 1	help sell	help to sell
Publisher	9781788050173	Teacher	432	Teacher instruction, no.3, line 2	What is dialogue?	What is the dialogue?
Publisher	9781788050173	Teacher	432	Teacher instruction, no.4, line 2	idea be, would	idea be, and would
Publisher	9781788050173	Teacher	434	Activity A, line 5	For example for humor they	For example, for humor, they
Publisher	9781788050173	Teacher	434	Activity A, line 6	are	is
Publisher	9781788050173	Teacher	434	Activity A, line 7	they don't	it does not
Publisher	9781788050173	Teacher	435	Activity B, line 1	students they are	students that they are
Publisher	9781788050173	Teacher	435	Activity B, line 5	Give them	Provide
Publisher	9781788050173	Teacher	435	Activity B, line 7	those letters and they	those letters; they
Publisher	9781788050173	Teacher	435	Activity B, line 8	should choose	should also choose
Publisher	9781788050173	Teacher	435	Activity B, line 10	couting	counting
Publisher	9781788050173	Teacher	435	Activity B, penultimate line	you	they
Publisher	9781788050173	Teacher	435	Activity C, penultimate line	more?	more.
Publisher	9781788050173	Teacher	435	Activity D, iii, line 6	chapter?	chapter.
Publisher	9781788050173	Teacher	435	Activity D, iii, last line	subcategories?	subcategories.
Publisher	9781788050173	Teacher	436	Activity E, iii, line 3	made?	made.
Publisher	9781788050173	Teacher	436	Activity F, line 2	project?	project.
Publisher	9781788050173	Teacher	446	Requirements to turn in, line 4	together	together.
Publisher	9781788050173	Teacher	446	Grading criteria, line 2	criteria.	criterion.
Publisher	9781788050173	Teacher	447	Classroom Art projects: line 3	Students should include if the Louis Pasteur movie uses staging and dialogue?	Students should consider whether the Louis Pasteur movie uses staging and dialogue.
Publisher	9781788050173	Teacher	448	Objective, line 2	that purpose.	that purpose within a text.
Publisher	9781788050173	Teacher	448	Scaffolding, line 2	purpse	purpose
Publisher	9781788050173	Teacher	449	F. line 7	were	was

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	449	G. line 3	doesn't	does not
Publisher	9781788050173	Teacher	449	G. last 2 lines	Sweeping generalizations are like stereotypes when something is attributed to or assumed of a lot of people, based on the events of one person.	Sweeping generalizations are like stereotypes, when something is attributed to, or assumed of, a lot of people, based on the events of one person.
Publisher	9781788050173	Teacher	450	Line 3	nonfiction	non-fiction
Publisher	9781788050173	Teacher	452	Procedure, 1st bullet, line 1	Ask students to share with a partner what is an author's	Ask students to share, with a partner, what is an author's
Publisher	9781788050173	Teacher	452	Procedure, 1st bullet, line 4	identify the following author's purpose for each:	identify the author's purpose for each of the following:
Publisher	9781788050173	Teacher	452	Procedure, 5th bullet, line 3	three	four
Publisher	9781788050173	Teacher	453	1st bullet 2nd diamond, line 1	don't	do not
Publisher	9781788050173	Teacher	453	Last bullet, 2nd line	writing to answer the three questions	answer
Publisher	9781788050173	Teacher	454	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	455	Summary Discussion, line 1	Ask students to share with a partner what the purpose	Ask students to share, with a partner, what the purpose
Publisher	9781788050173	Teacher	483	Activity A, last line	Discuss as a class using student examples and definitions.	Discuss, as a class, using student examples and definitions.
Publisher	9781788050173	Teacher	484	Activity D, line 1	defintions	definitions
Publisher	9781788050173	Teacher	484	Activity D, line 4	can't	cannot
Publisher	9781788050173	Teacher	484	Activity E, line 5	in	from
Publisher	9781788050173	Teacher	485	Activity G, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	485	Activity G, line 4	fallaies.	fallacies.
Publisher	9781788050173	Teacher	493	Teacher instruction, no.2, line 1	help you achieve	help you to achieve
Publisher	9781788050173	Teacher	493	Teacher instruction, no.3, line 1	help you achieve	help you to achieve
Publisher	9781788050173	Teacher	493	Teacher instruction, no.7, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	495	Activity A, line 2	students,	students;
Publisher	9781788050173	Teacher	495	Activity A, line 2	writing?	writing.
Publisher	9781788050173	Teacher	495	Activity B, line 6	students learn	students to learn
Publisher	9781788050173	Teacher	496	Activity D, line 2	can't	cannot
Publisher	9781788050173	Teacher	496	Activity D, line 5	to learn, if not then it does not contribute to the purpose but instead	to learn; if not, then it does not contribute to the purpose, but instead

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Publisher	9781788050173	Teacher	496	Activity F, line 1	is?	is.
Publisher	9781788050173	Teacher	496	Activity F, line 2	is?	is.
Publisher	9781788050173	Teacher	496	Activity F, line 3	is?	is.
Publisher	9781788050173	Teacher	496	Activity F, line 5	in	from
Publisher	9781788050173	Teacher	496	Activity F, line 7	purpose?	purpose.
Publisher	9781788050173	Teacher	496	Activity G, line 2	rhetorical questions and logical fallacies such as	rhetorical questions, and logical fallacies, such as
Publisher	9781788050173	Teacher	500	Objective, line 8	grammar and spelling and	grammar and spelling,
Publisher	9781788050173	Teacher	500	Scaffolding, line 2	ocean	oceans
Publisher	9781788050173	Teacher	501	B. line 1	structuring it in to	structuring it into
Publisher	9781788050173	Teacher	501	C. line 4	all declarative simple sentences it could	all declarative, simple sentences, it could
Publisher	9781788050173	Teacher	501	D. line 2	aren't any	are no
Publisher	9781788050173	Teacher	501	D. 3rd bullet, line 2	can't	cannot
Publisher	9781788050173	Teacher	502	Common Misconceptions, bullet 1, line 1	doesn't	does not need to
Publisher	9781788050173	Teacher	505	Line 1	Research Outline Notes	research outline notes
Publisher	9781788050173	Teacher	507	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	508	Summary Discussion, line 2	hook	interest
Publisher	9781788050173	Teacher	547	Activity A, line 1	Tell students they are	Tell students that they are
Publisher	9781788050173	Teacher	547	Activity A, line 2	favorite foods and whether they are healthy or not and why and	favorite foods. The report will include whether they are healthy or not, and why, and
Publisher	9781788050173	Teacher	547	Activity A, line 3	discussions to a final publishable research paper.	discussions towards producing a final publishable research paper.
Publisher	9781788050173	Teacher	547	Activity A, line 5	imrpoved	improved
Publisher	9781788050173	Teacher	547	Activity, penultimate line	purpose is and who the	purpose is, who the
Publisher	9781788050173	Teacher	547	Activity B, ii, line 7	you	them
Publisher	9781788050173	Teacher	547	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050173	Teacher	547	Activity B, ii, line 11	work?	work.

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Publisher	9781788050173	Teacher	547	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, they should think about whether they have
Publisher	9781788050173	Teacher	561	Activity A, line 2	discussions and experiment and results in to a final	discussions, experiment and results into a final
Publisher	9781788050173	Teacher	561	Activity A, line 5	imrpoved	improved
Publisher	9781788050173	Teacher	561	Activity A, line 7	what they're doing to refer back to and any problems	what they are doing to refer back to, and add any problems
Publisher	9781788050173	Teacher	561	Activity A, line 9	Idea section and again make lots	Idea section, and again, make lots
Publisher	9781788050173	Teacher	561	Activity B, ii, line 7	you	them
Publisher	9781788050173	Teacher	561	Activity B, ii, line 10	sumamrize	summarize
Publisher	9781788050173	Teacher	561	Activity B, ii, penultimate line	informational essay think about whether you have	informational essay, they should think about whether they have
Publisher	9781788050173	Teacher	569	Requirements to turn in, line 2	heait	heart
Publisher	9781788050173	Teacher	569	Requirements to turn in, line 2	bling	bring
Publisher	9781788050173	Teacher	570	Illustration, line 5	ai-e	are
Publisher	9781788050173	Teacher	570	Illustration, line 8	ai-e	are
Publisher	9781788050173	Teacher	570	Illustration, line 13	heait	heart
Publisher	9781788050173	Teacher	571	Grading criteria, line 1	cdteria.	criteria.
Publisher	9781788050173	Teacher	571	Grading criteria, line 2	cdteda.	criterion
Publisher	9781788050173	Teacher	573	Extension Activity: line 1	and	, then
Publisher	9781788050173	Teacher	575	C. line 1	the	an
Publisher	9781788050173	Teacher	575	C. line 3	own argumentative	own argumentative text
Publisher	9781788050173	Teacher	575	D. line 1	Correspondence is when you communicate with someone	Correspondence involves communicating with someone
Publisher	9781788050173	Teacher	575	D. line 5	english	English
Publisher	9781788050173	Teacher	577	Line 3	developing vocabulary	developing the vocabulary
Publisher	9781788050173	Teacher	577	Line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050173	Teacher	579	Procedure, 6th bullet, line 2	an argument for and against	an argument, for and against,
Publisher	9781788050173	Teacher	581	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	582	Peer Activity, bullet 3, line 1	have asked, questions they	have asked, and questions they
Publisher	9781788050173	Teacher	616	Activity A, line 4	has?	has.
Publisher	9781788050173	Teacher	616	Activity A, line 6	these genres ask them if they think	these genres, do they they think
Publisher	9781788050173	Teacher	616	Activity A, line 10	experiment and have	experiment, have
Publisher	9781788050173	Teacher	616	Activity A, last line	story,	story:
Publisher	9781788050173	Teacher	616	Activity B, line 2	informatinal	informational
Publisher	9781788050173	Teacher	617	Activity C, line 3	text?	text.
Publisher	9781788050173	Teacher	617	Activity C, line 6	not?	not.
Publisher	9781788050173	Teacher	617	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050173	Teacher	617	Activity D, 2nd bullet	registers	registering
Publisher	9781788050173	Teacher	617	Activity D, 3rd bullet	requests	requesting
Publisher	9781788050173	Teacher	617	Activity D, penultimate line	english	English
Publisher	9781788050173	Teacher	617	Activity D, last line	sentences, no slang.	sentences, and no slang.
Publisher	9781788050173	Teacher	626	Teacher instruction, no.2, line 1	gardening with more than two paragraphs that has	gardening, with more than two paragraphs, that has
Publisher	9781788050173	Teacher	628	Activity B, line 3	has?	has.
Publisher	9781788050173	Teacher	629	Activity C, line 1	STEM chapter plus their own research to write	STEM chapter, plus their own research, to write
Publisher	9781788050173	Teacher	629	Activity C, line 3	it.	them.
Publisher	9781788050173	Teacher	629	Activity D, 1st bullet	reflects	reflecting
Publisher	9781788050173	Teacher	629	Activity D, 2nd bullet	registers	registering
Publisher	9781788050173	Teacher	629	Activity D, 3rd bullet	requests	requesting
Publisher	9781788050173	Teacher	629	Activity D, penultimate line	english	English
Publisher	9781788050173	Teacher	629	Activity D, last line	sentences, no slang.	sentences, and no slang.
Publisher	9781788050173	Teacher	632	Objective, line 3	kew	key
Publisher	9781788050173	Teacher	633	D. line 2	Students need to gather relevant sources to their research topic.	Students need to gather sources relevant to their research topic.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	633	F. line 2	understand.	understanding.
Publisher	9781788050173	Teacher	633	H. line 4	can't	cannot
Publisher	9781788050173	Teacher	633	I. Line 1/2	Ethically means to treat something in a correct way that does not inflict harm on a person.	Acting ethically means treating something in a correct way that does not inflict harm.
Publisher	9781788050173	Teacher	634	Common Misconceptions, 2nd bullet, line 2	structure	arrange
Publisher	9781788050173	Teacher	634	Common Misconceptions, 3rd bullet, line 1	it's	it is
Publisher	9781788050173	Teacher	635	Teacher instruction, line 6	Give students some background	Provide students with some background
Publisher	9781788050173	Teacher	636	Procedure, 1st bullet, line 2	overuse of	overusing
Publisher	9781788050173	Teacher	637	Line 4	students that in their research they should:	students that, in their research, they should:
Publisher	9781788050173	Teacher	637	3rd bullet, line 3	them that as they learn about the topic they may	them that, as they learn about the topic, they may
Publisher	9781788050173	Teacher	637	3rd line from bottom	Belong	Belonging
Publisher	9781788050173	Teacher	637	2nd line from bottom	Have	Having
Publisher	9781788050173	Teacher	637	Last line	Have	Having
Publisher	9781788050173	Teacher	638	Line 6	search for and evaluate websites	search for, and evaluate, websites
Publisher	9781788050173	Teacher	638	4th line from the bottom	focus, teacher,	focus, the teacher,
Publisher	9781788050173	Teacher	639	Ideas for support, bullet 4	Provide visual instructions as well as spoken instructions.	Provide visual, as well as spoken, instructions.
Publisher	9781788050173	Teacher	640	Peer Activity, bullet 3, line 1	have asked, questions	have asked, and questions
Publisher	9781788050173	Teacher	670	Activity A, line 3	discussions and research.	discussions and conduct research.
Publisher	9781788050173	Teacher	670	Activity A, last line	help guide	help to guide
Publisher	9781788050173	Teacher	671	Activity C, line 1/2	Tell students that in their groups they need to think of and refine a major research question.	Tell students that, in their groups, they need to think of, and refine, a major research question.
Publisher	9781788050173	Teacher	671	Activity E, line 1	source?	source.
Publisher	9781788050173	Teacher	671	Activity E, line 3	Rose?	Rose.
Publisher	9781788050173	Teacher	671	Activity F, line 2	information?	information.
Publisher	9781788050173	Teacher	671	Activity G, line 7	You should have enough cards including the 5 plagiarism ones for one each	You should have enough cards, including the 5 plagiarism ones, for one each

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English Language Arts and Reading, Grade 7 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print with Online Class Set (9781788051989) and Online only Class Set (9781788051965)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050173	Teacher	671	Activity G, line 8	don't	not to
Publisher	9781788050173	Teacher	671	Activity G, line 9	"paraphrase"	"Paraphrase"
Publisher	9781788050173	Teacher	672	Line 1	"plagiarism"	"Plagiarism"
Publisher	9781788050173	Teacher	672	Activity H, ii, line 4	can't	cannot
Publisher	9781788050173	Teacher	672	Activity H, ii, line 6	Amelia Rose is not trying	Amelia Rose chapter is not trying
Publisher	9781788050173	Teacher	672	Activity I, line 1	your	their
Publisher	9781788050173	Teacher	672	Activity I, line 1	sources?	sources.
Publisher	9781788050173	Teacher	672	Activity I, line 4	ethically?	ethically.
Publisher	9781788050173	Teacher	683	Activity A, last line	help guide	help to guide
Publisher	9781788050173	Teacher	684	Activity D, line 3	Student	Students
Publisher	9781788050173	Teacher	684	Activity E, line 1	source?	source.
Publisher	9781788050173	Teacher	684	Activity E, line 3	STEM?	STEM.
Publisher	9781788050173	Teacher	684	Activity F, line 2	information?	information.
Publisher	9781788050173	Teacher	684	Activity G, penultimate line	"plagiarism"	"Plagiarism"
Publisher	9781788050173	Teacher	684	Activity G, last line	don't	not to
Publisher	9781788050173	Teacher	685	Line 1	says "paraphrase" on it they have	says "Paraphrase" on it, they have
Publisher	9781788050173	Teacher	685	Line 2	says "plagiarism" on it they need	says "Plagiarism" on it, they need
Publisher	9781788050173	Teacher	685	Line 5	check	review
Publisher	9781788050173	Teacher	685	Activity H, ii, line 4	can't	cannot
Publisher	9781788050173	Teacher	685	Activity I, line 1	is?	is.
Publisher	9781788050173	Teacher	685	Activity I, line 3	show sources you want to give credit to for helping create the works.	show sources the author wants to give credit to for helping to create the works.
Publisher	9781788050173	Teacher	685	Activity J title	Unnecessary gap	move text up
Publisher	9781788050173	Teacher	701	Grading criteria, line 3	criteria	criterion.
Publisher	9781788050173	Teacher	704	ABC Activity book: line 2/3	they use up such as watering and the space used and the	they use up, such as water and the space used, and the

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050258	Teacher	1	Scaffolding line 3	presentations and giving	presentations, as well as giving
Publisher	9781788050258	Teacher	1	Scaffolding line 3	groups	groups'
Publisher	9781788050258	Teacher	2	line 3	Student's	Students
Publisher	9781788050258	Teacher	2	line 3	or a recording	or to a recording
Publisher	9781788050258	Teacher	2	line 5	confirm information	confirm the information
Publisher	9781788050258	Teacher	2	line 7	Student's	Students
Publisher	9781788050258	Teacher	2	line 7	follow complex	follow, and give, complex
Publisher	9781788050258	Teacher	2	line 14	In their	During their
Publisher	9781788050258	Teacher	2	line 15	they	, students
Publisher	9781788050258	Teacher	2	line 15	so	, although
Publisher	9781788050258	Teacher	2	line 15	didn't	did not
Publisher	9781788050258	Teacher	2	line 17	too fast or slow or loud or soft.	quickly or slowly, nor too loudly or softly.
Publisher	9781788050258	Teacher	2	line 18	understand	understood
Publisher	9781788050258	Teacher	2	line 19	they	students
Publisher	9781788050258	Teacher	2	line 19	stick to	adhere to the
Publisher	9781788050258	Teacher	2	line 24	make plans and agendas with	make plans with
Publisher	9781788050258	Teacher	2	line 28	two candidates and in their groups they	two candidates. In their groups students
Publisher	9781788050258	Teacher	3	line 4	discussion are incorporated	discussion. These skills are incorporated
Publisher	9781788050258	Teacher	3	last but one line	don't	do not
Publisher	9781788050258	Teacher	4	line 2	text, enhancing	texts, enhancing
Publisher	9781788050258	Teacher	4	line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050258	Teacher	6	timer section	Starts the clock for 1 minutes and gives a 10 second warning when the 1	Starts the clock for 5 minutes and gives a 10 second warning when the 5
Publisher	9781788050258	Teacher	6	4 lines from bottom	and finding meaningful patterns	and identifying these patterns

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	6	last line	that other students created	created by other students
Publisher	9781788050258	Teacher	7	line 4	Choose	choose
Publisher	9781788050258	Teacher	7	line 5	Sort	sort
Publisher	9781788050258	Teacher	7	line 6	Trade	trade
Publisher	9781788050258	Teacher	7	line 7	Figure	figure
Publisher	9781788050258	Teacher	7	line 8	Present	present
Publisher	9781788050258	Teacher	7	line 13	they don't	they do not
Publisher	9781788050258	Teacher	8	line 17	adding on to it	adding to it
Publisher	9781788050258	Teacher	30	line 15	listen actively? It	listen actively, it
Publisher	9781788050258	Teacher	31	line 6	molecules?	molecules.
Publisher	9781788050258	Teacher	31	activity c line 3	researched,	researched;
Publisher	9781788050258	Teacher	31	LINE 6 FROM THE BOTTOM	in to	into
Publisher	9781788050258	Teacher	41	line 19	periodic table	Periodic Table
Publisher	9781788050258	Teacher	41	line 20	design?	design.
Publisher	9781788050258	Teacher	41	line 27	them?	them.
Publisher	9781788050258	Teacher	41	last line	anology, review	anology; review
Publisher	9781788050258	Teacher	42	line 2	fast or slow	quickly or slowly
Publisher	9781788050258	Teacher	42	line 3	loud or quiet	loudly or quietly
Publisher	9781788050258	Teacher	42	line 4	enunciation	enunciating
Publisher	9781788050258	Teacher	42	4th line from the bottom	didn't	did not
Publisher	9781788050258	Teacher	44	line 13	need and list	needs and list
Publisher	9781788050258	Teacher	45	line 5	why?	why.
Publisher	9781788050258	Teacher	45	line 6	advocate. For	advocate; for
Publisher	9781788050258	Teacher	45	line 16	shouldn't	should not

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	45	Activity D line 3	in to	into
Publisher	9781788050258	Teacher	51	last line	1 combinations of 4 elements	1 combination of 4 elements
Publisher	9781788050258	Teacher	53	2nd last line	criteria	criterion
Publisher	9781788050258	Teacher	54	line 5	periodic table.	Periodic Table.
Publisher	9781788050258	Teacher	54	line 7	periodic table.	Periodic Table.
Publisher	9781788050258	Teacher	54	las line	olympics	Olympics
Publisher	9781788050258	Teacher	55	Objective 2nd last	provide students with tools	providing students with the tools
Publisher	9781788050258	Teacher	55	scaffolding line 1	and then	. They then
Publisher	9781788050258	Teacher	55	scaffolding line 2	them	the words
Publisher	9781788050258	Teacher	55	last line	what type of word it is	types of word
Publisher	9781788050258	Teacher	56	line3	dictionaries and thesaurus'	dictionaries, thesauruses
Publisher	9781788050258	Teacher	56	B second last	testing the student	testing that the student
Publisher	9781788050258	Teacher	56	C line 3	and the words	. The words used
Publisher	9781788050258	Teacher	56	C line 8	what each one means	the meaning of each one
Publisher	9781788050258	Teacher	57	line 7	lessons which	lessons during which
Publisher	9781788050258	Teacher	57	Common misconceptions line 1	It's	It is
Publisher	9781788050258	Teacher	57	Common misconceptions line 2	It's	it is
Publisher	9781788050258	Teacher	59	bullet 4 line 3	help you decode	help you to decode
Publisher	9781788050258	Teacher	59	4th diamond	give examples words in which	give examples of words in which
Publisher	9781788050258	Teacher	60	4th line from the bottom	refer them	refer to them
Publisher	9781788050258	Teacher	84	5th line from the bottom	mean?	mean.
Publisher	9781788050258	Teacher	85	last line	latin word.	Latin word.
Publisher	9781788050258	Teacher	87	3rd bullet	Coloured	Colored
Publisher	9781788050258	Teacher	92	teacher instructions line 2	defiitions	definitions

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	92	teacher instructions line 7	and give	give
Publisher	9781788050258	Teacher	92	teacher instructions line 9	vocab words	vocabulary words
Publisher	9781788050258	Teacher	113	line 1	criteria	criterion
Publisher	9781788050258	Teacher	113	table column 3, row 2	skter	skater
Publisher	9781788050258	Teacher	114	last line	criteria	criterion
Publisher	9781788050258	Teacher	115	2nd line under picture	Isaac Newton.	Sir Isaac Newton.
Publisher	9781788050258	Teacher	119	ELL 2nd las line	Vocabulry	Vocabulary
Publisher	9781788050258	Teacher	119	Other TPS Reading materials 2nd last line	out and count	out, count
Publisher	9781788050258	Teacher	119	How Not To Die Hunting in Alaska 1st line	book and identify	book, identify
Publisher	9781788050258	Teacher	119	How Not To Die Hunting in Alaska 2nd line	no of syllables,	number of syllables,
Publisher	9781788050258	Teacher	121	line 1	they've read	they have read
Publisher	9781788050258	Teacher	121	Common misconceptions line 2	don't know.	do not know
Publisher	9781788050258	Teacher	121	Common misconceptions bullet 4	you're born	you are born
Publisher	9781788050258	Teacher	122	Teacher Lesson Notes bullet 4	monotone	monotonous
Publisher	9781788050258	Teacher	122	last line	purpose,	purpose to,
Publisher	9781788050258	Teacher	123	Materials bullet 4	index cards	Index cards
Publisher	9781788050258	Teacher	123	Procedure bullet 1	what are some characteristics of fluent reading?	some of the characteristics of fluent reading.
Publisher	9781788050258	Teacher	123	Procedure bullet 2 DIAMOND 3	Smoothness	smoothness
Publisher	9781788050258	Teacher	123	Procedure bullet 2 DIAMOND 4	you've	you have
Publisher	9781788050258	Teacher	123	Procedure bullet 3	through read	through reading
Publisher	9781788050258	Teacher	123	Procedure bullet 3 DIAMOND 4	monotone	monotonous
Publisher	9781788050258	Teacher	124	Bullet 5 last line	started;	started
Publisher	9781788050258	Teacher	148	Teacher instruction line 1	in to	into
Publisher	9781788050258	Teacher	148	Teacher instruction line 2	words and what	words, what

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	148	Teacher instruction line 3	students reading	students' reading
Publisher	9781788050258	Teacher	148	Teacher instruction line 4	means to understand something	means understanding something
Publisher	9781788050258	Teacher	148	Teacher instruction line 5	Fluency means	Fluency in reading means
Publisher	9781788050258	Teacher	148	Teacher instruction line 5	to do something	to read something
Publisher	9781788050258	Teacher	148	Teacher instruction line 6	well and	well and, without hesitating
Publisher	9781788050258	Teacher	148	Teacher instruction line 8	local news?	local news.
Publisher	9781788050258	Teacher	148	Teacher instruction line 11	key words as possible in your work. This will help develop	key words as possible in their work. This will help to develop
Publisher	9781788050258	Teacher	148	Teacher instruction line 12	students writing	students' writing
Publisher	9781788050258	Teacher	150	Teacher instruction line 1	help develop students	help to develop students'
Publisher	9781788050258	Teacher	150	Teacher instruction line 4	help develop students	help to develop students'
Publisher	9781788050258	Teacher	168	Objectives line 2	Earth-moon-sun	Earth-Moon-Sun
Publisher	9781788050258	Teacher	169	1st line	criteria	criterion
Publisher	9781788050258	Teacher	169	table column 4, row 2	between drawing and the	between the drawing and the
Publisher	9781788050258	Teacher	170	Learning Cycle Objective bullet 1	Earth-moon-sun	Earth-Moon-Sun
Publisher	9781788050258	Teacher	170	Concept(s) Developed line 1	phases of the moon	phases of the Moon
Publisher	9781788050258	Teacher	170	Concept(s) Developed line 1	Earth, moon, and sun.	Earth, Moon, and Sun.
Publisher	9781788050258	Teacher	170	Problem-Task 2	Total eclipse of the sun	Total eclipse of the Sun
Publisher	9781788050258	Teacher	170	Problem-Task 4	Total eclipse of the moon	Total eclipse of the Moon
Publisher	9781788050258	Teacher	170	Problem-Task 5	movement of the moon,	movement of the Moon,
Publisher	9781788050258	Teacher	170	Problem-Task 7	The moon will move diagonally	The Moon will move diagonally
Publisher	9781788050258	Teacher	170	Problem-Task 8	orbit of the moon	orbit of the Moon
Publisher	9781788050258	Teacher	170	Problem-Task 8	Earth around the sun.	Earth around the Sun.
Publisher	9781788050258	Teacher	170	last line	criteria	criterion
Publisher	9781788050258	Teacher	171	line 3	ways such	ways, such

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	171	line 5	It can be a diargam	It can be a diagram
Publisher	9781788050258	Teacher	173	line 4	approach to curriculum	approach to the curriculum
Publisher	9781788050258	Teacher	173	4th from the bottom	focus, teacher,	focus the teacher
Publisher	9781788050258	Teacher	174	Teacher Lesson Notes bullet 5	Life Science/Animal lives	Life Science/Animal Lives
Publisher	9781788050258	Teacher	174	7th from the bottom	science themed	science-themed
Publisher	9781788050258	Teacher	174	4th from the bottom	Science themed	Science-themed
Publisher	9781788050258	Teacher	174	2nd from the bottom	science themed	science-themed
Publisher	9781788050258	Teacher	176	Bullet 2	Help students learn	Help students to learn
Publisher	9781788050258	Teacher	176	bullet 5	reading sections	reading sessions
Publisher	9781788050258	Teacher	176	last bullet	can share with their	can share their
Publisher	9781788050258	Teacher	178	Ideas for at home	books they	books, they
Publisher	9781788050258	Teacher	179	line 1	interaction students	interaction, students
Publisher	9781788050258	Teacher	193	Teacher instruction line 1	Writing, Thinking, Choosing Books	Writing, Thinking, AND Choosing Books
Publisher	9781788050258	Teacher	193	Teacher instruction line 5	might be the genre	might be that the genre
Publisher	9781788050258	Teacher	203	Teacher instruction line 3	help develop students	help to develop students'
Publisher	9781788050258	Teacher	203	Teacher instruction line 9	help develop students	help to develop students'
Publisher	9781788050258	Teacher	205	Teacher instruction line 5	help develop students	help to develop students'
Publisher	9781788050258	Teacher	205	Teacher instruction 2nd last line	students listening	students' listening
Publisher	9781788050258	Teacher	205	Teacher instruction last line	realising	realizing
Publisher	9781788050258	Teacher	214	Requirements to Turn In 3	explanation on the patterns	explanation of the patterns
Publisher	9781788050258	Teacher	218	Grading Criteria line 2	criteria	criterion
Publisher	9781788050258	Teacher	219	Classroom Art projects line 2	Tell them it	Tell them that it
Publisher	9781788050258	Teacher	219	ABC Activity book line 2	alphabet book	Alphabet Book
Publisher	9781788050258	Teacher	221	Section A line 1	books to read yourself and	books to read themselves

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	221	Section A line 2	assigned to you for reading	assigned to them for reading
Publisher	9781788050258	Teacher	221	Section A line 2	the differences	the differences between these options
Publisher	9781788050258	Teacher	221	Section C line 7	fits in to	fits into
Publisher	9781788050258	Teacher	221	Section C line 7	and why	They should also give reasons why
Publisher	9781788050258	Teacher	221	Section D line 2	they are reading to deepen	they are reading and deepen
Publisher	9781788050258	Teacher	221	Section E line 1	and find make connections to personal experiences	and make connections to their own personal experiences
Publisher	9781788050258	Teacher	221	Section E line 4	so think about other texts	so they should consider other texts
Publisher	9781788050258	Teacher	221	Section E line 4	and perhaps genre, this can be achieved through research	and perhaps genre, through research
Publisher	9781788050258	Teacher	221	Section E line 5	should try and think	should try to think
Publisher	9781788050258	Teacher	221	Section E last line	how the text fit in to society at the time the text was written	how the text fits in to society at the time it was written
Publisher	9781788050258	Teacher	221	Section F last line	are stating	are suggesting
Publisher	9781788050258	Teacher	222	Section H	To synthesize information means to combine two different elements of information to make new information	Students should consider synthesizing information from the text, or combining two or more different elements to make new information
Publisher	9781788050258	Teacher	222	Section I line 2	statement or answer	statement, answer
Publisher	9781788050258	Teacher	222	Section I line 4	re-read the text, research background information and use existing knowledge, ask questions and annotate the text to fully understand the text and make adjustments to their predictions, statements and answers to reflect their new understanding.	<ul style="list-style-type: none">•Re-read the text,•Research background information and use existing knowledge,•Ask questions and annotate the text to fully understand the text make adjustments to their predictions, statements and answers to reflect their new understanding.
Publisher	9781788050258	Teacher	222	2nd from bottom	help develop students	help to develop students'
Publisher	9781788050258	Teacher	222	last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050258	Teacher	223	line 6	science concept that is addressed	science concept addressed
Publisher	9781788050258	Teacher	223	2nd last bullet	you’re born with,	you are born with;
Publisher	9781788050258	Teacher	225	Talking to the Text: diamond 2	they don’t understand	they do not understand
Publisher	9781788050258	Teacher	228	Summary Discussion line 5	elaborated spoken language	elaborate spoken language
Publisher	9781788050258	Teacher	256	Activity (A) line 7	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	256	Activity (A) line 10	through the chapter they should try and answer	through the chapter, they should try to answer

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English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	257	line 7	What genre characteristics and structures does this author use and is it effective?	Which genre characteristics and structures does this author use and are they effective?
Publisher	9781788050258	Teacher	257	line 14	Ask students what they think a mental image is?	Ask students what they think a mental image is.
Publisher	9781788050258	Teacher	257	line 15	stargazing in their back garden	stargazing in their back garden or yard
Publisher	9781788050258	Teacher	257	line 18	Test themselves with their eyes closed	Test the students with their eyes closed
Publisher	9781788050258	Teacher	257	Activity E line 3	experiences in their lives?	experiences in their lives.
Publisher	9781788050258	Teacher	257	Activity E line 7	They should cite their source.	They should cite their sources.
Publisher	9781788050258	Teacher	257	Activity E last line	that are concerned by or affected by this topic and why?	that are concerned about, or affected by, this topic and why.
Publisher	9781788050258	Teacher	258	line 2	to show what key ideas	what key ideas
Publisher	9781788050258	Teacher	267	Teacher instruction line 4	then using their partners work	then, using their partner's work,
Publisher	9781788050258	Teacher	267	Teacher instruction 4.	try and picture it	try to picture it
Publisher	9781788050258	Teacher	267	Teacher instruction 6.	using evidence from the flowchart to support	using evidence from it to support
Publisher	9781788050258	Teacher	267	Teacher instruction 9.	Reread the flowchart and annotate it and check	Reread the flowchart, annotate it, then check
Publisher	9781788050258	Teacher	270	Activity (A) line 2	up to the Exploring the Idea	up to Exploring the Idea
Publisher	9781788050258	Teacher	270	Activity (A) line 4	informational text?	informational text.
Publisher	9781788050258	Teacher	270	Activity (A) line 10	By the end	At the end
Publisher	9781788050258	Teacher	270	Activity (A) line 12	validate the facts found?	validate the facts found.
Publisher	9781788050258	Teacher	270	Activity (B) line 3	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	270	Activity (B) line 6	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	271	Activity (C) line 5	what type of work is about to occur?	what type of work is about to occur.
Publisher	9781788050258	Teacher	271	Activity (D) line 6	that help you to deepen	that help you deepen
Publisher	9781788050258	Teacher	271	Activity (E) line 2	Ask students if they have	Have they
Publisher	9781788050258	Teacher	271	Activity (E) line 3	Ask students if they have gone stargazing before?	Have they been stargazing before?
Publisher	9781788050258	Teacher	275	Scaffolding line 1	In Grade 7 students	In Grade 7, students
Publisher	9781788050258	Teacher	275	Scaffolding line 3	conditions and responded	conditions. They then

Proclamation 2019 Report of Required Corrections—Corrections Reported after 8/31/2018

English Language Arts and Reading, Grade 8 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (9781788052030)						
Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	276	Section A line 2	This means to find relatable	This means that they must find relatable
Publisher	9781788050258	Teacher	276	Section A line 2	A source is can be anything you draw information from	A source can be anything they draw information from
Publisher	9781788050258	Teacher	276	Section D line 1	Paraphrasing is to reword a piece of text in a clearer way.	Paraphrasing is to reword a piece of text without changing the meaning.
Publisher	9781788050258	Teacher	276	Section D line 1	Summarizing is to give the main points of a text	Summarizing involves giving the main points of a text
Publisher	9781788050258	Teacher	276	Section D line 3	but making sure their responses	ensuring that their responses
Publisher	9781788050258	Teacher	276	Section E line 1	Student's	Students
Publisher	9781788050258	Teacher	276	Section E line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050258	Teacher	276	Section F first line	Student's	Students
Publisher	9781788050258	Teacher	276	Section F line 2	word wall, Archway and use the words	the word wall, Archway and use these words
Publisher	9781788050258	Teacher	276	Section H line 2	using a normal speaking voice not too deep or high	using a normal speaking voice, which is not too deep or high
Publisher	9781788050258	Teacher	276	Section H line 3	tone - how you express yourself,	tone - the way in which they express themselves
Publisher	9781788050258	Teacher	276	Section H line 4	don't have an angry tone to your voice	not using an angry tone
Publisher	9781788050258	Teacher	276	Section H line 4	and voice - your opinion, your stance on the topic, first person	and voice - their opinion, and stance on the topic, using first person
Publisher	9781788050258	Teacher	276	Section I line 1	their responses and adjust	their responses, then adjust
Publisher	9781788050258	Teacher	276	Section I line 2	make changes to the responses as new evidence	make changes as new evidence
Publisher	9781788050258	Teacher	277	Section H	tone and voice; and	tone and voice,
Publisher	9781788050258	Teacher	277	Section I	presented.	presented; and
Publisher	9781788050258	Teacher	278	Procedure Bullet 1 line 1	student	students
Publisher	9781788050258	Teacher	279	Procedure Bullet 1 line 1	giving students an example of a time that you changed your opinion	giving them an example of a time when you changed your opinion
Publisher	9781788050258	Teacher	279	Procedure Bullet 3 diamond 2	don't	do not
Publisher	9781788050258	Teacher	280	Procedure Bullet 3 diamond 4	come to a their own	come to their own
Publisher	9781788050258	Teacher	281	4th line from bottom	detail as more in English	detail as more English
Publisher	9781788050258	Teacher	282	Simple stories line 5	If you wish, you could allow	Alternatively, you could allow
Publisher	9781788050258	Teacher	282	Simple stories last line	vocabular in	vocabulary in

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	282	Summary Discussion line 5	elaborated	elaborate
Publisher	9781788050258	Teacher	316	Activity (B) line 1	writeresponsesthatdemonstrateunderstandingoftexts	write responses that demonstrate understanding of texts
Publisher	9781788050258	Teacher	316	Activity (B) line 4	chapter belong to?	chapter belong to.
Publisher	9781788050258	Teacher	316	2nd last line	in to	into
Publisher	9781788050258	Teacher	316	last line	researched,	researched
Publisher	9781788050258	Teacher	317	Activity © line 6	that it can	that wildfires can
Publisher	9781788050258	Teacher	317	Activity (D) line 4	and to offer	and offer
Publisher	9781788050258	Teacher	317	Activity (F) las line	Each pair critiques each other’s works.	Each pair critiques each other’s work.
Publisher	9781788050258	Teacher	317	Activity (G) line 2	meanings of explicit and implicit.	meanings of "explicit" and "implicit".
Publisher	9781788050258	Teacher	317	Activity (G) line 4	simply suggested at or hinted at	simply suggested, or hinted at,
Publisher	9781788050258	Teacher	317	Activity (G) line 5	readers mind	reader's mind
Publisher	9781788050258	Teacher	318	line 2	there would be no crossover and therefore a table will work better.	there would be no crossover; therefore, a table will work better.
Publisher	9781788050258	Teacher	318	Activity (I) line 3	other groups?	other groups.
Publisher	9781788050258	Teacher	318	Activity (J) line 4	partners answer	partner's answer,
Publisher	9781788050258	Teacher	318	Activity (J) line 6	accuarte	accurate
Publisher	9781788050258	Teacher	326	Teacher instruction 2. line 2	Write an evaluation of the text that demonstrates you have understood it.	Write an evaluation of the text that demonstrates your understanding of it.
Publisher	9781788050258	Teacher	326	Teacher instruction 6.	Make sure to include new vocabulary learned in your responses	Make sure that new vocabulary learned is included in your responses
Publisher	9781788050258	Teacher	326	Teacher instruction 9	reading, them and adjusting	reading, adjusting
Publisher	9781788050258	Teacher	328	Activity (B) line 1	writeresponsesthatdemonstrateunderstandingoftexts	write responses that demonstrate understanding of texts
Publisher	9781788050258	Teacher	329	Activity € line 4	They should take notes	They should make notes
Publisher	9781788050258	Teacher	329	Activity € line 8	In the Getting the Idea section have students discuss the answers and then freewrite their answers.	In the Getting the Idea section, have students discuss the answers and then freewrite them.
Publisher	9781788050258	Teacher	329	Activity (F) line 3	frequently as possible but in a correct manner.	frequently as possible, in a correct manner.
Publisher	9781788050258	Teacher	329	Activity (F) line 4	the next and so on	the next person and so on
Publisher	9781788050258	Teacher	329	Activity (F) line 7	the one with most accurate	the one with the most accurate

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	329	Activity (F) line 8	in time allowed. Suggest maximum	in the time allowed. Suggest a maximum
Publisher	9781788050258	Teacher	329	Activity (G) line 2	in to	into
Publisher	9781788050258	Teacher	329	Activity (G) line 2	meanings of explicit and implicit.	meanings of "explicit" and "implicit".
Publisher	9781788050258	Teacher	330	Activity (I) line 3	other groups?	other groups.
Publisher	9781788050258	Teacher	336	Other TPS Reading materials: lastline	that are unknown to them for them to look up	that are unknown for them to look up
Publisher	9781788050258	Teacher	336	ABC activity book	the an activity	the activity
Publisher	9781788050258	Teacher	337	Scaffolding line 2	Gorillas.,	Gorillas,
Publisher	9781788050258	Teacher	338	Section B line 4	how the conflict is solved	how the conflict is resolved
Publisher	9781788050258	Teacher	338	Section B line 5	group, this	group. This
Publisher	9781788050258	Teacher	338	Section B line 7	character, it	character; it
Publisher	9781788050258	Teacher	338	Section B line 8	they're doing	they are
Publisher	9781788050258	Teacher	338	Section B line 8	friendship, wanting to prove oneself.	friendship, and wanting to prove oneself.
Publisher	9781788050258	Teacher	338	Section C line 3	the main plot, other stories	the main plot, and other stories
Publisher	9781788050258	Teacher	338	Section C bullet 3	a plot so for example	a plot, for example
Publisher	9781788050258	Teacher	338	Section C bullet 4	Student's	Students
Publisher	9781788050258	Teacher	338	Section D line 1	surroundings that it is set in.	surroundings in which it is set.
Publisher	9781788050258	Teacher	339	last line	They don't only present	They do not only present
Publisher	9781788050258	Teacher	340	Teacher Lesson Notes first line	story with its term	story with the correct term
Publisher	9781788050258	Teacher	341	Materials bullet 2	Graphic Organizer	graphic organizer
Publisher	9781788050258	Teacher	341	Procedure bullet 6	Graphic organizers	graphic organizer
Publisher	9781788050258	Teacher	341	Procedure bullet 6 line 3	effect of setting	effects of setting
Publisher	9781788050258	Teacher	342	diamond 2	they don't understand	they do not understand
Publisher	9781788050258	Teacher	344	Peer Activity bullet 3	they have asked, questions they have responded to	they have asked, and questions they have responded to
Publisher	9781788050258	Teacher	344	Peer Activity last para line 2	found difficult, did not enjoy	found difficult, and did not enjoy

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	345	Summary Discussion line 6 from bottom	for their particular students	for their particular class
Publisher	9781788050258	Teacher	371	Activity (A) LINE 3	what is a theme?	what is a theme.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 5	Ask students can fiction and or non fiction books have multiple themes?	Ask students whether fiction and/or non fiction books can have multiple themes.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 6	Ask students to read the Amelia Rose chapter and ask what are the themes?	Ask students to read the Amelia Rose chapter and identify the themes.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 16	Does it introduce a new theme?	Do they introduce a new theme?
Publisher	9781788050258	Teacher	371	Activity (A) LINE 19	knowing the theme for Amelia Rose chapters?	knowing the theme for the Amelia Rose chapters?
Publisher	9781788050258	Teacher	372	Activity (B) line 3	In the previous activity you expanded	In the previous activity, students expanded
Publisher	9781788050258	Teacher	372	Activity (B) line 4	Think about two of the characters.	They should now think about two of the characters.
Publisher	9781788050258	Teacher	372	Activity © line 3	flashbacks	flashbacks
Publisher	9781788050258	Teacher	372	Activity © line 9	in to	into
Publisher	9781788050258	Teacher	372	Activity (D) line 4	characters have?	characters have.
Publisher	9781788050258	Teacher	372	Activity (D) line 5	beliefs?	beliefs.
Publisher	9781788050258	Teacher	372	Activity (D) line 7	Amelia Rose isn't in	Amelia Rose is not in
Publisher	9781788050258	Teacher	372	Activity (D) line 8	she can't analyze	she can not analyze
Publisher	9781788050258	Teacher	372	Activity (D) line 9	neighbors cat	neighbor's cat
Publisher	9781788050258	Teacher	380	Teacher instruction line 1	activity students	activity, students
Publisher	9781788050258	Teacher	380	Teacher instruction 3	Where is the	Where are the
Publisher	9781788050258	Teacher	382	Activity (A) line 3	what is a theme?	what is a theme.
Publisher	9781788050258	Teacher	382	Activity (A) line 7	the chapter?	the chapter.
Publisher	9781788050258	Teacher	382	Activity (A) line 9	science themed	science-themed
Publisher	9781788050258	Teacher	382	Activity (A) line 10	the chapter?	the chapter.
Publisher	9781788050258	Teacher	382	Activity (B) line 5	activity you rewrote	activity, they rewrote
Publisher	9781788050258	Teacher	382	Activity (B) line 5	Think about	Students should think about
Publisher	9781788050258	Teacher	383	Activity © line 3	flashbacks	flashbacks

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Publisher	9781788050258	Teacher	383	Activity © line 5	STEM, chapter?	STEM chapter?
Publisher	9781788050258	Teacher	383	Activity (D) line 4	have?	have.
Publisher	9781788050258	Teacher	383	Activity (D) line 5	beliefs?	beliefs.
Publisher	9781788050258	Teacher	383	Activity (D) line 9	characters?	characters.
Publisher	9781788050258	Teacher	393	Objectives 2.	sun	Sun
Publisher	9781788050258	Teacher	393	Problem Task line	earth	Earth
Publisher	9781788050258	Teacher	394	Individual Writing Level 2	offered to reasons with	offered as to reasons why
Publisher	9781788050258	Teacher	395	Objectives 2.	sun	Sun
Publisher	9781788050258	Teacher	396	line 3	criteria.	criterion.
Publisher	9781788050258	Teacher	398	line 2	mosquitos	mosquitoes
Publisher	9781788050258	Teacher	398	line 3	can't live	can not live
Publisher	9781788050258	Teacher	399	Scaffolding line 3	authors intended	author's intended
Publisher	9781788050258	Teacher	400	line 3	between different	between various
Publisher	9781788050258	Teacher	400	line 4	story that is believable	stories that are believable
Publisher	9781788050258	Teacher	400	line 5	story with a journey	stories with a journey
Publisher	9781788050258	Teacher	400	line 5	a made up story set	a made up stories set
Publisher	9781788050258	Teacher	400	line 6	a story about a crime to be solved	stories about a crime or strange events to be solved
Publisher	9781788050258	Teacher	400	line 6	a funny book	funny books
Publisher	9781788050258	Teacher	400	line 9	a developed story that is less than a novel in length	developed stories that are shorter than novels in length
Publisher	9781788050258	Teacher	400	line 10	usually from the first person	usually told in the first person
Publisher	9781788050258	Teacher	400	B last line	the effect all of these	the effect each of these
Publisher	9781788050258	Teacher	400	C first line	in to Acts and Scenes	into acts and scenes
Publisher	9781788050258	Teacher	400	D line 2	They include a thesis, footnotes,	Another example is a thesis, with footnotes,
Publisher	9781788050258	Teacher	400	D line 3	develop	develop

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Publisher	9781788050258	Teacher	400	E line 3	and identify	and decide on
Publisher	9781788050258	Teacher	401	line 6	essay relates to the	essay relate to the
Publisher	9781788050258	Teacher	401	line 10	and that human	and human
Publisher	9781788050258	Teacher	401	Common Misconceptions Bullet 2	don't lie.	do not lie
Publisher	9781788050258	Teacher	401	Common Misconceptions Bullet 5	you're born	you are born
Publisher	9781788050258	Teacher	403	Materials bullet 3	index cards	Index cards
Publisher	9781788050258	Teacher	403	Procedure Bullet 1 line 3	random calling method to have students share their ideas	random calling method with the whole class
Publisher	9781788050258	Teacher	403	bullet 3 line 2	evaluate whether:	evaluate the following:
Publisher	9781788050258	Teacher	404	Diamond 3	don't	do not
Publisher	9781788050258	Teacher	406	Summary Discussion para 2 last line	particular students	particular class
Publisher	9781788050258	Teacher	437	Activity A line 4	fiction?	fiction.
Publisher	9781788050258	Teacher	438	Activity (B) 2nd last line	write them with	write the poems
Publisher	9781788050258	Teacher	439	Line 4	one and what	one, what
Publisher	9781788050258	Teacher	439	line 7	what important	which important
Publisher	9781788050258	Teacher	439	Activity (F) line 3	What features	Which features
Publisher	9781788050258	Teacher	439	last line	to learn best	to learn most effectively
Publisher	9781788050258	Teacher	441	Materials Bullet 3	Lightening	Lightning
Publisher	9781788050258	Teacher	448	Teacher instruction 2.	Write a poem to help explain your model to the class and help you remember	Write a poem to help to explain your model to the class and help you to remember
Publisher	9781788050258	Teacher	448	Teacher instruction 3.	Does it just	Does it only
Publisher	9781788050258	Teacher	450	Activity (B) line 4	a lyrical poem	a lyric poem
Publisher	9781788050258	Teacher	451	line 3	in to	into
Publisher	9781788050258	Teacher	451	line 7	in to	into
Publisher	9781788050258	Teacher	451	line 8	add more?	add more.
Publisher	9781788050258	Teacher	451	Activity (D) line 9	aren't any ask	are none ask

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Publisher	9781788050258	Teacher	451	Activity € line 5	characteristics for an	characteristics of an
Publisher	9781788050258	Teacher	451	Activity € line 6	made?	made.
Publisher	9781788050258	Teacher	451	Activity € line 10	alterative	alternative
Publisher	9781788050258	Teacher	451	Activity (F) line 2	watching movies or	watching movies and
Publisher	9781788050258	Teacher	451	Activity (F) line 3	STEM project?	STEM project.
Publisher	9781788050258	Teacher	474	Problem/Task line 3	complete a writing	complete a piece of writing
Publisher	9781788050258	Teacher	476	Problem/Task line 2	complete a writing	complete a piece of writing
Publisher	9781788050258	Teacher	477	line 2	in to	into
Publisher	9781788050258	Teacher	477	Extension Activity line 1	groups posters	groups' posters
Publisher	9781788050258	Teacher	477	Extension Activity line 2	they're missing	they are missing
Publisher	9781788050258	Teacher	478	Objective Line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	478	Scaffolding Line 1	In grade 7 students anaylyzed	In grade 7, students analyzed
Publisher	9781788050258	Teacher	478	Scaffolding Line 2	purpse	purpose
Publisher	9781788050258	Teacher	479	Section A line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section A line 2	exists?	exists.
Publisher	9781788050258	Teacher	479	Section B line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section B line 2	bullets points etc.	bullets points or numerous other formats.
Publisher	9781788050258	Teacher	479	Section C line 2	italics etc	italics.
Publisher	9781788050258	Teacher	479	Section C line 3	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section D line 2	Metaphors are when you say	Metaphors involve saying
Publisher	9781788050258	Teacher	479	Section D line 3	An extended metaphor is when it is sustained	An extended metaphor is sustained
Publisher	9781788050258	Teacher	479	Section D line 4	how an author uses this towards their purpose	how an author uses this feature to contribute to their purpose
Publisher	9781788050258	Teacher	479	Section E line 1	is a technique used to convey meaning e.g. providing multiple points of view so you know how more than one character is feeling. Irony	, or literary term is any technique used by authors to achieve their puprose. Such devices could include personification, imagery, similes and metaphors, but there are many more examples.
Publisher	9781788050258	Teacher	479	Section E line 3	what they intended to e.g	what is intended e.g

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Publisher	9781788050258	Teacher	479	Section E line 4	as they are on the way	as it is on the way
Publisher	9781788050258	Teacher	479	Section G line 3	juxtaposition which is when two things	juxtaposition, where two things
Publisher	9781788050258	Teacher	480	Line 1	nonfiction	non-fiction
Publisher	9781788050258	Teacher	482	Line 7	newspaper, a complaint letter	newspaper, and a complaint letter
Publisher	9781788050258	Teacher	483	Line 8	reader visualize	reader to visualize
Publisher	9781788050258	Teacher	483	2nd bullet line 2	“I’ve seen reptiles before.”	“I’ve seen reptiles before,”
Publisher	9781788050258	Teacher	483	3rd bullet line 1	concept that they don’t understand	concept that they do not understand
Publisher	9781788050258	Teacher	485	Ideas for at home line 3	detail as more in English	detail as more English
Publisher	9781788050258	Teacher	485	Simple Stories line 3	If you wish, you	Alternatively, you
Publisher	9781788050258	Teacher	485	2nd last line	vocabular	vocabulary
Publisher	9781788050258	Teacher	486	line 1	Ask student	Ask students
Publisher	9781788050258	Teacher	514	Activity B line 3	The purpose of the text, is to	The purpose of the text is to
Publisher	9781788050258	Teacher	515	Activity D line 4	If they can't find	If they cannot find
Publisher	9781788050258	Teacher	516	line 6	logical fallaies	logical fallacies
Publisher	9781788050258	Teacher	524	Point 2	Did this help you achieve your purpose	Did this help you to achieve your purpose
Publisher	9781788050258	Teacher	524	Point 3	How did they help you achieve	How did they help you to achieve
Publisher	9781788050258	Teacher	527	Activity D line 4	If they can't find	If they cannot find
Publisher	9781788050258	Teacher	527	Activity E line 3	Ask students what a literary device is?	Ask students what a literary device is.
Publisher	9781788050258	Teacher	527	Activity E line 4	Ask students what an objective point of view is?	Ask students what an objective point of view is.
Publisher	9781788050258	Teacher	527	Activity E line 5	Ask students what a subjective point of view is?	Ask students what a subjective point of view is.
Publisher	9781788050258	Teacher	527	Activity E line 6	Ask students why it is important to show multiple points of view?	Ask students why it is important to show multiple points of view.
Publisher	9781788050258	Teacher	527	Activity E line 9	rewrite a section in either	rewrite a section from either
Publisher	9781788050258	Teacher	527	Activity E line 11	Ask students whether this has any impact on the authors purpose?	Ask students whether this has any impact on the authors purpose.
Publisher	9781788050258	Teacher	527	Activity E line 13	impact on the authors purpose?	impact on the author's purpose.

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Publisher	9781788050258	Teacher	537	Module objective last line	ma-terials	materials
Publisher	9781788050258	Teacher	537	Requirements to Turn In last line	move the text up	move the text up
Publisher	9781788050258	Teacher	537	Grading Criteria line 3	criteria.	criterion.
Publisher	9781788050258	Teacher	538	Extension Activity	critique on it and ways	critique on it. They could also suggest
Publisher	9781788050258	Teacher	538	Classroom Art projects line1	informational poster for 3 of ther key words	informational poster for 3 of the key words
Publisher	9781788050258	Teacher	538	Other TPS Reading materials line 2	if the narrator is has a subjective	if the narrator is a subjective
Publisher	9781788050258	Teacher	540	Objective 2nd last line	grammar and spelling and check their work	grammar and spelling, check their work
Publisher	9781788050258	Teacher	541	Section B line 2	structuring it in to clear	structuring it into clear
Publisher	9781788050258	Teacher	541	Section B line 2	including an introduction and conclusion and	and including an introduction, conclusion and
Publisher	9781788050258	Teacher	541	Section C line 1	so to reword	to reword
Publisher	9781788050258	Teacher	541	Section D line 1	there aren't any spelling	there are no spelling
Publisher	9781788050258	Teacher	541	Section D bullet 4	passive if verb is acted upon subject	passive if the verb is acted upon by the subject
Publisher	9781788050258	Teacher	541	Section D bullet 7	noun if as to whether	noun as to whether
Publisher	9781788050258	Teacher	541	Section D bullet 8	capitalized e.g. pronoun	capitalized e.g. the pronoun
Publisher	9781788050258	Teacher	541	Section D bullet 9	in nonrestrictive phrases and	in nonrestrictive phrases,
Publisher	9781788050258	Teacher	542	Common Misconceptions	Your writing doesn't change	Your writing does not change
Publisher	9781788050258	Teacher	544	Teacher Lesson Notes line 2	admired for their long	admired for its long
Publisher	9781788050258	Teacher	544	Teacher Lesson Notes line 4	and then, return	and then return
Publisher	9781788050258	Teacher	545	Procedure bullet 2 line 3	The city Seattle	The city of Seattle
Publisher	9781788050258	Teacher	545	Procedure bullet 3 line 2	what does it mean?	what does it mean
Publisher	9781788050258	Teacher	546	3rd bulet diamond 3	What human activities	Which human activities
Publisher	9781788050258	Teacher	548	Summary discussion line 2	engaging hook to hook the reader	engaging hook to engage/attract the reader
Publisher	9781788050258	Teacher	588	Activity A line 1	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	588	Activity A line 5	imrpoved upon	improved upon

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Publisher	9781788050258	Teacher	588	Activity A line 9	in to this topic	into this topic
Publisher	9781788050258	Teacher	588	Activity A line 10	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	588	Activity A line 11	means relating it to everyday	means linking it to everyday
Publisher	9781788050258	Teacher	588	Activity A line 11	This may be if you choose to write about a terrestrial ecosystem you might use your garden	If they choose to write about a terrestrial ecosystem ,they might use their garden
Publisher	9781788050258	Teacher	588	Activity B line 8	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050258	Teacher	588	Activity B line 11	to help you in an essay	to help them in an essay
Publisher	9781788050258	Teacher	588	Activity B line 14	sumamrize	summarize
Publisher	9781788050258	Teacher	588	Activity B line 15	about their work?	about their work.
Publisher	9781788050258	Teacher	588	Activity B line 16	their idea and show	their idea, show
Publisher	9781788050258	Teacher	588	Activity B line 17	informational essay think about whether you	informational essay, they need to think about whether they
Publisher	9781788050258	Teacher	600	Activity A line 1	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	600	Activity A line 2	discussions and experiment and results in to	discussions, experiment and results into
Publisher	9781788050258	Teacher	600	Activity A line 5	imrpoved upon	improved upon
Publisher	9781788050258	Teacher	600	Activity A line 7	what they're doing to refer back to and any problems	what they are doing to refer back to as well as any problems
Publisher	9781788050258	Teacher	600	Activity A line 15	what the purpose is and who	what the purpose is, who
Publisher	9781788050258	Teacher	600	Activity B line 6	that is makes	that makes
Publisher	9781788050258	Teacher	600	Activity B line 8	and make	and to make
Publisher	9781788050258	Teacher	600	Activity B line 11	phrases to help you in an essay	phrases to help them in an essay
Publisher	9781788050258	Teacher	600	Activity B line 14	sumamrize	summarize
Publisher	9781788050258	Teacher	600	Activity B line 16	their idea and show	their idea, show
Publisher	9781788050258	Teacher	600	Activity B line 17	informational essay think about whether you have	informational essay, they need to think about whether they have
Publisher	9781788050258	Teacher	601	Activity D bottom paragraph line 1	in to groups	into groups
Publisher	9781788050258	Teacher	607	Column 3 row presentation, line 6 from	At least 2 conclusions and alternative are presented.	At least 2 conclusions and alternatives are presented.
Publisher	9781788050258	Teacher	608	Grading Criteria	criteria.	criterion.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	610	Classroom Art projects line 1	Put students in to groups	Put students into groups
Publisher	9781788050258	Teacher	610	Classroom Art projects line 2	simmialr	similar
Publisher	9781788050258	Teacher	610	Extension Activity line 4	feedback their critique to one another and any propsed edits	feedback their critique and any proposed edits to one another.
Publisher	9781788050258	Teacher	612	Section A line 2	from someones perspective	from someone's perspective,
Publisher	9781788050258	Teacher	612	Section B line 1	and then demomnstrate	and then demomonstrate
Publisher	9781788050258	Teacher	612	Section C line 3	their own argumentative with multiple paragraphs.	their own argumentative texts with multiple paragraphs.
Publisher	9781788050258	Teacher	612	Section D line 1	Correspondence is when you communicate	Correspondence is communicating
Publisher	9781788050258	Teacher	612	Section D line 4	and structure. This means no slang, use of proper english	and structure which means no slang, use of proper English
Publisher	9781788050258	Teacher	613	Common Misconceptions line 4	connecting and structuring	connecting and organizing
Publisher	9781788050258	Teacher	616	Materials Bullet 2	Something Isn't Right Graphic Organizer	Something Is Not Right Graphic Organizer
Publisher	9781788050258	Teacher	617	Line 6	To pretend to be a Salmon researcher	To pretend to be a salmon researcher
Publisher	9781788050258	Teacher	619	Ideas for at home line 4	Answer the following questions about your piece:	Then, ask them to answer the following questions about their piece
Publisher	9781788050258	Teacher	654	Activity A line 1	definitions of a personal narrative	definitions of personal narrative,
Publisher	9781788050258	Teacher	654	Activity A line 4	each of these genres has?	each of these genres has.
Publisher	9781788050258	Teacher	654	Activity A line 7	fiction or a personal narrative?	fiction or a personal narrative.
Publisher	9781788050258	Teacher	654	Activity A line 8	Ask students to give details for their answer	Ask students to give reasons for their answer
Publisher	9781788050258	Teacher	654	Activity A line 11	and also do an experiment and have discussions	and also to do an experiment, have discussions
Publisher	9781788050258	Teacher	654	Activity A line 15	Amelia Rose story, what happens next?	Amelia Rose story; what happens next?
Publisher	9781788050258	Teacher	655	Activity C line 1	different to a persuasive text?	different to a persuasive text.
Publisher	9781788050258	Teacher	655	Activity C line 5	Amelia Rose achieved its purpose or not?	Amelia Rose chapter achieved its purpose or not.
Publisher	9781788050258	Teacher	655	Activity D line 3	reflects an opinion	-reflecting an opinion
Publisher	9781788050258	Teacher	655	Activity D line 4	registers a complaint	-registering a complaint
Publisher	9781788050258	Teacher	655	Activity D line 6	requests information in a business or friendly structure	-requesting information in a business or friendly manner
Publisher	9781788050258	Teacher	655	Activity D line 8	use proper english, full sentences, no slang.	use proper English, full sentences, and no slang.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	663	Teacher instruction line 1	and then complete the tasks below	and then undertake the tasks below
Publisher	9781788050258	Teacher	665	Activity A line 4	Ask students to give details for their answer.	Ask students to give reasons for their answer.
Publisher	9781788050258	Teacher	665	Activity A 2nd last line	where humans don't need	where humans do not need
Publisher	9781788050258	Teacher	665	Activity A line 10	we are a living organisms	we are a living organism
Publisher	9781788050258	Teacher	665	Activity B line 3	what characteristics it has?	what characteristics it has.
Publisher	9781788050258	Teacher	666	Activity D line 3	reflects an opinion	-reflecting an opinion
Publisher	9781788050258	Teacher	666	Activity D line 4	registers a complaint	-registering a complaint
Publisher	9781788050258	Teacher	666	Activity D line 6	requests information in a business or friendly structure	-requesting information in a business or friendly manner
Publisher	9781788050258	Teacher	666	Activity D line 8	use proper english, full sentences, no slang.	use proper English, full sentences, and no slang.
Publisher	9781788050258	Teacher	670	Problem/Task line 4	wouldn't come our of his cage	would not come our of his cage
Publisher	9781788050258	Teacher	672	2nd last line	criteria.	criterion.
Publisher	9781788050258	Teacher	673	Other TPS Reading materials last line	They should bullet poin the information they learn.	They should bullet point the information they learn.
Publisher	9781788050258	Teacher	674	Objective line 3	kew question	key question
Publisher	9781788050258	Teacher	675	Section F last line	create new understand	create new understanding
Publisher	9781788050258	Teacher	675	Section H	ommission	omission
Publisher	9781788050258	Teacher	675	Section I line 1	Ethically	To act ethically
Publisher	9781788050258	Teacher	676	Teacher Background Notes Section 4	presentation in in written	presentation in written
Publisher	9781788050258	Teacher	677	Bullet 3 line 1	it's not	it is not
Publisher	9781788050258	Teacher	678	last line	research of the topic	research about the topic
Publisher	9781788050258	Teacher	679	Materials bullet 4	sourced Plagiarism	sourced plagiarism
Publisher	9781788050258	Teacher	679	Procedure line 2	must be scaffolded,	must be scaffolded
Publisher	9781788050258	Teacher	680	Line 10	Hubble Space telescope	Hubble Space Telescope
Publisher	9781788050258	Teacher	681	Diamond 1 Star 1	Belong to credible institutions like .gov, .org or .edu	Belonging to credible institutions like .gov, .org or .edu
Publisher	9781788050258	Teacher	681	Diamond 1 Star 2	Have expert information on the topic	Having expert information on the topic

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	681	Diamond 1 Star 3	Have up to date information	Having up to date information
Publisher	9781788050258	Teacher	681	Diamond 1 Star 4	Have links to other credible sources	Having links to other credible sources
Publisher	9781788050258	Teacher	683	Peer Activity bullet 3	questions they have asked, questions they	questions they have asked, and questions they
Publisher	9781788050258	Teacher	714	Activity A line 1	Have students explain what is a formal	Have students explain what are a formal
Publisher	9781788050258	Teacher	714	Activity A line 2	about gallaxies	about galaxies
Publisher	9781788050258	Teacher	714	Activity A line 3	Put the students in to groups	Put the students into groups
Publisher	9781788050258	Teacher	714	Activity A line 5	then they should create	then create
Publisher	9781788050258	Teacher	715	Activity E line 1	secondary source?	secondary source.
Publisher	9781788050258	Teacher	715	Activity E line 3	Ask students what kind of source is Amelia Rose?	Ask students what kind of source is Amelia Rose.
Publisher	9781788050258	Teacher	715	Activity F line 2	synthesize information?	synthesize information.
Publisher	9781788050258	Teacher	715	Activity F line 5	predictions	predictions
Publisher	9781788050258	Teacher	715	Activity G 3rd line from the end	don't	not to
Publisher	9781788050258	Teacher	715	Activity G 2nd line from the end	paraphrase	Paraphrase
Publisher	9781788050258	Teacher	716	line 1	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	716	line 3	When student's	When students
Publisher	9781788050258	Teacher	716	Activity H line 6	they can't	they cannot
Publisher	9781788050258	Teacher	716	Activity H line 8	Amelia Rose is not	Amelia Rose chapter is not
Publisher	9781788050258	Teacher	716	Activity I line 1	properly cite your sources? It is	properly cite sources. It is
Publisher	9781788050258	Teacher	716	Activity I line 2	where your research	where research
Publisher	9781788050258	Teacher	716	Activity I line 2	it keeps you free	it keeps it free
Publisher	9781788050258	Teacher	716	Activity I line 4	materials ethically?	materials ethically.
Publisher	9781788050258	Teacher	716	Activity I line 6	'bibliography' is?	'bibliography' is.
Publisher	9781788050258	Teacher	716	Activity J line 3	and gallaxies	and galaxies
Publisher	9781788050258	Teacher	724	Teacher instruction line 3	particle motion, temperature	particle motion and temperature

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	726	Activity A line 1	what a formal inquiry is and an informal inquiry	what a formal inquiry and an informal inquiry are
Publisher	9781788050258	Teacher	726	Activity A line 4	Put the students in to groups	Put the students into groups
Publisher	9781788050258	Teacher	727	Activity E line 1	and a secondary source?	and a secondary source.
Publisher	9781788050258	Teacher	727	Activity E line 3	what kind of source is STEM?	what kind of source is STEM.
Publisher	9781788050258	Teacher	727	Activity F line 2	synthesize information?	synthesize information.
Publisher	9781788050258	Teacher	727	Activity F line 5	predictions	predictions
Publisher	9781788050258	Teacher	727	Activity G line 7	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	727	Activity G line 8	don't	do not
Publisher	9781788050258	Teacher	727	Activity G line 9	paraphrase	Paraphrase
Publisher	9781788050258	Teacher	727	Activity G line 10	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	727	Activity G line 12	When student's	When students
Publisher	9781788050258	Teacher	728	Activity H line 6	that they can't	that they cannot
Publisher	9781788050258	Teacher	728	Activity I line 1	'bibliography' is?	'bibliography' is.
Publisher	9781788050258	Teacher	739	Problem Task line 1	following is a table of the size	following is a table showing the sizes
Publisher	9781788050258	Teacher	740	Grading Criteria	criteria.	criterion.
Publisher	9781788050258	Teacher	741	Requirements to Turn In line 2	models. One	models: one
Publisher	9781788050258	Teacher	741	Grading Criteria line 2	criteria.	criterion.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050258	Teacher	1	Scaffolding line 3	presentations and giving	presentations, as well as giving
Publisher	9781788050258	Teacher	1	Scaffolding line 3	groups	groups'
Publisher	9781788050258	Teacher	2	line 3	Student's	Students
Publisher	9781788050258	Teacher	2	line 3	or a recording	or to a recording
Publisher	9781788050258	Teacher	2	line 5	confirm information	confirm the information
Publisher	9781788050258	Teacher	2	line 7	Student's	Students
Publisher	9781788050258	Teacher	2	line 7	follow complex	follow, and give, complex
Publisher	9781788050258	Teacher	2	line 14	In their	During their
Publisher	9781788050258	Teacher	2	line 15	they	, students
Publisher	9781788050258	Teacher	2	line 15	so	, although
Publisher	9781788050258	Teacher	2	line 15	didn't	did not
Publisher	9781788050258	Teacher	2	line 17	too fast or slow or loud or soft.	quickly or slowly, nor too loudly or softly.
Publisher	9781788050258	Teacher	2	line 18	understand	understood
Publisher	9781788050258	Teacher	2	line 19	they	students
Publisher	9781788050258	Teacher	2	line 19	stick to	adhere to the
Publisher	9781788050258	Teacher	2	line 24	make plans and agendas with	make plans with
Publisher	9781788050258	Teacher	2	line 28	two candidates and in their groups they	two candidates. In their groups students
Publisher	9781788050258	Teacher	3	line 4	discussion are incorporated	discussion. These skills are incorporated
Publisher	9781788050258	Teacher	3	last but one line	don't	do not
Publisher	9781788050258	Teacher	4	line 2	text, enhancing	texts, enhancing
Publisher	9781788050258	Teacher	4	line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050258	Teacher	6	timer section	Starts the clock for 1 minutes and gives a 10 second warning when the 1	Starts the clock for 5 minutes and gives a 10 second warning when the 5
Publisher	9781788050258	Teacher	6	4 lines from bottom	and finding meaningful patterns	and identifying these patterns

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	6	last line	that other students created	created by other students
Publisher	9781788050258	Teacher	7	line 4	Choose	choose
Publisher	9781788050258	Teacher	7	line 5	Sort	sort
Publisher	9781788050258	Teacher	7	line 6	Trade	trade
Publisher	9781788050258	Teacher	7	line 7	Figure	figure
Publisher	9781788050258	Teacher	7	line 8	Present	present
Publisher	9781788050258	Teacher	7	line 13	they don't	they do not
Publisher	9781788050258	Teacher	8	line 17	adding on to it	adding to it
Publisher	9781788050258	Teacher	30	line 15	listen actively? It	listen actively, it
Publisher	9781788050258	Teacher	31	line 6	molecules?	molecules.
Publisher	9781788050258	Teacher	31	activity c line 3	researched,	researched;
Publisher	9781788050258	Teacher	31	LINE 6 FROM THE BOTTOM	in to	into
Publisher	9781788050258	Teacher	41	line 19	periodic table	Periodic Table
Publisher	9781788050258	Teacher	41	line 20	design?	design.
Publisher	9781788050258	Teacher	41	line 27	them?	them.
Publisher	9781788050258	Teacher	41	last line	anology, review	anology; review
Publisher	9781788050258	Teacher	42	line 2	fast or slow	quickly or slowly
Publisher	9781788050258	Teacher	42	line 3	loud or quiet	loudly or quietly
Publisher	9781788050258	Teacher	42	line 4	enunciation	enunciating
Publisher	9781788050258	Teacher	42	4th line from the bottom	didn't	did not
Publisher	9781788050258	Teacher	44	line 13	need and list	needs and list
Publisher	9781788050258	Teacher	45	line 5	why?	why.
Publisher	9781788050258	Teacher	45	line 6	advocate. For	advocate; for
Publisher	9781788050258	Teacher	45	line 16	shouldn't	should not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	45	Activity D line 3	in to	into
Publisher	9781788050258	Teacher	51	last line	1 combinations of 4 elements	1 combination of 4 elements
Publisher	9781788050258	Teacher	53	2nd last line	criteria	criterion
Publisher	9781788050258	Teacher	54	line 5	periodic table.	Periodic Table.
Publisher	9781788050258	Teacher	54	line 7	periodic table.	Periodic Table.
Publisher	9781788050258	Teacher	54	las line	olympics	Olympics
Publisher	9781788050258	Teacher	55	Objective 2nd last	provide students with tools	providing students with the tools
Publisher	9781788050258	Teacher	55	scaffolding line 1	and then	. They then
Publisher	9781788050258	Teacher	55	scaffolding line 2	them	the words
Publisher	9781788050258	Teacher	55	last line	what type of word it is	types of word
Publisher	9781788050258	Teacher	56	line3	dictionaries and thesaurus'	dictionaries, thesauruses
Publisher	9781788050258	Teacher	56	B second last	testing the student	testing that the student
Publisher	9781788050258	Teacher	56	C line 3	and the words	. The words used
Publisher	9781788050258	Teacher	56	C line 8	what each one means	the meaning of each one
Publisher	9781788050258	Teacher	57	line 7	lessons which	lessons during which
Publisher	9781788050258	Teacher	57	Common misconceptions line 1	It's	It is
Publisher	9781788050258	Teacher	57	Common misconceptions line 2	It's	it is
Publisher	9781788050258	Teacher	59	bullet 4 line 3	help you decode	help you to decode
Publisher	9781788050258	Teacher	59	4th diamond	give examples words in which	give examples of words in which
Publisher	9781788050258	Teacher	60	4th line from the bottom	refer them	refer to them
Publisher	9781788050258	Teacher	84	5th line from the bottom	mean?	mean.
Publisher	9781788050258	Teacher	85	last line	latin word.	Latin word.
Publisher	9781788050258	Teacher	87	3rd bullet	Coloured	Colored
Publisher	9781788050258	Teacher	92	teacher instructions line 2	defiitions	definitions

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	92	teacher instructions line 7	and give	give
Publisher	9781788050258	Teacher	92	teacher instructions line 9	vocab words	vocabulary words
Publisher	9781788050258	Teacher	113	line 1	criteria	criterion
Publisher	9781788050258	Teacher	113	table column 3, row 2	skter	skater
Publisher	9781788050258	Teacher	114	last line	criteria	criterion
Publisher	9781788050258	Teacher	115	2nd line under picture	Isaac Newton.	Sir Isaac Newton.
Publisher	9781788050258	Teacher	119	ELL 2nd las line	Vocabulry	Vocabulary
Publisher	9781788050258	Teacher	119	Other TPS Reading materials 2nd last line	out and count	out, count
Publisher	9781788050258	Teacher	119	How Not To Die Hunting in Alaska 1st line	book and identify	book, identify
Publisher	9781788050258	Teacher	119	How Not To Die Hunting in Alaska 2nd line	no of syllables,	number of syllables,
Publisher	9781788050258	Teacher	121	line 1	they've read	they have read
Publisher	9781788050258	Teacher	121	Common misconceptions line 2	don't know.	do not know
Publisher	9781788050258	Teacher	121	Common misconceptions bullet 4	you're born	you are born
Publisher	9781788050258	Teacher	122	Teacher Lesson Notes bullet 4	monotone	monotonous
Publisher	9781788050258	Teacher	122	last line	purpose,	purpose to,
Publisher	9781788050258	Teacher	123	Materials bullet 4	index cards	Index cards
Publisher	9781788050258	Teacher	123	Procedure bullet 1	what are some characteristics of fluent reading?	some of the characteristics of fluent reading.
Publisher	9781788050258	Teacher	123	Procedure bullet 2 DIAMOND 3	Smoothness	smoothness
Publisher	9781788050258	Teacher	123	Procedure bullet 2 DIAMOND 4	you've	you have
Publisher	9781788050258	Teacher	123	Procedure bullet 3	through read	through reading
Publisher	9781788050258	Teacher	123	Procedure bullet 3 DIAMOND 4	monotone	monotonous
Publisher	9781788050258	Teacher	124	Bullet 5 last line	started;	started
Publisher	9781788050258	Teacher	148	Teacher instruction line 1	in to	into
Publisher	9781788050258	Teacher	148	Teacher instruction line 2	words and what	words, what

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	148	Teacher instruction line 3	students reading	students' reading
Publisher	9781788050258	Teacher	148	Teacher instruction line 4	means to understand something	means understanding something
Publisher	9781788050258	Teacher	148	Teacher instruction line 5	Fluency means	Fluency in reading means
Publisher	9781788050258	Teacher	148	Teacher instruction line 5	to do something	to read something
Publisher	9781788050258	Teacher	148	Teacher instruction line 6	well and	well and, without hesitating
Publisher	9781788050258	Teacher	148	Teacher instruction line 8	local news?	local news.
Publisher	9781788050258	Teacher	148	Teacher instruction line 11	key words as possible in your work. This will help develop	key words as possible in their work. This will help to develop
Publisher	9781788050258	Teacher	148	Teacher instruction line 12	students writing	students' writing
Publisher	9781788050258	Teacher	150	Teacher instruction line 1	help develop students	help to develop students'
Publisher	9781788050258	Teacher	150	Teacher instruction line 4	help develop students	help to develop students'
Publisher	9781788050258	Teacher	168	Objectives line 2	Earth-moon-sun	Earth-Moon-Sun
Publisher	9781788050258	Teacher	169	1st line	criteria	criterion
Publisher	9781788050258	Teacher	169	table column 4, row 2	between drawing and the	between the drawing and the
Publisher	9781788050258	Teacher	170	Learning Cycle Objective bullet 1	Earth-moon-sun	Earth-Moon-Sun
Publisher	9781788050258	Teacher	170	Concept(s) Developed line 1	phases of the moon	phases of the Moon
Publisher	9781788050258	Teacher	170	Concept(s) Developed line 1	Earth, moon, and sun.	Earth, Moon, and Sun.
Publisher	9781788050258	Teacher	170	Problem-Task 2	Total eclipse of the sun	Total eclipse of the Sun
Publisher	9781788050258	Teacher	170	Problem-Task 4	Total eclipse of the moon	Total eclipse of the Moon
Publisher	9781788050258	Teacher	170	Problem-Task 5	movement of the moon,	movement of the Moon,
Publisher	9781788050258	Teacher	170	Problem-Task 7	The moon will move diagonally	The Moon will move diagonally
Publisher	9781788050258	Teacher	170	Problem-Task 8	orbit of the moon	orbit of the Moon
Publisher	9781788050258	Teacher	170	Problem-Task 8	Earth around the sun.	Earth around the Sun.
Publisher	9781788050258	Teacher	170	last line	criteria	criterion
Publisher	9781788050258	Teacher	171	line 3	ways such	ways, such

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	171	line 5	It can be a diargam	It can be a diagram
Publisher	9781788050258	Teacher	173	line 4	approach to curriculum	approach to the curriculum
Publisher	9781788050258	Teacher	173	4th from the bottom	focus, teacher,	focus the teacher
Publisher	9781788050258	Teacher	174	Teacher Lesson Notes bullet 5	Life Science/Animal lives	Life Science/Animal Lives
Publisher	9781788050258	Teacher	174	7th from the bottom	science themed	science-themed
Publisher	9781788050258	Teacher	174	4th from the bottom	Science themed	Science-themed
Publisher	9781788050258	Teacher	174	2nd from the bottom	science themed	science-themed
Publisher	9781788050258	Teacher	176	Bullet 2	Help students learn	Help students to learn
Publisher	9781788050258	Teacher	176	bullet 5	reading sections	reading sessions
Publisher	9781788050258	Teacher	176	last bullet	can share with their	can share their
Publisher	9781788050258	Teacher	178	Ideas for at home	books they	books, they
Publisher	9781788050258	Teacher	179	line 1	interaction students	interaction, students
Publisher	9781788050258	Teacher	193	Teacher instruction line 1	Writing, Thinking, Choosing Books	Writing, Thinking, AND Choosing Books
Publisher	9781788050258	Teacher	193	Teacher instruction line 5	might be the genre	might be that the genre
Publisher	9781788050258	Teacher	203	Teacher instruction line 3	help develop students	help to develop students'
Publisher	9781788050258	Teacher	203	Teacher instruction line 9	help develop students	help to develop students'
Publisher	9781788050258	Teacher	205	Teacher instruction line 5	help develop students	help to develop students'
Publisher	9781788050258	Teacher	205	Teacher instruction 2nd last line	students listening	students' listening
Publisher	9781788050258	Teacher	205	Teacher instruction last line	realising	realizing
Publisher	9781788050258	Teacher	214	Requirements to Turn In 3	explanation on the patterns	explanation of the patterns
Publisher	9781788050258	Teacher	218	Grading Criteria line 2	criteria	criterion
Publisher	9781788050258	Teacher	219	Classroom Art projects line 2	Tell them it	Tell them that it
Publisher	9781788050258	Teacher	219	ABC Activity book line 2	alphabet book	Alphabet Book
Publisher	9781788050258	Teacher	221	Section A line 1	books to read yourself and	books to read themselves

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	221	Section A line 2	assigned to you for reading	assigned to them for reading
Publisher	9781788050258	Teacher	221	Section A line 2	the differences	the differences between these options
Publisher	9781788050258	Teacher	221	Section C line 7	fits in to	fits into
Publisher	9781788050258	Teacher	221	Section C line 7	and why	They should also give reasons why
Publisher	9781788050258	Teacher	221	Section D line 2	they are reading to deepen	they are reading and deepen
Publisher	9781788050258	Teacher	221	Section E line 1	and find make connections to personal experiences	and make connections to their own personal experiences
Publisher	9781788050258	Teacher	221	Section E line 4	so think about other texts	so they should consider other texts
Publisher	9781788050258	Teacher	221	Section E line 4	and perhaps genre, this can be achieved through research	and perhaps genre, through research
Publisher	9781788050258	Teacher	221	Section E line 5	should try and think	should try to think
Publisher	9781788050258	Teacher	221	Section E last line	how the text fit in to society at the time the text was written	how the text fits in to society at the time it was written
Publisher	9781788050258	Teacher	221	Section F last line	are stating	are suggesting
Publisher	9781788050258	Teacher	222	Section H	To synthesize information means to combine two different elements of information to make new information	Students should consider synthesizing information from the text, or combining two or more different elements to make new information
Publisher	9781788050258	Teacher	222	Section I line 2	statement or answer	statement, answer
Publisher	9781788050258	Teacher	222	Section I line 4	re-read the text, research background information and use existing knowledge, ask questions and annotate the text to fully understand the text and make adjustments to their predictions, statements and answers to reflect their new understanding.	<ul style="list-style-type: none"> •Re-read the text, •Research background information and use existing knowledge, •ask questions and annotate the text to fully understand the text make adjustments to their predictions, statements and answers to reflect their new understanding.
Publisher	9781788050258	Teacher	222	2nd from bottom	help develop students	help to develop students'
Publisher	9781788050258	Teacher	222	last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050258	Teacher	223	line 6	science concept that is addressed	science concept addressed
Publisher	9781788050258	Teacher	223	2nd last bullet	you're born with,	you are born with;
Publisher	9781788050258	Teacher	225	Talking to the Text: diamond 2	they don't understand	they do not understand
Publisher	9781788050258	Teacher	228	Summary Discussion line 5	elaborated spoken language	elaborate spoken language
Publisher	9781788050258	Teacher	256	Activity (A) line 7	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	256	Activity (A) line 10	through the chapter they should try and answer	through the chapter, they should try to answer
Publisher	9781788050258	Teacher	257	line 7	What genre characteristics and structures does this author use and is it effective?	Which genre characteristics and structures does this author use and are they effective?

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	257	line 14	Ask students what they think a mental image is?	Ask students what they think a mental image is.
Publisher	9781788050258	Teacher	257	line 15	stargazing in their back garden	stargazing in their back garden or yard
Publisher	9781788050258	Teacher	257	line 18	Test themselves with their eyes closed	Test the students with their eyes closed
Publisher	9781788050258	Teacher	257	Activity E line 3	experiences in their lives?	experiences in their lives.
Publisher	9781788050258	Teacher	257	Activity E line 7	They should cite their source.	They should cite their sources.
Publisher	9781788050258	Teacher	257	Activity E last line	that are concerned by or affected by this topic and why?	that are concerned about, or affected by, this topic and why.
Publisher	9781788050258	Teacher	258	line 2	to show what key ideas	what key ideas
Publisher	9781788050258	Teacher	267	Teacher instruction line 4	then using their partners work	then, using their partner's work,
Publisher	9781788050258	Teacher	267	Teacher instruction 4.	try and picture it	try to picture it
Publisher	9781788050258	Teacher	267	Teacher instruction 6.	using evidence from the flowchart to support	using evidence from it to support
Publisher	9781788050258	Teacher	267	Teacher instruction 9.	Reread the flowchart and annotate it and check	Reread the flowchart, annotate it, then check
Publisher	9781788050258	Teacher	270	Activity (A) line 2	up to the Exploring the Idea	up to Exploring the Idea
Publisher	9781788050258	Teacher	270	Activity (A) line 4	informational text?	informational text.
Publisher	9781788050258	Teacher	270	Activity (A) line 10	By the end	At the end
Publisher	9781788050258	Teacher	270	Activity (A) line 12	validate the facts found?	validate the facts found.
Publisher	9781788050258	Teacher	270	Activity (B) line 3	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	270	Activity (B) line 6	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	271	Activity (C) line 5	what type of work is about to occur?	what type of work is about to occur.
Publisher	9781788050258	Teacher	271	Activity (D) line 6	that help you to deepen	that help you deepen
Publisher	9781788050258	Teacher	271	Activity (E) line 2	Ask students if they have	Have they
Publisher	9781788050258	Teacher	271	Activity (E) line 3	Ask students if they have gone stargazing before?	Have they been stargazing before?
Publisher	9781788050258	Teacher	275	Scaffolding line 1	In Grade 7 students	In Grade 7, students
Publisher	9781788050258	Teacher	275	Scaffolding line 3	conditions and responded	conditions. They then
Publisher	9781788050258	Teacher	276	Section A line 2	This means to find relatable	This means that they must find relatable

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	276	Section A line 2	A source is can be anything you draw information from	A source can be anything they draw information from
Publisher	9781788050258	Teacher	276	Section D line 1	Paraphrasing is to reword a piece of text in a clearer way.	Paraphrasing is to reword a piece of text without changing the meaning.
Publisher	9781788050258	Teacher	276	Section D line 1	Summarizing is to give the main points of a text	Summarizing involves giving the main points of a text
Publisher	9781788050258	Teacher	276	Section D line 3	but making sure their responses	ensuring that their responses
Publisher	9781788050258	Teacher	276	Section E line 1	Student's	Students
Publisher	9781788050258	Teacher	276	Section E line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050258	Teacher	276	Section F first line	Student's	Students
Publisher	9781788050258	Teacher	276	Section F line 2	word wall, Archway and use the words	the word wall, Archway and use these words
Publisher	9781788050258	Teacher	276	Section H line 2	using a normal speaking voice not too deep or high	using a normal speaking voice, which is not too deep or high
Publisher	9781788050258	Teacher	276	Section H line 3	tone - how you express yourself,	tone - the way in which they express themselves
Publisher	9781788050258	Teacher	276	Section H line 4	don't have an angry tone to your voice	not using an angry tone
Publisher	9781788050258	Teacher	276	Section H line 4	and voice - your opinion, your stance on the topic, first person	and voice - their opinion, and stance on the topic, using first person
Publisher	9781788050258	Teacher	276	Section I line 1	their responses and adjust	their responses, then adjust
Publisher	9781788050258	Teacher	276	Section I line 2	make changes to the responses as new evidence	make changes as new evidence
Publisher	9781788050258	Teacher	277	Section H	tone and voice; and	tone and voice,
Publisher	9781788050258	Teacher	277	Section I	presented.	presented; and
Publisher	9781788050258	Teacher	278	Procedure Bullet 1 line 1	student	students
Publisher	9781788050258	Teacher	279	Procedure Bullet 1 line 1	giving students an example of a time that you changed your opinion	giving them an example of a time when you changed your opinion
Publisher	9781788050258	Teacher	279	Procedure Bullet 3 diamond 2	don't	do not
Publisher	9781788050258	Teacher	280	Procedure Bullet 3 diamond 4	come to a their own	come to their own
Publisher	9781788050258	Teacher	281	4th line from bottom	detail as more in English	detail as more English
Publisher	9781788050258	Teacher	282	Simple stories line 5	If you wish, you could allow	Alternatively, you could allow
Publisher	9781788050258	Teacher	282	Simple stories last line	vocabular in	vocabulary in
Publisher	9781788050258	Teacher	282	Summary Discussion line 5	elaborated	elaborate

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	316	Activity (B) line 1	writeresponsesthatdemonstrateunderstandingoftexts	write responses that demonstrate understanding of texts
Publisher	9781788050258	Teacher	316	Activity (B) line 4	chapter belong to?	chapter belong to.
Publisher	9781788050258	Teacher	316	2nd last line	in to	into
Publisher	9781788050258	Teacher	316	last line	researched,	researched
Publisher	9781788050258	Teacher	317	Activity © line 6	that it can	that wildfires can
Publisher	9781788050258	Teacher	317	Activity (D) line 4	and to offer	and offer
Publisher	9781788050258	Teacher	317	Activity (F) las line	Each pair critiques each other’s works.	Each pair critiques each other’s work.
Publisher	9781788050258	Teacher	317	Activity (G) line 2	meanings of explicit and implicit.	meanings of "explicit" and "implicit".
Publisher	9781788050258	Teacher	317	Activity (G) line 4	simply suggested at or hinted at	simply suggested, or hinted at,
Publisher	9781788050258	Teacher	317	Activity (G) line 5	readers mind	reader's mind
Publisher	9781788050258	Teacher	318	line 2	there would be no crossover and therefore a table will work better.	there would be no crossover; therefore, a table will work better.
Publisher	9781788050258	Teacher	318	Activity (I) line 3	other groups?	other groups.
Publisher	9781788050258	Teacher	318	Activity (J) line 4	partners answer	partner's answer,
Publisher	9781788050258	Teacher	318	Activity (J) line 6	accuarte	accurate
Publisher	9781788050258	Teacher	326	Teacher instruction 2. line 2	Write an evaluation of the text that demonstrates you have understood it.	Write an evaluation of the text that demonstrates your understanding of it.
Publisher	9781788050258	Teacher	326	Teacher instruction 6.	Make sure to include new vocabulary learned in your responses	Make sure that new vocabulary learned is included in your responses
Publisher	9781788050258	Teacher	326	Teacher instruction 9	reading, them and adjusting	reading, adjusting
Publisher	9781788050258	Teacher	328	Activity (B) line 1	writeresponsesthatdemonstrateunderstandingoftexts	write responses that demonstrate understanding of texts
Publisher	9781788050258	Teacher	329	Activity € line 4	They should take notes	They should make notes
Publisher	9781788050258	Teacher	329	Activity € line 8	In the Getting the Idea section have students discuss the answers and then freewrite their answers.	In the Getting the Idea section, have students discuss the answers and then freewrite them.
Publisher	9781788050258	Teacher	329	Activity (F) line 3	frequently as possible but in a correct manner.	frequently as possible, in a correct manner.
Publisher	9781788050258	Teacher	329	Activity (F) line 4	the next and so on	the next person and so on
Publisher	9781788050258	Teacher	329	Activity (F) line 7	the one with most accurate	the one with the most accurate
Publisher	9781788050258	Teacher	329	Activity (F) line 8	in time allowed. Suggest maximum	in the time allowed. Suggest a maximum

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	329	Activity (G) line 2	in to	into
Publisher	9781788050258	Teacher	329	Activity (G) line 2	meanings of explicit and implicit.	meanings of "explicit" and "implicit".
Publisher	9781788050258	Teacher	330	Activity (I) line 3	other groups?	other groups.
Publisher	9781788050258	Teacher	336	Other TPS Reading materials: lastline	that are unknown to them for them to look up	that are unknown for them to look up
Publisher	9781788050258	Teacher	336	ABC activity book	the an activity	the activity
Publisher	9781788050258	Teacher	337	Scaffolding line 2	Gorillas.,	Gorillas,
Publisher	9781788050258	Teacher	338	Section B line 4	how the conflict is solved	how the conflict is resolved
Publisher	9781788050258	Teacher	338	Section B line 5	group, this	group. This
Publisher	9781788050258	Teacher	338	Section B line 7	character, it	character; it
Publisher	9781788050258	Teacher	338	Section B line 8	they're doing	they are
Publisher	9781788050258	Teacher	338	Section B line 8	friendship, wanting to prove oneself.	friendship, and wanting to prove oneself.
Publisher	9781788050258	Teacher	338	Section C line 3	the main plot, other stories	the main plot, and other stories
Publisher	9781788050258	Teacher	338	Section C bullet 3	a plot so for example	a plot, for example
Publisher	9781788050258	Teacher	338	Section C bullet 4	Student's	Students
Publisher	9781788050258	Teacher	338	Section D line 1	surroundings that it is set in.	surroundings in which it is set.
Publisher	9781788050258	Teacher	339	last line	They don't only present	They do not only present
Publisher	9781788050258	Teacher	340	Teacher Lesson Notes first line	story with its term	story with the correct term
Publisher	9781788050258	Teacher	341	Materials bullet 2	Graphic Organizer	graphic organizer
Publisher	9781788050258	Teacher	341	Procedure bullet 6	Graphic organizers	graphic organizer
Publisher	9781788050258	Teacher	341	Procedure bullet 6 line 3	effect of setting	effects of setting
Publisher	9781788050258	Teacher	342	diamond 2	they don't understand	they do not understand
Publisher	9781788050258	Teacher	344	Peer Activity bullet 3	they have asked, questions they have responded to	they have asked, and questions they have responded to
Publisher	9781788050258	Teacher	344	Peer Activity last para line 2	found difficult, did not enjoy	found difficult, and did not enjoy
Publisher	9781788050258	Teacher	345	Summary Discussion line 6 from bottom	for their particular students	for their particular class

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	371	Activity (A) LINE 3	what is a theme?	what is a theme.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 5	Ask students can fiction and or non fiction books have multiple themes?	Ask students whether fiction and/or non fiction books can have multiple themes.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 6	Ask students to read the Amelia Rose chapter and ask what are the themes?	Ask students to read the Amelia Rose chapter and identify the themes.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 16	Does it introduce a new theme?	Do they introduce a new theme?
Publisher	9781788050258	Teacher	371	Activity (A) LINE 19	knowing the theme for Amelia Rose chapters?	knowing the theme for the Amelia Rose chapters?
Publisher	9781788050258	Teacher	372	Activity (B) line 3	In the previous activity you expanded	In the previous activity, students expanded
Publisher	9781788050258	Teacher	372	Activity (B) line 4	Think about two of the characters.	They should now think about two of the characters.
Publisher	9781788050258	Teacher	372	Activity © line 3	flaskbacks	flashbacks
Publisher	9781788050258	Teacher	372	Activity © line 9	in to	into
Publisher	9781788050258	Teacher	372	Activity (D) line 4	characters have?	characters have.
Publisher	9781788050258	Teacher	372	Activity (D) line 5	beliefs?	beliefs.
Publisher	9781788050258	Teacher	372	Activity (D) line 7	Amelia Rose isn't in	Amelia Rose is not in
Publisher	9781788050258	Teacher	372	Activity (D) line 8	she can't analyze	she can not analyze
Publisher	9781788050258	Teacher	372	Activity (D) line 9	neighbors cat	neighbor's cat
Publisher	9781788050258	Teacher	380	Teacher instruction line 1	activity students	activity, students
Publisher	9781788050258	Teacher	380	Teacher instruction 3	Where is the	Where are the
Publisher	9781788050258	Teacher	382	Activity (A) line 3	what is a theme?	what is a theme.
Publisher	9781788050258	Teacher	382	Activity (A) line 7	the chapter?	the chapter.
Publisher	9781788050258	Teacher	382	Activity (A) line 9	science themed	science-themed
Publisher	9781788050258	Teacher	382	Activity (A) line 10	the chapter?	the chapter.
Publisher	9781788050258	Teacher	382	Activity (B) line 5	activity you rewrote	activity, they rewrote
Publisher	9781788050258	Teacher	382	Activity (B) line 5	Think about	Students should think about
Publisher	9781788050258	Teacher	383	Activity © line 3	flaskbacks	flashbacks
Publisher	9781788050258	Teacher	383	Activity © line 5	STEM, chapter?	STEM chapter?

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	383	Activity (D) line 4	have?	have.
Publisher	9781788050258	Teacher	383	Activity (D) line 5	beliefs?	beliefs.
Publisher	9781788050258	Teacher	383	Activity (D) line 9	characters?	characters.
Publisher	9781788050258	Teacher	393	Objectives 2.	sun	Sun
Publisher	9781788050258	Teacher	393	Problem Task line	earth	Earth
Publisher	9781788050258	Teacher	394	Individual Writing Level 2	offered to reasons with	offered as to reasons why
Publisher	9781788050258	Teacher	395	Objectives 2.	sun	Sun
Publisher	9781788050258	Teacher	396	line 3	criteria.	criterion.
Publisher	9781788050258	Teacher	398	line 2	mosquitos	mosquitoes
Publisher	9781788050258	Teacher	398	line 3	can't live	can not live
Publisher	9781788050258	Teacher	399	Scaffolding line 3	authors intended	author's intended
Publisher	9781788050258	Teacher	400	line 3	between different	between various
Publisher	9781788050258	Teacher	400	line 4	story that is believable	stories that are believable
Publisher	9781788050258	Teacher	400	line 5	story with a journey	stories with a journey
Publisher	9781788050258	Teacher	400	line 5	a made up story set	a made up stories set
Publisher	9781788050258	Teacher	400	line 6	a story about a crime to be solved	stories about a crime or strange events to be solved
Publisher	9781788050258	Teacher	400	line 6	a funny book	funny books
Publisher	9781788050258	Teacher	400	line 9	a developed story that is less than a novel in length	developed stories that are shorter than novels in length
Publisher	9781788050258	Teacher	400	line 10	usually from the first person	usually told in the first person
Publisher	9781788050258	Teacher	400	B last line	the effect all of these	the effect each of these
Publisher	9781788050258	Teacher	400	C first line	in to Acts and Scenes	into acts and scenes
Publisher	9781788050258	Teacher	400	D line 2	They include a thesis, footnotes,	Another example is a thesis, with footnotes,
Publisher	9781788050258	Teacher	400	D line 3	develop	develop
Publisher	9781788050258	Teacher	400	E line 3	and identify	and decide on

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	401	line 6	essay relates to the	essay relate to the
Publisher	9781788050258	Teacher	401	line 10	and that human	and human
Publisher	9781788050258	Teacher	401	Common Misconceptions Bullet 2	don't lie.	do not lie
Publisher	9781788050258	Teacher	401	Common Misconceptions Bullet 5	you're born	you are born
Publisher	9781788050258	Teacher	403	Materials bullet 3	index cards	Index cards
Publisher	9781788050258	Teacher	403	Procedure Bullet 1 line 3	random calling method to have students share their ideas	random calling method with the whole class
Publisher	9781788050258	Teacher	403	bullet 3 line 2	evaluate whether:	evaluate the following:
Publisher	9781788050258	Teacher	404	Diamond 3	don't	do not
Publisher	9781788050258	Teacher	406	Summary Discussion para 2 last line	particular students	particular class
Publisher	9781788050258	Teacher	437	Activity A line 4	fiction?	fiction.
Publisher	9781788050258	Teacher	438	Activity (B) 2nd last line	write them with	write the poems
Publisher	9781788050258	Teacher	439	Line 4	one and what	one, what
Publisher	9781788050258	Teacher	439	line 7	what important	which important
Publisher	9781788050258	Teacher	439	Activity (F) line 3	What features	Which features
Publisher	9781788050258	Teacher	439	last line	to learn best	to learn most effectively
Publisher	9781788050258	Teacher	441	Materials Bullet 3	Lightening	Lightning
Publisher	9781788050258	Teacher	448	Teacher instruction 2.	Write a poem to help explain your model to the class and help you remember	Write a poem to help to explain your model to the class and help you to remember
Publisher	9781788050258	Teacher	448	Teacher instruction 3.	Does it just	Does it only
Publisher	9781788050258	Teacher	450	Activity (B) line 4	a lyrical poem	a lyric poem
Publisher	9781788050258	Teacher	451	line 3	in to	into
Publisher	9781788050258	Teacher	451	line 7	in to	into
Publisher	9781788050258	Teacher	451	line 8	add more?	add more.
Publisher	9781788050258	Teacher	451	Activity (D) line 9	aren't any ask	are none ask
Publisher	9781788050258	Teacher	451	Activity € line 5	characteristics for an	characteristics of an

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	451	Activity € line 6	made?	made.
Publisher	9781788050258	Teacher	451	Activity € line 10	alterative	alternative
Publisher	9781788050258	Teacher	451	Activity (F) line 2	watching movies or	watching movies and
Publisher	9781788050258	Teacher	451	Activity (F) line 3	STEM project?	STEM project.
Publisher	9781788050258	Teacher	474	Problem/Task line 3	complete a writing	complete a piece of writing
Publisher	9781788050258	Teacher	476	Problem/Task line 2	complete a writing	complete a piece of writing
Publisher	9781788050258	Teacher	477	line 2	in to	into
Publisher	9781788050258	Teacher	477	Extension Activity line 1	groups posters	groups' posters
Publisher	9781788050258	Teacher	477	Extension Activity line 2	they're missing	they are missing
Publisher	9781788050258	Teacher	478	Objective Line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	478	Scaffolding Line 1	In grade 7 students anaylyzed	In grade 7, students analyzed
Publisher	9781788050258	Teacher	478	Scaffolding Line 2	purpse	purpose
Publisher	9781788050258	Teacher	479	Section A line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section A line 2	exists?	exists.
Publisher	9781788050258	Teacher	479	Section B line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section B line 2	bullets points etc.	bullets points or numerous other formats.
Publisher	9781788050258	Teacher	479	Section C line 2	italics etc	italics.
Publisher	9781788050258	Teacher	479	Section C line 3	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section D line 2	Metaphors are when you say	Metaphors involve saying
Publisher	9781788050258	Teacher	479	Section D line 3	An extended metaphor is when it is sustained	An extended metaphor is sustained
Publisher	9781788050258	Teacher	479	Section D line 4	how an author uses this towards their purpose	how an author uses this feature to contribute to their purpose
Publisher	9781788050258	Teacher	479	Section E line 1	is a technique used to convey meaning e.g. providing multiple points of view so you know how more than one character is feeling. Irony	, or literary term is any technique used by authors to achieve their puprose. Such devices could include personification, imagery, similes and metaphors, but there are many more examples.
Publisher	9781788050258	Teacher	479	Section E line 3	what they intended to e.g	what is intended e.g
Publisher	9781788050258	Teacher	479	Section E line 4	as they are on the way	as it is on the way

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	479	Section G line 3	juxtaposition which is when two things	juxtaposition, where two things
Publisher	9781788050258	Teacher	480	Line 1	nonfiction	non-fiction
Publisher	9781788050258	Teacher	482	Line 7	newspaper, a complaint letter	newspaper, and a complaint letter
Publisher	9781788050258	Teacher	483	Line 8	reader visualize	reader to visualize
Publisher	9781788050258	Teacher	483	2nd bullet line 2	“I’ve seen reptiles before.”	“I’ve seen reptiles before,”
Publisher	9781788050258	Teacher	483	3rd bullet line 1	concept that they don’t understand	concept that they do not understand
Publisher	9781788050258	Teacher	485	Ideas for at home line 3	detail as more in English	detail as more English
Publisher	9781788050258	Teacher	485	Simple Stories line 3	If you wish, you	Alternatively, you
Publisher	9781788050258	Teacher	485	2nd last line	vocabular	vocabulary
Publisher	9781788050258	Teacher	486	line 1	Ask student	Ask students
Publisher	9781788050258	Teacher	514	Activity B line 3	The purpose of the text, is to	The purpose of the text is to
Publisher	9781788050258	Teacher	515	Activity D line 4	If they can't find	If they cannot find
Publisher	9781788050258	Teacher	516	line 6	logical fallaies	logical fallacies
Publisher	9781788050258	Teacher	524	Point 2	Did this help you achieve your purpose	Did this help you to achieve your purpose
Publisher	9781788050258	Teacher	524	Point 3	How did they help you achieve	How did they help you to achieve
Publisher	9781788050258	Teacher	527	Activity D line 4	If they can't find	If they cannot find
Publisher	9781788050258	Teacher	527	Activity E line 3	Ask students what a literary device is?	Ask students what a literary device is.
Publisher	9781788050258	Teacher	527	Activity E line 4	Ask students what an objective point of view is?	Ask students what an objective point of view is.
Publisher	9781788050258	Teacher	527	Activity E line 5	Ask students what a subjective point of view is?	Ask students what a subjective point of view is.
Publisher	9781788050258	Teacher	527	Activity E line 6	Ask students why it is important to show multiple points of view?	Ask students why it is important to show multiple points of view.
Publisher	9781788050258	Teacher	527	Activity E line 9	rewrite a section in either	rewrite a section from either
Publisher	9781788050258	Teacher	527	Activity E line 11	Ask students whether this has any impact on the authors purpose?	Ask students whether this has any impact on the authors purpose.
Publisher	9781788050258	Teacher	527	Activity E line 13	impact on the authors purpose?	impact on the author's purpose.
Publisher	9781788050258	Teacher	537	Module objective last line	ma-terials	materials

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	537	Requirements to Turn In last line	move the text up	move the text up
Publisher	9781788050258	Teacher	537	Grading Criteria line 3	criteria.	criterion.
Publisher	9781788050258	Teacher	538	Extension Activity	critique on it and ways	critique on it. They could also suggest
Publisher	9781788050258	Teacher	538	Classroom Art projects line1	informational poster for 3 of ther key words	informational poster for 3 of the key words
Publisher	9781788050258	Teacher	538	Other TPS Reading materials line 2	if the narrator is has a subjective	if the narrator is a subjective
Publisher	9781788050258	Teacher	540	Objective 2nd last line	grammar and spelling and check their work	grammar and spelling, check their work
Publisher	9781788050258	Teacher	541	Section B line 2	structuring it in to clear	structuring it into clear
Publisher	9781788050258	Teacher	541	Section B line 2	including an introduction and conclusion and	and including an introduction, conclusion and
Publisher	9781788050258	Teacher	541	Section C line 1	so to reword	to reword
Publisher	9781788050258	Teacher	541	Section D line 1	there aren't any spelling	there are no spelling
Publisher	9781788050258	Teacher	541	Section D bullet 4	passive if verb is acted upon subject	passive if the verb is acted upon by the subject
Publisher	9781788050258	Teacher	541	Section D bullet 7	noun if as to whether	noun as to whether
Publisher	9781788050258	Teacher	541	Section D bullet 8	capitalized e.g. pronoun	capitalized e.g. the pronoun
Publisher	9781788050258	Teacher	541	Section D bullet 9	in nonrestrictive phrases and	in nonrestrictive phrases,
Publisher	9781788050258	Teacher	542	Common Misconceptions	Your writing doesn't change	Your writing does not change
Publisher	9781788050258	Teacher	544	Teacher Lesson Notes line 2	admired for their long	admired for its long
Publisher	9781788050258	Teacher	544	Teacher Lesson Notes line 4	and then, return	and then return
Publisher	9781788050258	Teacher	545	Procedure bullet 2 line 3	The city Seattle	The city of Seattle
Publisher	9781788050258	Teacher	545	Procedure bullet 3 line 2	what does it mean?	what does it mean
Publisher	9781788050258	Teacher	546	3rd bulet diamond 3	What human activities	Which human activities
Publisher	9781788050258	Teacher	548	Summary discussion line 2	engaging hook to hook the reader	engaging hook to engage/attract the reader
Publisher	9781788050258	Teacher	588	Activity A line 1	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	588	Activity A line 5	imrpoved upon	imrproved upon
Publisher	9781788050258	Teacher	588	Activity A line 9	in to this topic	into this topic

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	588	Activity A line 10	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	588	Activity A line 11	means relating it to everyday	means linking it to everyday
Publisher	9781788050258	Teacher	588	Activity A line 11	This may be if you choose to write about a terrestrial ecosystem you might use your garden	If they choose to write about a terrestrial ecosystem ,they might use their garden
Publisher	9781788050258	Teacher	588	Activity B line 8	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050258	Teacher	588	Activity B line 11	to help you in an essay	to help them in an essay
Publisher	9781788050258	Teacher	588	Activity B line 14	sumamrize	summarize
Publisher	9781788050258	Teacher	588	Activity B line 15	about their work?	about their work.
Publisher	9781788050258	Teacher	588	Activity B line 16	their idea and show	their idea, show
Publisher	9781788050258	Teacher	588	Activity B line 17	informational essay think about whether you	informational essay, they need to think about whether they
Publisher	9781788050258	Teacher	600	Activity A line 1	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	600	Activity A line 2	discussions and experiment and results in to	discussions, experiment and results into
Publisher	9781788050258	Teacher	600	Activity A line 5	imrpoved upon	improved upon
Publisher	9781788050258	Teacher	600	Activity A line 7	what they're doing to refer back to and any problems	what they are doing to refer back to as well as any problems
Publisher	9781788050258	Teacher	600	Activity A line 15	what the purpose is and who	what the purpose is, who
Publisher	9781788050258	Teacher	600	Activity B line 6	that is makes	that makes
Publisher	9781788050258	Teacher	600	Activity B line 8	and make	and to make
Publisher	9781788050258	Teacher	600	Activity B line 11	phrases to help you in an essay	phrases to help them in an essay
Publisher	9781788050258	Teacher	600	Activity B line 14	sumamrize	summarize
Publisher	9781788050258	Teacher	600	Activity B line 16	their idea and show	their idea, show
Publisher	9781788050258	Teacher	600	Activity B line 17	informational essay think about whether you have	informational essay, they need to think about whether they have
Publisher	9781788050258	Teacher	601	Activity D bottom paragraph line 1	in to groups	into groups
Publisher	9781788050258	Teacher	607	Column 3 row presentation, line 6 from	At least 2 conclusions and alternative are presented.	At least 2 conclusions and alternatives are presented.
Publisher	9781788050258	Teacher	608	Grading Criteria	criteria.	criterion.
Publisher	9781788050258	Teacher	610	Classroom Art projects line 1	Put students in to groups	Put students into groups

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	610	Classroom Art projects line 2	simmialr	similar
Publisher	9781788050258	Teacher	610	Extension Activity line 4	feedback their critique to one another and any propsed edits	feedback their critique and any proposed edits to one another.
Publisher	9781788050258	Teacher	612	Section A line 2	from someones perspective	from someone's perspective,
Publisher	9781788050258	Teacher	612	Section B line 1	and then demomnstrate	and then demomonstrate
Publisher	9781788050258	Teacher	612	Section C line 3	their own argumentative with multiple paragraphs.	their own argumentative texts with multiple paragraphs.
Publisher	9781788050258	Teacher	612	Section D line 1	Correspondence is when you communicate	Correspondence is communicating
Publisher	9781788050258	Teacher	612	Section D line 4	and structure. This means no slang, use of proper english	and structure which means no slang, use of proper English
Publisher	9781788050258	Teacher	613	Common Misconceptions line 4	connecting and structuring	connecting and organizing
Publisher	9781788050258	Teacher	616	Materials Bullet 2	Something Isn't Right Graphic Organizer	Something Is Not Right Graphic Organizer
Publisher	9781788050258	Teacher	617	Line 6	To pretend to be a Salmon researcher	To pretend to be a salmon researcher
Publisher	9781788050258	Teacher	619	Ideas for at home line 4	Answer the following questions about your piece:	Then, ask them to answer the following questions about their piece
Publisher	9781788050258	Teacher	654	Activity A line 1	definitions of a personal narrative	definitions of personal narrative,
Publisher	9781788050258	Teacher	654	Activity A line 4	each of these genres has?	each of these genres has.
Publisher	9781788050258	Teacher	654	Activity A line 7	fiction or a personal narrative?	fiction or a personal narrative.
Publisher	9781788050258	Teacher	654	Activity A line 8	Ask students to give details for their answer	Ask students to give reasons for their answer
Publisher	9781788050258	Teacher	654	Activity A line 11	and also do an experiment and have discussions	and also to do an experiment, have discussions
Publisher	9781788050258	Teacher	654	Activity A line 15	Amelia Rose story, what happens next?	Amelia Rose story; what happens next?
Publisher	9781788050258	Teacher	655	Activity C line 1	different to a persuasive text?	different to a persuasive text.
Publisher	9781788050258	Teacher	655	Activity C line 5	Amelia Rose achieved its purpose or not?	Amelia Rose chapter achieved its purpose or not.
Publisher	9781788050258	Teacher	655	Activity D line 3	reflects an opinion	-reflecting an opinion
Publisher	9781788050258	Teacher	655	Activity D line 4	registers a complaint	-registering a complaint
Publisher	9781788050258	Teacher	655	Activity D line 6	requests information in a business or friendly structure	-requesting information in a business or friendly manner
Publisher	9781788050258	Teacher	655	Activity D line 8	use proper english, full sentences, no slang.	use proper English, full sentences, and no slang.
Publisher	9781788050258	Teacher	663	Teacher instruction line 1	and then complete the tasks below	and then undertake the tasks below

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	665	Activity A line 4	Ask students to give details for their answer.	Ask students to give reasons for their answer.
Publisher	9781788050258	Teacher	665	Activity A 2nd last line	where humans don't need	where humans do not need
Publisher	9781788050258	Teacher	665	Activity A line 10	we are a living organisms	we are a living organism
Publisher	9781788050258	Teacher	665	Activity B line 3	what characteristics it has?	what characteristics it has.
Publisher	9781788050258	Teacher	666	Activity D line 3	reflects an opinion	-reflecting an opinion
Publisher	9781788050258	Teacher	666	Activity D line 4	registers a complaint	-registering a complaint
Publisher	9781788050258	Teacher	666	Activity D line 6	requests information in a business or friendly structure	-requesting information in a business or friendly manner
Publisher	9781788050258	Teacher	666	Activity D line 8	use proper english, full sentences, no slang.	use proper English, full sentences, and no slang.
Publisher	9781788050258	Teacher	670	Problem/Task line 4	wouldn't come our of his cage	would not come our of his cage
Publisher	9781788050258	Teacher	672	2nd last line	criteria.	criterion.
Publisher	9781788050258	Teacher	673	Other TPS Reading materials last line	They should bullet poin the information they learn.	They should bullet point the information they learn.
Publisher	9781788050258	Teacher	674	Objective line 3	kew question	key question
Publisher	9781788050258	Teacher	675	Section F last line	create new understand	create new understanding
Publisher	9781788050258	Teacher	675	Section H	ommission	omission
Publisher	9781788050258	Teacher	675	Section I line 1	Ethically	To act ethically
Publisher	9781788050258	Teacher	676	Teacher Background Notes Section 4	presentation in in written	presentation in written
Publisher	9781788050258	Teacher	677	Bullet 3 line 1	it's not	it is not
Publisher	9781788050258	Teacher	678	last line	research of the topic	research about the topic
Publisher	9781788050258	Teacher	679	Materials bullet 4	sourced Plagiarism	sourced plagiarism
Publisher	9781788050258	Teacher	679	Procedure line 2	must be scaffolded,	must be scaffolded
Publisher	9781788050258	Teacher	680	Line 10	Hubble Space telescope	Hubble Space Telescope
Publisher	9781788050258	Teacher	681	Diamond 1 Star 1	Belong to credible institutions like .gov, .org or .edu	Belonging to credible institutions like .gov, .org or .edu
Publisher	9781788050258	Teacher	681	Diamond 1 Star 2	Have expert information on the topic	Having expert information on the topic
Publisher	9781788050258	Teacher	681	Diamond 1 Star 3	Have up to date information	Having up to date information

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	681	Diamond 1 Star 4	Have links to other credible sources	Having links to other credible sources
Publisher	9781788050258	Teacher	683	Peer Activity bullet 3	questions they have asked, questions they	questions they have asked, and questions they
Publisher	9781788050258	Teacher	714	Activity A line 1	Have students explain what is a formal	Have students explain what are a formal
Publisher	9781788050258	Teacher	714	Activity A line 2	about gallaxies	about galaxies
Publisher	9781788050258	Teacher	714	Activity A line 3	Put the students in to groups	Put the students into groups
Publisher	9781788050258	Teacher	714	Activity A line 5	then they should create	then create
Publisher	9781788050258	Teacher	715	Activity E line 1	secondary source?	secondary source.
Publisher	9781788050258	Teacher	715	Activity E line 3	Ask students what kind of source is Amelia Rose?	Ask students what kind of source is Amelia Rose.
Publisher	9781788050258	Teacher	715	Activity F line 2	synthesize information?	synthesize information.
Publisher	9781788050258	Teacher	715	Activity F line 5	predictions	predictions
Publisher	9781788050258	Teacher	715	Activity G 3rd line from the end	don't	not to
Publisher	9781788050258	Teacher	715	Activity G 2nd line from the end	paraphrase	Paraphrase
Publisher	9781788050258	Teacher	716	line 1	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	716	line 3	When student's	When students
Publisher	9781788050258	Teacher	716	Activity H line 6	they can't	they cannot
Publisher	9781788050258	Teacher	716	Activity H line 8	Amelia Rose is not	Amelia Rose chapter is not
Publisher	9781788050258	Teacher	716	Activity I line 1	properly cite your sources? It is	properly cite sources. It is
Publisher	9781788050258	Teacher	716	Activity I line 2	where your research	where research
Publisher	9781788050258	Teacher	716	Activity I line 2	it keeps you free	it keeps it free
Publisher	9781788050258	Teacher	716	Activity I line 4	materials ethically?	materials ethically.
Publisher	9781788050258	Teacher	716	Activity I line 6	'bibliography' is?	'bibliography' is.
Publisher	9781788050258	Teacher	716	Activity J line 3	and gallaxies	and galaxies
Publisher	9781788050258	Teacher	724	Teacher instruction line 3	particle motion, temperature	particle motion and temperature
Publisher	9781788050258	Teacher	726	Activity A line 1	what a formal inquiry is and an informal inquiry	what a formal inquiry and an informal inquiry are

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	726	Activity A line 4	Put the students in to groups	Put the students into groups
Publisher	9781788050258	Teacher	727	Activity E line 1	and a secondary source?	and a secondary source.
Publisher	9781788050258	Teacher	727	Activity E line 3	what kind of source is STEM?	what kind of source is STEM.
Publisher	9781788050258	Teacher	727	Activity F line 2	synthesize information?	synthesize information.
Publisher	9781788050258	Teacher	727	Activity F line 5	predictions	predictions
Publisher	9781788050258	Teacher	727	Activity G line 7	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	727	Activity G line 8	don't	do not
Publisher	9781788050258	Teacher	727	Activity G line 9	paraphrase	Paraphrase
Publisher	9781788050258	Teacher	727	Activity G line 10	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	727	Activity G line 12	When student's	When students
Publisher	9781788050258	Teacher	728	Activity H line 6	that they can't	that they cannot
Publisher	9781788050258	Teacher	728	Activity I line 1	‘bibliography’ is?	‘bibliography’ is.
Publisher	9781788050258	Teacher	739	Problem Task line 1	following is a table of the size	following is a table showing the sizes
Publisher	9781788050258	Teacher	740	Grading Criteria	criteria.	criterion.
Publisher	9781788050258	Teacher	741	Requirements to Turn In line 2	models. One	models: one
Publisher	9781788050258	Teacher	741	Grading Criteria line 2	criteria.	criterion.

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	1	Scaffolding line 1	grade 7 students	grade 7, students
Publisher	9781788050258	Teacher	1	Scaffolding line 3	presentations and giving	presentations, as well as giving
Publisher	9781788050258	Teacher	1	Scaffolding line 3	groups	groups'
Publisher	9781788050258	Teacher	2	line 3	Student's	Students
Publisher	9781788050258	Teacher	2	line 3	or a recording	or to a recording
Publisher	9781788050258	Teacher	2	line 5	confirm information	confirm the information
Publisher	9781788050258	Teacher	2	line 7	Student's	Students
Publisher	9781788050258	Teacher	2	line 7	follow complex	follow, and give, complex
Publisher	9781788050258	Teacher	2	line 14	In their	During their
Publisher	9781788050258	Teacher	2	line 15	they	, students
Publisher	9781788050258	Teacher	2	line 15	so	, although
Publisher	9781788050258	Teacher	2	line 15	didn't	did not
Publisher	9781788050258	Teacher	2	line 17	too fast or slow or loud or soft.	quickly or slowly, nor too loudly or softly.
Publisher	9781788050258	Teacher	2	line 18	understand	understood
Publisher	9781788050258	Teacher	2	line 19	they	students
Publisher	9781788050258	Teacher	2	line 19	stick to	adhere to the
Publisher	9781788050258	Teacher	2	line 24	make plans and agendas with	make plans with
Publisher	9781788050258	Teacher	2	line 28	two candidates and in their groups they	two candidates. In their groups students
Publisher	9781788050258	Teacher	3	line 4	discussion are incorporated	discussion. These skills are incorporated
Publisher	9781788050258	Teacher	3	last but one line	don't	do not
Publisher	9781788050258	Teacher	4	line 2	text, enhancing	texts, enhancing
Publisher	9781788050258	Teacher	4	line 5	focus, teacher,	focus, the teacher,
Publisher	9781788050258	Teacher	6	timer section	Starts the clock for 1 minutes and gives a 10 second warning when the 1	Starts the clock for 5 minutes and gives a 10 second warning when the 5
Publisher	9781788050258	Teacher	6	4 lines from bottom	and finding meaningful patterns	and identifying these patterns

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	6	last line	that other students created	created by other students
Publisher	9781788050258	Teacher	7	line 4	Choose	choose
Publisher	9781788050258	Teacher	7	line 5	Sort	sort
Publisher	9781788050258	Teacher	7	line 6	Trade	trade
Publisher	9781788050258	Teacher	7	line 7	Figure	figure
Publisher	9781788050258	Teacher	7	line 8	Present	present
Publisher	9781788050258	Teacher	7	line 13	they don't	they do not
Publisher	9781788050258	Teacher	8	line 17	adding on to it	adding to it
Publisher	9781788050258	Teacher	30	line 15	listen actively? It	listen actively, it
Publisher	9781788050258	Teacher	31	line 6	molecules?	molecules.
Publisher	9781788050258	Teacher	31	activity c line 3	researched,	researched;
Publisher	9781788050258	Teacher	31	LINE 6 FROM THE BOTTOM	in to	into
Publisher	9781788050258	Teacher	41	line 19	periodic table	Periodic Table
Publisher	9781788050258	Teacher	41	line 20	design?	design.
Publisher	9781788050258	Teacher	41	line 27	them?	them.
Publisher	9781788050258	Teacher	41	last line	anology, review	anology; review
Publisher	9781788050258	Teacher	42	line 2	fast or slow	quickly or slowly
Publisher	9781788050258	Teacher	42	line 3	loud or quiet	loudly or quietly
Publisher	9781788050258	Teacher	42	line 4	enunciation	enunciating
Publisher	9781788050258	Teacher	42	4th line from the bottom	didn't	did not
Publisher	9781788050258	Teacher	44	line 13	need and list	needs and list
Publisher	9781788050258	Teacher	45	line 5	why?	why.
Publisher	9781788050258	Teacher	45	line 6	advocate. For	advocate; for
Publisher	9781788050258	Teacher	45	line 16	shouldn't	should not

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	45	Activity D line 3	in to	into
Publisher	9781788050258	Teacher	51	last line	1 combinations of 4 elements	1 combination of 4 elements
Publisher	9781788050258	Teacher	53	2nd last line	criteria	criterion
Publisher	9781788050258	Teacher	54	line 5	periodic table.	Periodic Table.
Publisher	9781788050258	Teacher	54	line 7	periodic table.	Periodic Table.
Publisher	9781788050258	Teacher	54	las line	olympics	Olympics
Publisher	9781788050258	Teacher	55	Objective 2nd last	provide students with tools	providing students with the tools
Publisher	9781788050258	Teacher	55	scaffolding line 1	and then	. They then
Publisher	9781788050258	Teacher	55	scaffolding line 2	them	the words
Publisher	9781788050258	Teacher	55	last line	what type of word it is	types of word
Publisher	9781788050258	Teacher	56	line3	dictionaries and thesaurus'	dictionaries, thesauruses
Publisher	9781788050258	Teacher	56	B second last	testing the student	testing that the student
Publisher	9781788050258	Teacher	56	C line 3	and the words	. The words used
Publisher	9781788050258	Teacher	56	C line 8	what each one means	the meaning of each one
Publisher	9781788050258	Teacher	57	line 7	lessons which	lessons during which
Publisher	9781788050258	Teacher	57	Common misconceptions line 1	It's	It is
Publisher	9781788050258	Teacher	57	Common misconceptions line 2	It's	it is
Publisher	9781788050258	Teacher	59	bullet 4 line 3	help you decode	help you to decode
Publisher	9781788050258	Teacher	59	4th diamond	give examples words in which	give examples of words in which
Publisher	9781788050258	Teacher	60	4th line from the bottom	refer them	refer to them
Publisher	9781788050258	Teacher	84	5th line from the bottom	mean?	mean.
Publisher	9781788050258	Teacher	85	last line	latin word.	Latin word.
Publisher	9781788050258	Teacher	87	3rd bullet	Coloured	Colored
Publisher	9781788050258	Teacher	92	teacher instructions line 2	defiitions	definitions

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	92	teacher instructions line 7	and give	give
Publisher	9781788050258	Teacher	92	teacher instructions line 9	vocab words	vocabulary words
Publisher	9781788050258	Teacher	113	line 1	criteria	criterion
Publisher	9781788050258	Teacher	113	table column 3, row 2	skter	skater
Publisher	9781788050258	Teacher	114	last line	criteria	criterion
Publisher	9781788050258	Teacher	115	2nd line under picture	Isaac Newton.	Sir Isaac Newton.
Publisher	9781788050258	Teacher	119	ELL 2nd las line	Vocabulry	Vocabulary
Publisher	9781788050258	Teacher	119	Other TPS Reading materials 2nd last line	out and count	out, count
Publisher	9781788050258	Teacher	119	How Not To Die Hunting in Alaska 1st line	book and identify	book, identify
Publisher	9781788050258	Teacher	119	How Not To Die Hunting in Alaska 2nd line	no of syllables,	number of syllables,
Publisher	9781788050258	Teacher	121	line 1	they've read	they have read
Publisher	9781788050258	Teacher	121	Common misconceptions line 2	don't know.	do not know
Publisher	9781788050258	Teacher	121	Common misconceptions bullet 4	you're born	you are born
Publisher	9781788050258	Teacher	122	Teacher Lesson Notes bullet 4	monotone	monotonous
Publisher	9781788050258	Teacher	122	last line	purpose,	purpose to,
Publisher	9781788050258	Teacher	123	Materials bullet 4	index cards	Index cards
Publisher	9781788050258	Teacher	123	Procedure bullet 1	what are some characteristics of fluent reading?	some of the characteristics of fluent reading.
Publisher	9781788050258	Teacher	123	Procedure bullet 2 DIAMOND 3	Smoothness	smoothness
Publisher	9781788050258	Teacher	123	Procedure bullet 2 DIAMOND 4	you've	you have
Publisher	9781788050258	Teacher	123	Procedure bullet 3	through read	through reading
Publisher	9781788050258	Teacher	123	Procedure bullet 3 DIAMOND 4	monotone	monotonous
Publisher	9781788050258	Teacher	124	Bullet 5 last line	started;	started
Publisher	9781788050258	Teacher	148	Teacher instruction line 1	in to	into
Publisher	9781788050258	Teacher	148	Teacher instruction line 2	words and what	words, what

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	148	Teacher instruction line 3	students reading	students' reading
Publisher	9781788050258	Teacher	148	Teacher instruction line 4	means to understand something	means understanding something
Publisher	9781788050258	Teacher	148	Teacher instruction line 5	Fluency means	Fluency in reading means
Publisher	9781788050258	Teacher	148	Teacher instruction line 5	to do something	to read something
Publisher	9781788050258	Teacher	148	Teacher instruction line 6	well and	well and, without hesitating
Publisher	9781788050258	Teacher	148	Teacher instruction line 8	local news?	local news.
Publisher	9781788050258	Teacher	148	Teacher instruction line 11	key words as possible in your work. This will help develop	key words as possible in their work. This will help to develop
Publisher	9781788050258	Teacher	148	Teacher instruction line 12	students writing	students' writing
Publisher	9781788050258	Teacher	150	Teacher instruction line 1	help develop students	help to develop students'
Publisher	9781788050258	Teacher	150	Teacher instruction line 4	help develop students	help to develop students'
Publisher	9781788050258	Teacher	168	Objectives line 2	Earth-moon-sun	Earth-Moon-Sun
Publisher	9781788050258	Teacher	169	1st line	criteria	criterion
Publisher	9781788050258	Teacher	169	table column 4, row 2	between drawing and the	between the drawing and the
Publisher	9781788050258	Teacher	170	Learning Cycle Objective bullet 1	Earth-moon-sun	Earth-Moon-Sun
Publisher	9781788050258	Teacher	170	Concept(s) Developed line 1	phases of the moon	phases of the Moon
Publisher	9781788050258	Teacher	170	Concept(s) Developed line 1	Earth, moon, and sun.	Earth, Moon, and Sun.
Publisher	9781788050258	Teacher	170	Problem-Task 2	Total eclipse of the sun	Total eclipse of the Sun
Publisher	9781788050258	Teacher	170	Problem-Task 4	Total eclipse of the moon	Total eclipse of the Moon
Publisher	9781788050258	Teacher	170	Problem-Task 5	movement of the moon,	movement of the Moon,
Publisher	9781788050258	Teacher	170	Problem-Task 7	The moon will move diagonally	The Moon will move diagonally
Publisher	9781788050258	Teacher	170	Problem-Task 8	orbit of the moon	orbit of the Moon
Publisher	9781788050258	Teacher	170	Problem-Task 8	Earth around the sun.	Earth around the Sun.
Publisher	9781788050258	Teacher	170	last line	criteria	criterion
Publisher	9781788050258	Teacher	171	line 3	ways such	ways, such

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	171	line 5	It can be a diargam	It can be a diagram
Publisher	9781788050258	Teacher	173	line 4	approach to curriculum	approach to the curriculum
Publisher	9781788050258	Teacher	173	4th from the bottom	focus, teacher,	focus the teacher
Publisher	9781788050258	Teacher	174	Teacher Lesson Notes bullet 5	Life Science/Animal lives	Life Science/Animal Lives
Publisher	9781788050258	Teacher	174	7th from the bottom	science themed	science-themed
Publisher	9781788050258	Teacher	174	4th from the bottom	Science themed	Science-themed
Publisher	9781788050258	Teacher	174	2nd from the bottom	science themed	science-themed
Publisher	9781788050258	Teacher	176	Bullet 2	Help students learn	Help students to learn
Publisher	9781788050258	Teacher	176	bullet 5	reading sections	reading sessions
Publisher	9781788050258	Teacher	176	last bullet	can share with their	can share their
Publisher	9781788050258	Teacher	178	Ideas for at home	books they	books, they
Publisher	9781788050258	Teacher	179	line 1	interaction students	interaction, students
Publisher	9781788050258	Teacher	193	Teacher instruction line 1	Writing, Thinking, Choosing Books	Writing, Thinking, AND Choosing Books
Publisher	9781788050258	Teacher	193	Teacher instruction line 5	might be the genre	might be that the genre
Publisher	9781788050258	Teacher	203	Teacher instruction line 3	help develop students	help to develop students'
Publisher	9781788050258	Teacher	203	Teacher instruction line 9	help develop students	help to develop students'
Publisher	9781788050258	Teacher	205	Teacher instruction line 5	help develop students	help to develop students'
Publisher	9781788050258	Teacher	205	Teacher instruction 2nd last line	students listening	students' listening
Publisher	9781788050258	Teacher	205	Teacher instruction last line	realising	realizing
Publisher	9781788050258	Teacher	214	Requirements to Turn In 3	explanation on the patterns	explanation of the patterns
Publisher	9781788050258	Teacher	218	Grading Criteria line 2	criteria	criterion
Publisher	9781788050258	Teacher	219	Classroom Art projects line 2	Tell them it	Tell them that it
Publisher	9781788050258	Teacher	219	ABC Activity book line 2	alphabet book	Alphabet Book
Publisher	9781788050258	Teacher	221	Section A line 1	books to read yourself and	books to read themselves

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	221	Section A line 2	assigned to you for reading	assigned to them for reading
Publisher	9781788050258	Teacher	221	Section A line 2	the differences	the differences between these options
Publisher	9781788050258	Teacher	221	Section C line 7	fits in to	fits into
Publisher	9781788050258	Teacher	221	Section C line 7	and why	They should also give reasons why
Publisher	9781788050258	Teacher	221	Section D line 2	they are reading to deepen	they are reading and deepen
Publisher	9781788050258	Teacher	221	Section E line 1	and find make connections to personal experiences	and make connections to their own personal experiences
Publisher	9781788050258	Teacher	221	Section E line 4	so think about other texts	so they should consider other texts
Publisher	9781788050258	Teacher	221	Section E line 4	and perhaps genre, this can be achieved through research	and perhaps genre, through research
Publisher	9781788050258	Teacher	221	Section E line 5	should try and think	should try to think
Publisher	9781788050258	Teacher	221	Section E last line	how the text fit in to society at the time the text was written	how the text fits in to society at the time it was written
Publisher	9781788050258	Teacher	221	Section F last line	are stating	are suggesting
Publisher	9781788050258	Teacher	222	Section H	To synthesize information means to combine two different elements of information to make new information	Students should consider synthesizing information from the text, or combining two or more different elements to make new information
Publisher	9781788050258	Teacher	222	Section I line 2	statement or answer	statement, answer
Publisher	9781788050258	Teacher	222	Section I line 4	re-read the text, research background information and use existing knowledge, ask questions and annotate the text to fully understand the text and make adjustments to their predictions, statements and answers to reflect their new understanding.	<ul style="list-style-type: none"> •Re-read the text, •Research background information and use existing knowledge, •Ask questions and annotate the text to fully understand the text make adjustments to their predictions, statements and answers to reflect their new understanding.
Publisher	9781788050258	Teacher	222	2nd from bottom	help develop students	help to develop students'
Publisher	9781788050258	Teacher	222	last line	To fully grasp the standard multiple texts should be used, not just one.	To fully grasp the standard, multiple texts should be used.
Publisher	9781788050258	Teacher	223	line 6	science concept that is addressed	science concept addressed
Publisher	9781788050258	Teacher	223	2nd last bullet	you're born with,	you are born with;
Publisher	9781788050258	Teacher	225	Talking to the Text: diamond 2	they don't understand	they do not understand
Publisher	9781788050258	Teacher	228	Summary Discussion line 5	elaborated spoken language	elaborate spoken language
Publisher	9781788050258	Teacher	256	Activity (A) line 7	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	256	Activity (A) line 10	through the chapter they should try and answer	through the chapter, they should try to answer
Publisher	9781788050258	Teacher	257	line 7	What genre characteristics and structures does this author use and is it effective?	Which genre characteristics and structures does this author use and are they effective?

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	257	line 14	Ask students what they think a mental image is?	Ask students what they think a mental image is.
Publisher	9781788050258	Teacher	257	line 15	stargazing in their back garden	stargazing in their back garden or yard
Publisher	9781788050258	Teacher	257	line 18	Test themselves with their eyes closed	Test the students with their eyes closed
Publisher	9781788050258	Teacher	257	Activity E line 3	experiences in their lives?	experiences in their lives.
Publisher	9781788050258	Teacher	257	Activity E line 7	They should cite their source.	They should cite their sources.
Publisher	9781788050258	Teacher	257	Activity E last line	that are concerned by or affected by this topic and why?	that are concerned about, or affected by, this topic and why.
Publisher	9781788050258	Teacher	258	line 2	to show what key ideas	what key ideas
Publisher	9781788050258	Teacher	267	Teacher instruction line 4	then using their partners work	then, using their partner's work,
Publisher	9781788050258	Teacher	267	Teacher instruction 4.	try and picture it	try to picture it
Publisher	9781788050258	Teacher	267	Teacher instruction 6.	using evidence from the flowchart to support	using evidence from it to support
Publisher	9781788050258	Teacher	267	Teacher instruction 9.	Reread the flowchart and annotate it and check	Reread the flowchart, annotate it, then check
Publisher	9781788050258	Teacher	270	Activity (A) line 2	up to the Exploring the Idea	up to Exploring the Idea
Publisher	9781788050258	Teacher	270	Activity (A) line 4	informational text?	informational text.
Publisher	9781788050258	Teacher	270	Activity (A) line 10	By the end	At the end
Publisher	9781788050258	Teacher	270	Activity (A) line 12	validate the facts found?	validate the facts found.
Publisher	9781788050258	Teacher	270	Activity (B) line 3	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	270	Activity (B) line 6	they want answered	they would like to be answered
Publisher	9781788050258	Teacher	271	Activity (C) line 5	what type of work is about to occur?	what type of work is about to occur.
Publisher	9781788050258	Teacher	271	Activity (D) line 6	that help you to deepen	that help you deepen
Publisher	9781788050258	Teacher	271	Activity (E) line 2	Ask students if they have	Have they
Publisher	9781788050258	Teacher	271	Activity (E) line 3	Ask students if they have gone stargazing before?	Have they been stargazing before?
Publisher	9781788050258	Teacher	275	Scaffolding line 1	In Grade 7 students	In Grade 7, students
Publisher	9781788050258	Teacher	275	Scaffolding line 3	conditions and responded	conditions. They then
Publisher	9781788050258	Teacher	276	Section A line 2	This means to find relatable	This means that they must find relatable

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Publisher	9781788050258	Teacher	276	Section A line 2	A source is can be anything you draw information from	A source can be anything they draw information from
Publisher	9781788050258	Teacher	276	Section D line 1	Paraphrasing is to reword a piece of text in a clearer way.	Paraphrasing is to reword a piece of text without changing the meaning.
Publisher	9781788050258	Teacher	276	Section D line 1	Summarizing is to give the main points of a text	Summarizing involves giving the main points of a text
Publisher	9781788050258	Teacher	276	Section D line 3	but making sure their responses	ensuring that their responses
Publisher	9781788050258	Teacher	276	Section E line 1	Student's	Students
Publisher	9781788050258	Teacher	276	Section E line 3	to write continuously without worrying about grammar	writing continuously without regard for grammar
Publisher	9781788050258	Teacher	276	Section F first line	Student's	Students
Publisher	9781788050258	Teacher	276	Section F line 2	word wall, Archway and use the words	the word wall, Archway and use these words
Publisher	9781788050258	Teacher	276	Section H line 2	using a normal speaking voice not too deep or high	using a normal speaking voice, which is not too deep or high
Publisher	9781788050258	Teacher	276	Section H line 3	tone - how you express yourself,	tone - the way in which they express themselves
Publisher	9781788050258	Teacher	276	Section H line 4	don't have an angry tone to your voice	not using an angry tone
Publisher	9781788050258	Teacher	276	Section H line 4	and voice - your opinion, your stance on the topic, first person	and voice - their opinion, and stance on the topic, using first person
Publisher	9781788050258	Teacher	276	Section I line 1	their responses and adjust	their responses, then adjust
Publisher	9781788050258	Teacher	276	Section I line 2	make changes to the responses as new evidence	make changes as new evidence
Publisher	9781788050258	Teacher	277	Section H	tone and voice; and	tone and voice,
Publisher	9781788050258	Teacher	277	Section I	presented.	presented; and
Publisher	9781788050258	Teacher	278	Procedure Bullet 1 line 1	student	students
Publisher	9781788050258	Teacher	279	Procedure Bullet 1 line 1	giving students an example of a time that you changed your opinion	giving them an example of a time when you changed your opinion
Publisher	9781788050258	Teacher	279	Procedure Bullet 3 diamond 2	don't	do not
Publisher	9781788050258	Teacher	280	Procedure Bullet 3 diamond 4	come to a their own	come to their own
Publisher	9781788050258	Teacher	281	4th line from bottom	detail as more in English	detail as more English
Publisher	9781788050258	Teacher	282	Simple stories line 5	If you wish, you could allow	Alternatively, you could allow
Publisher	9781788050258	Teacher	282	Simple stories last line	vocabular in	vocabulary in
Publisher	9781788050258	Teacher	282	Summary Discussion line 5	elaborated	elaborate

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Publisher	9781788050258	Teacher	316	Activity (B) line 1	writeresponsesthatdemonstrateunderstandingoftexts	write responses that demonstrate understanding of texts
Publisher	9781788050258	Teacher	316	Activity (B) line 4	chapter belong to?	chapter belong to.
Publisher	9781788050258	Teacher	316	2nd last line	in to	into
Publisher	9781788050258	Teacher	316	last line	researched,	researched
Publisher	9781788050258	Teacher	317	Activity © line 6	that it can	that wildfires can
Publisher	9781788050258	Teacher	317	Activity (D) line 4	and to offer	and offer
Publisher	9781788050258	Teacher	317	Activity (F) las line	Each pair critiques each other’s works.	Each pair critiques each other’s work.
Publisher	9781788050258	Teacher	317	Activity (G) line 2	meanings of explicit and implicit.	meanings of "explicit" and "implicit".
Publisher	9781788050258	Teacher	317	Activity (G) line 4	simply suggested at or hinted at	simply suggested, or hinted at,
Publisher	9781788050258	Teacher	317	Activity (G) line 5	readers mind	reader's mind
Publisher	9781788050258	Teacher	318	line 2	there would be no crossover and therefore a table will work better.	there would be no crossover; therefore, a table will work better.
Publisher	9781788050258	Teacher	318	Activity (I) line 3	other groups?	other groups.
Publisher	9781788050258	Teacher	318	Activity (J) line 4	partners answer	partner's answer,
Publisher	9781788050258	Teacher	318	Activity (J) line 6	accuarte	accurate
Publisher	9781788050258	Teacher	326	Teacher instruction 2. line 2	Write an evaluation of the text that demonstrates you have understood it.	Write an evaluation of the text that demonstrates your understanding of it.
Publisher	9781788050258	Teacher	326	Teacher instruction 6.	Make sure to include new vocabulary learned in your responses	Make sure that new vocabulary learned is included in your responses
Publisher	9781788050258	Teacher	326	Teacher instruction 9	reading, them and adjusting	reading, adjusting
Publisher	9781788050258	Teacher	328	Activity (B) line 1	writeresponsesthatdemonstrateunderstandingoftexts	write responses that demonstrate understanding of texts
Publisher	9781788050258	Teacher	329	Activity € line 4	They should take notes	They should make notes
Publisher	9781788050258	Teacher	329	Activity € line 8	In the Getting the Idea section have students discuss the answers and then freewrite their answers.	In the Getting the Idea section, have students discuss the answers and then freewrite them.
Publisher	9781788050258	Teacher	329	Activity (F) line 3	frequently as possible but in a correct manner.	frequently as possible, in a correct manner.
Publisher	9781788050258	Teacher	329	Activity (F) line 4	the next and so on	the next person and so on
Publisher	9781788050258	Teacher	329	Activity (F) line 7	the one with most accurate	the one with the most accurate
Publisher	9781788050258	Teacher	329	Activity (F) line 8	in time allowed. Suggest maximum	in the time allowed. Suggest a maximum

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Publisher	9781788050258	Teacher	329	Activity (G) line 2	in to	into
Publisher	9781788050258	Teacher	329	Activity (G) line 2	meanings of explicit and implicit.	meanings of "explicit" and "implicit".
Publisher	9781788050258	Teacher	330	Activity (I) line 3	other groups?	other groups.
Publisher	9781788050258	Teacher	336	Other TPS Reading materials: lastline	that are unknown to them for them to look up	that are unknown for them to look up
Publisher	9781788050258	Teacher	336	ABC activity book	the an activity	the activity
Publisher	9781788050258	Teacher	337	Scaffolding line 2	Gorillas.,	Gorillas,
Publisher	9781788050258	Teacher	338	Section B line 4	how the conflict is solved	how the conflict is resolved
Publisher	9781788050258	Teacher	338	Section B line 5	group, this	group. This
Publisher	9781788050258	Teacher	338	Section B line 7	character, it	character; it
Publisher	9781788050258	Teacher	338	Section B line 8	they're doing	they are
Publisher	9781788050258	Teacher	338	Section B line 8	friendship, wanting to prove oneself.	friendship, and wanting to prove oneself.
Publisher	9781788050258	Teacher	338	Section C line 3	the main plot, other stories	the main plot, and other stories
Publisher	9781788050258	Teacher	338	Section C bullet 3	a plot so for example	a plot, for example
Publisher	9781788050258	Teacher	338	Section C bullet 4	Student's	Students
Publisher	9781788050258	Teacher	338	Section D line 1	surroundings that it is set in.	surroundings in which it is set.
Publisher	9781788050258	Teacher	339	last line	They don't only present	They do not only present
Publisher	9781788050258	Teacher	340	Teacher Lesson Notes first line	story with its term	story with the correct term
Publisher	9781788050258	Teacher	341	Materials bullet 2	Graphic Organizer	graphic organizer
Publisher	9781788050258	Teacher	341	Procedure bullet 6	Graphic organizers	graphic organizer
Publisher	9781788050258	Teacher	341	Procedure bullet 6 line 3	effect of setting	effects of setting
Publisher	9781788050258	Teacher	342	diamond 2	they don't understand	they do not understand
Publisher	9781788050258	Teacher	344	Peer Activity bullet 3	they have asked, questions they have responded to	they have asked, and questions they have responded to
Publisher	9781788050258	Teacher	344	Peer Activity last para line 2	found difficult, did not enjoy	found difficult, and did not enjoy
Publisher	9781788050258	Teacher	345	Summary Discussion line 6 from bottom	for their particular students	for their particular class

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	371	Activity (A) LINE 3	what is a theme?	what is a theme.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 5	Ask students can fiction and or non fiction books have multiple themes?	Ask students whether fiction and/or non fiction books can have multiple themes.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 6	Ask students to read the Amelia Rose chapter and ask what are the themes?	Ask students to read the Amelia Rose chapter and identify the themes.
Publisher	9781788050258	Teacher	371	Activity (A) LINE 16	Does it introduce a new theme?	Do they introduce a new theme?
Publisher	9781788050258	Teacher	371	Activity (A) LINE 19	knowing the theme for Amelia Rose chapters?	knowing the theme for the Amelia Rose chapters?
Publisher	9781788050258	Teacher	372	Activity (B) line 3	In the previous activity you expanded	In the previous activity, students expanded
Publisher	9781788050258	Teacher	372	Activity (B) line 4	Think about two of the characters.	They should now think about two of the characters.
Publisher	9781788050258	Teacher	372	Activity © line 3	flaskbacks	flashbacks
Publisher	9781788050258	Teacher	372	Activity © line 9	in to	into
Publisher	9781788050258	Teacher	372	Activity (D) line 4	characters have?	characters have.
Publisher	9781788050258	Teacher	372	Activity (D) line 5	beliefs?	beliefs.
Publisher	9781788050258	Teacher	372	Activity (D) line 7	Amelia Rose isn't in	Amelia Rose is not in
Publisher	9781788050258	Teacher	372	Activity (D) line 8	she can't analyze	she can not analyze
Publisher	9781788050258	Teacher	372	Activity (D) line 9	neighbors cat	neighbor's cat
Publisher	9781788050258	Teacher	380	Teacher instruction line 1	activity students	activity, students
Publisher	9781788050258	Teacher	380	Teacher instruction 3	Where is the	Where are the
Publisher	9781788050258	Teacher	382	Activity (A) line 3	what is a theme?	what is a theme.
Publisher	9781788050258	Teacher	382	Activity (A) line 7	the chapter?	the chapter.
Publisher	9781788050258	Teacher	382	Activity (A) line 9	science themed	science-themed
Publisher	9781788050258	Teacher	382	Activity (A) line 10	the chapter?	the chapter.
Publisher	9781788050258	Teacher	382	Activity (B) line 5	activity you rewrote	activity, they rewrote
Publisher	9781788050258	Teacher	382	Activity (B) line 5	Think about	Students should think about
Publisher	9781788050258	Teacher	383	Activity © line 3	flaskbacks	flashbacks
Publisher	9781788050258	Teacher	383	Activity © line 5	STEM, chapter?	STEM chapter?

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	383	Activity (D) line 4	have?	have.
Publisher	9781788050258	Teacher	383	Activity (D) line 5	beliefs?	beliefs.
Publisher	9781788050258	Teacher	383	Activity (D) line 9	characters?	characters.
Publisher	9781788050258	Teacher	393	Objectives 2.	sun	Sun
Publisher	9781788050258	Teacher	393	Problem Task line	earth	Earth
Publisher	9781788050258	Teacher	394	Individual Writing Level 2	offered to reasons with	offered as to reasons why
Publisher	9781788050258	Teacher	395	Objectives 2.	sun	Sun
Publisher	9781788050258	Teacher	396	line 3	criteria.	criterion.
Publisher	9781788050258	Teacher	398	line 2	mosquitos	mosquitoes
Publisher	9781788050258	Teacher	398	line 3	can't live	can not live
Publisher	9781788050258	Teacher	399	Scaffolding line 3	authors intended	author's intended
Publisher	9781788050258	Teacher	400	line 3	between different	between various
Publisher	9781788050258	Teacher	400	line 4	story that is believable	stories that are believable
Publisher	9781788050258	Teacher	400	line 5	story with a journey	stories with a journey
Publisher	9781788050258	Teacher	400	line 5	a made up story set	a made up stories set
Publisher	9781788050258	Teacher	400	line 6	a story about a crime to be solved	stories about a crime or strange events to be solved
Publisher	9781788050258	Teacher	400	line 6	a funny book	funny books
Publisher	9781788050258	Teacher	400	line 9	a developed story that is less than a novel in length	developed stories that are shorter than novels in length
Publisher	9781788050258	Teacher	400	line 10	usually from the first person	usually told in the first person
Publisher	9781788050258	Teacher	400	B last line	the effect all of these	the effect each of these
Publisher	9781788050258	Teacher	400	C first line	in to Acts and Scenes	into acts and scenes
Publisher	9781788050258	Teacher	400	D line 2	They include a thesis, footnotes,	Another example is a thesis, with footnotes,
Publisher	9781788050258	Teacher	400	D line 3	develop	develop
Publisher	9781788050258	Teacher	400	E line 3	and identify	and decide on

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	401	line 6	essay relates to the	essay relate to the
Publisher	9781788050258	Teacher	401	line 10	and that human	and human
Publisher	9781788050258	Teacher	401	Common Misconceptions Bullet 2	don't lie.	do not lie
Publisher	9781788050258	Teacher	401	Common Misconceptions Bullet 5	you're born	you are born
Publisher	9781788050258	Teacher	403	Materials bullet 3	index cards	Index cards
Publisher	9781788050258	Teacher	403	Procedure Bullet 1 line 3	random calling method to have students share their ideas	random calling method with the whole class
Publisher	9781788050258	Teacher	403	bullet 3 line 2	evaluate whether:	evaluate the following:
Publisher	9781788050258	Teacher	404	Diamond 3	don't	do not
Publisher	9781788050258	Teacher	406	Summary Discussion para 2 last line	particular students	particular class
Publisher	9781788050258	Teacher	437	Activity A line 4	fiction?	fiction.
Publisher	9781788050258	Teacher	438	Activity (B) 2nd last line	write them with	write the poems
Publisher	9781788050258	Teacher	439	Line 4	one and what	one, what
Publisher	9781788050258	Teacher	439	line 7	what important	which important
Publisher	9781788050258	Teacher	439	Activity (F) line 3	What features	Which features
Publisher	9781788050258	Teacher	439	last line	to learn best	to learn most effectively
Publisher	9781788050258	Teacher	441	Materials Bullet 3	Lightening	Lightning
Publisher	9781788050258	Teacher	448	Teacher instruction 2.	Write a poem to help explain your model to the class and help you remember	Write a poem to help to explain your model to the class and help you to remember
Publisher	9781788050258	Teacher	448	Teacher instruction 3.	Does it just	Does it only
Publisher	9781788050258	Teacher	450	Activity (B) line 4	a lyrical poem	a lyric poem
Publisher	9781788050258	Teacher	451	line 3	in to	into
Publisher	9781788050258	Teacher	451	line 7	in to	into
Publisher	9781788050258	Teacher	451	line 8	add more?	add more.
Publisher	9781788050258	Teacher	451	Activity (D) line 9	aren't any ask	are none ask
Publisher	9781788050258	Teacher	451	Activity € line 5	characteristics for an	characteristics of an

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Publisher	9781788050258	Teacher	451	Activity € line 6	made?	made.
Publisher	9781788050258	Teacher	451	Activity € line 10	alterative	alternative
Publisher	9781788050258	Teacher	451	Activity (F) line 2	watching movies or	watching movies and
Publisher	9781788050258	Teacher	451	Activity (F) line 3	STEM project?	STEM project.
Publisher	9781788050258	Teacher	474	Problem/Task line 3	complete a writing	complete a piece of writing
Publisher	9781788050258	Teacher	476	Problem/Task line 2	complete a writing	complete a piece of writing
Publisher	9781788050258	Teacher	477	line 2	in to	into
Publisher	9781788050258	Teacher	477	Extension Activity line 1	groups posters	groups' posters
Publisher	9781788050258	Teacher	477	Extension Activity line 2	they're missing	they are missing
Publisher	9781788050258	Teacher	478	Objective Line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	478	Scaffolding Line 1	In grade 7 students anaylyzed	In grade 7, students analyzed
Publisher	9781788050258	Teacher	478	Scaffolding Line 2	purpse	purpose
Publisher	9781788050258	Teacher	479	Section A line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section A line 2	exists?	exists.
Publisher	9781788050258	Teacher	479	Section B line 1	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section B line 2	bullets points etc.	bullets points or numerous other formats.
Publisher	9781788050258	Teacher	479	Section C line 2	italics etc	italics.
Publisher	9781788050258	Teacher	479	Section C line 3	authors purpose	author's purpose
Publisher	9781788050258	Teacher	479	Section D line 2	Metaphors are when you say	Metaphors involve saying
Publisher	9781788050258	Teacher	479	Section D line 3	An extended metaphor is when it is sustained	An extended metaphor is sustained
Publisher	9781788050258	Teacher	479	Section D line 4	how an author uses this towards their purpose	how an author uses this feature to contribute to their purpose
Publisher	9781788050258	Teacher	479	Section E line 1	is a technique used to convey meaning e.g. providing multiple points of view so you know how more than one character is feeling. Irony	, or literary term is any technique used by authors to achieve their puprose. Such devices could include personification, imagery, similes and metaphors, but there are many more examples.
Publisher	9781788050258	Teacher	479	Section E line 3	what they intended to e.g	what is intended e.g
Publisher	9781788050258	Teacher	479	Section E line 4	as they are on the way	as it is on the way

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Publisher	9781788050258	Teacher	479	Section G line 3	juxtaposition which is when two things	juxtaposition, where two things
Publisher	9781788050258	Teacher	480	Line 1	nonfiction	non-fiction
Publisher	9781788050258	Teacher	482	Line 7	newspaper, a complaint letter	newspaper, and a complaint letter
Publisher	9781788050258	Teacher	483	Line 8	reader visualize	reader to visualize
Publisher	9781788050258	Teacher	483	2nd bullet line 2	“I’ve seen reptiles before.”	“I’ve seen reptiles before,”
Publisher	9781788050258	Teacher	483	3rd bullet line 1	concept that they don’t understand	concept that they do not understand
Publisher	9781788050258	Teacher	485	Ideas for at home line 3	detail as more in English	detail as more English
Publisher	9781788050258	Teacher	485	Simple Stories line 3	If you wish, you	Alternatively, you
Publisher	9781788050258	Teacher	485	2nd last line	vocabular	vocabulary
Publisher	9781788050258	Teacher	486	line 1	Ask student	Ask students
Publisher	9781788050258	Teacher	514	Activity B line 3	The purpose of the text, is to	The purpose of the text is to
Publisher	9781788050258	Teacher	515	Activity D line 4	If they can't find	If they cannot find
Publisher	9781788050258	Teacher	516	line 6	logical fallaies	logical fallacies
Publisher	9781788050258	Teacher	524	Point 2	Did this help you achieve your purpose	Did this help you to achieve your purpose
Publisher	9781788050258	Teacher	524	Point 3	How did they help you achieve	How did they help you to achieve
Publisher	9781788050258	Teacher	527	Activity D line 4	If they can't find	If they cannot find
Publisher	9781788050258	Teacher	527	Activity E line 3	Ask students what a literary device is?	Ask students what a literary device is.
Publisher	9781788050258	Teacher	527	Activity E line 4	Ask students what an objective point of view is?	Ask students what an objective point of view is.
Publisher	9781788050258	Teacher	527	Activity E line 5	Ask students what a subjective point of view is?	Ask students what a subjective point of view is.
Publisher	9781788050258	Teacher	527	Activity E line 6	Ask students why it is important to show multiple points of view?	Ask students why it is important to show multiple points of view.
Publisher	9781788050258	Teacher	527	Activity E line 9	rewrite a section in either	rewrite a section from either
Publisher	9781788050258	Teacher	527	Activity E line 11	Ask students whether this has any impact on the authors purpose?	Ask students whether this has any impact on the authors purpose.
Publisher	9781788050258	Teacher	527	Activity E line 13	impact on the authors purpose?	impact on the author's purpose.
Publisher	9781788050258	Teacher	537	Module objective last line	ma-terials	materials

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Publisher	9781788050258	Teacher	537	Requirements to Turn In last line	move the text up	move the text up
Publisher	9781788050258	Teacher	537	Grading Criteria line 3	criteria.	criterion.
Publisher	9781788050258	Teacher	538	Extension Activity	critique on it and ways	critique on it. They could also suggest
Publisher	9781788050258	Teacher	538	Classroom Art projects line1	informational poster for 3 of ther key words	informational poster for 3 of the key words
Publisher	9781788050258	Teacher	538	Other TPS Reading materials line 2	if the narrator is has a subjective	if the narrator is a subjective
Publisher	9781788050258	Teacher	540	Objective 2nd last line	grammar and spelling and check their work	grammar and spelling, check their work
Publisher	9781788050258	Teacher	541	Section B line 2	structuring it in to clear	structuring it into clear
Publisher	9781788050258	Teacher	541	Section B line 2	including an introduction and conclusion and	and including an introduction, conclusion and
Publisher	9781788050258	Teacher	541	Section C line 1	so to reword	to reword
Publisher	9781788050258	Teacher	541	Section D line 1	there aren't any spelling	there are no spelling
Publisher	9781788050258	Teacher	541	Section D bullet 4	passive if verb is acted upon subject	passive if the verb is acted upon by the subject
Publisher	9781788050258	Teacher	541	Section D bullet 7	noun if as to whether	noun as to whether
Publisher	9781788050258	Teacher	541	Section D bullet 8	capitalized e.g. pronoun	capitalized e.g. the pronoun
Publisher	9781788050258	Teacher	541	Section D bullet 9	in nonrestrictive phrases and	in nonrestrictive phrases,
Publisher	9781788050258	Teacher	542	Common Misconceptions	Your writing doesn't change	Your writing does not change
Publisher	9781788050258	Teacher	544	Teacher Lesson Notes line 2	admired for their long	admired for its long
Publisher	9781788050258	Teacher	544	Teacher Lesson Notes line 4	and then, return	and then return
Publisher	9781788050258	Teacher	545	Procedure bullet 2 line 3	The city Seattle	The city of Seattle
Publisher	9781788050258	Teacher	545	Procedure bullet 3 line 2	what does it mean?	what does it mean
Publisher	9781788050258	Teacher	546	3rd bulet diamond 3	What human activities	Which human activities
Publisher	9781788050258	Teacher	548	Summary discussion line 2	engaging hook to hook the reader	engaging hook to engage/attract the reader
Publisher	9781788050258	Teacher	588	Activity A line 1	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	588	Activity A line 5	imrpoved upon	imrproved upon
Publisher	9781788050258	Teacher	588	Activity A line 9	in to this topic	into this topic

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Publisher	9781788050258	Teacher	588	Activity A line 10	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	588	Activity A line 11	means relating it to everyday	means linking it to everyday
Publisher	9781788050258	Teacher	588	Activity A line 11	This may be if you choose to write about a terrestrial ecosystem you might use your garden	If they choose to write about a terrestrial ecosystem ,they might use their garden
Publisher	9781788050258	Teacher	588	Activity B line 8	conclusion and make sure the	conclusion, and to make sure that the
Publisher	9781788050258	Teacher	588	Activity B line 11	to help you in an essay	to help them in an essay
Publisher	9781788050258	Teacher	588	Activity B line 14	sumamrize	summarize
Publisher	9781788050258	Teacher	588	Activity B line 15	about their work?	about their work.
Publisher	9781788050258	Teacher	588	Activity B line 16	their idea and show	their idea, show
Publisher	9781788050258	Teacher	588	Activity B line 17	informational essay think about whether you	informational essay, they need to think about whether they
Publisher	9781788050258	Teacher	600	Activity A line 1	Tell students they	Tell students that they
Publisher	9781788050258	Teacher	600	Activity A line 2	discussions and experiment and results in to	discussions, experiment and results into
Publisher	9781788050258	Teacher	600	Activity A line 5	imrpoved upon	improved upon
Publisher	9781788050258	Teacher	600	Activity A line 7	what they're doing to refer back to and any problems	what they are doing to refer back to as well as any problems
Publisher	9781788050258	Teacher	600	Activity A line 15	what the purpose is and who	what the purpose is, who
Publisher	9781788050258	Teacher	600	Activity B line 6	that is makes	that makes
Publisher	9781788050258	Teacher	600	Activity B line 8	and make	and to make
Publisher	9781788050258	Teacher	600	Activity B line 11	phrases to help you in an essay	phrases to help them in an essay
Publisher	9781788050258	Teacher	600	Activity B line 14	sumamrize	summarize
Publisher	9781788050258	Teacher	600	Activity B line 16	their idea and show	their idea, show
Publisher	9781788050258	Teacher	600	Activity B line 17	informational essay think about whether you have	informational essay, they need to think about whether they have
Publisher	9781788050258	Teacher	601	Activity D bottom paragraph line 1	in to groups	into groups
Publisher	9781788050258	Teacher	607	Column 3 row presentation, line 6 from	At least 2 conclusions and alternative are presented.	At least 2 conclusions and alternatives are presented.
Publisher	9781788050258	Teacher	608	Grading Criteria	criteria.	criterion.
Publisher	9781788050258	Teacher	610	Classroom Art projects line 1	Put students in to groups	Put students into groups

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Publisher	9781788050258	Teacher	610	Classroom Art projects line 2	simmialr	similar
Publisher	9781788050258	Teacher	610	Extension Activity line 4	feedback their critique to one another and any propsed edits	feedback their critique and any proposed edits to one another.
Publisher	9781788050258	Teacher	612	Section A line 2	from someones perspective	from someone's perspective,
Publisher	9781788050258	Teacher	612	Section B line 1	and then demomnstrate	and then demomonstrate
Publisher	9781788050258	Teacher	612	Section C line 3	their own argumentative with multiple paragraphs.	their own argumentative texts with multiple paragraphs.
Publisher	9781788050258	Teacher	612	Section D line 1	Correspondence is when you communicate	Correspondence is communicating
Publisher	9781788050258	Teacher	612	Section D line 4	and structure. This means no slang, use of proper english	and structure which means no slang, use of proper English
Publisher	9781788050258	Teacher	613	Common Misconceptions line 4	connecting and structuring	connecting and organizing
Publisher	9781788050258	Teacher	616	Materials Bullet 2	Something Isn't Right Graphic Organizer	Something Is Not Right Graphic Organizer
Publisher	9781788050258	Teacher	617	Line 6	To pretend to be a Salmon researcher	To pretend to be a salmon researcher
Publisher	9781788050258	Teacher	619	Ideas for at home line 4	Answer the following questions about your piece:	Then, ask them to answer the following questions about their piece
Publisher	9781788050258	Teacher	654	Activity A line 1	definitions of a personal narrative	definitions of personal narrative,
Publisher	9781788050258	Teacher	654	Activity A line 4	each of these genres has?	each of these genres has.
Publisher	9781788050258	Teacher	654	Activity A line 7	fiction or a personal narrative?	fiction or a personal narrative.
Publisher	9781788050258	Teacher	654	Activity A line 8	Ask students to give details for their answer	Ask students to give reasons for their answer
Publisher	9781788050258	Teacher	654	Activity A line 11	and also do an experiment and have discussions	and also to do an experiment, have discussions
Publisher	9781788050258	Teacher	654	Activity A line 15	Amelia Rose story, what happens next?	Amelia Rose story; what happens next?
Publisher	9781788050258	Teacher	655	Activity C line 1	different to a persuasive text?	different to a persuasive text.
Publisher	9781788050258	Teacher	655	Activity C line 5	Amelia Rose achieved its purpose or not?	Amelia Rose chapter achieved its purpose or not.
Publisher	9781788050258	Teacher	655	Activity D line 3	reflects an opinion	-reflecting an opinion
Publisher	9781788050258	Teacher	655	Activity D line 4	registers a complaint	-registering a complaint
Publisher	9781788050258	Teacher	655	Activity D line 6	requests information in a business or friendly structure	-requesting information in a business or friendly manner
Publisher	9781788050258	Teacher	655	Activity D line 8	use proper english, full sentences, no slang.	use proper English, full sentences, and no slang.
Publisher	9781788050258	Teacher	663	Teacher instruction line 1	and then complete the tasks below	and then undertake the tasks below

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Publisher	9781788050258	Teacher	665	Activity A line 4	Ask students to give details for their answer.	Ask students to give reasons for their answer.
Publisher	9781788050258	Teacher	665	Activity A 2nd last line	where humans don't need	where humans do not need
Publisher	9781788050258	Teacher	665	Activity A line 10	we are a living organisms	we are a living organism
Publisher	9781788050258	Teacher	665	Activity B line 3	what characteristics it has?	what characteristics it has.
Publisher	9781788050258	Teacher	666	Activity D line 3	reflects an opinion	-reflecting an opinion
Publisher	9781788050258	Teacher	666	Activity D line 4	registers a complaint	-registering a complaint
Publisher	9781788050258	Teacher	666	Activity D line 6	requests information in a business or friendly structure	-requesting information in a business or friendly manner
Publisher	9781788050258	Teacher	666	Activity D line 8	use proper english, full sentences, no slang.	use proper English, full sentences, and no slang.
Publisher	9781788050258	Teacher	670	Problem/Task line 4	wouldn't come our of his cage	would not come our of his cage
Publisher	9781788050258	Teacher	672	2nd last line	criteria.	criterion.
Publisher	9781788050258	Teacher	673	Other TPS Reading materials last line	They should bullet poin the information they learn.	They should bullet point the information they learn.
Publisher	9781788050258	Teacher	674	Objective line 3	kew question	key question
Publisher	9781788050258	Teacher	675	Section F last line	create new understand	create new understanding
Publisher	9781788050258	Teacher	675	Section H	ommission	omission
Publisher	9781788050258	Teacher	675	Section I line 1	Ethically	To act ethically
Publisher	9781788050258	Teacher	676	Teacher Background Notes Section 4	presentation in in written	presentation in written
Publisher	9781788050258	Teacher	677	Bullet 3 line 1	it's not	it is not
Publisher	9781788050258	Teacher	678	last line	research of the topic	research about the topic
Publisher	9781788050258	Teacher	679	Materials bullet 4	sourced Plagiarism	sourced plagiarism
Publisher	9781788050258	Teacher	679	Procedure line 2	must be scaffolded,	must be scaffolded
Publisher	9781788050258	Teacher	680	Line 10	Hubble Space telescope	Hubble Space Telescope
Publisher	9781788050258	Teacher	681	Diamond 1 Star 1	Belong to credible institutions like .gov, .org or .edu	Belonging to credible institutions like .gov, .org or .edu
Publisher	9781788050258	Teacher	681	Diamond 1 Star 2	Have expert information on the topic	Having expert information on the topic
Publisher	9781788050258	Teacher	681	Diamond 1 Star 3	Have up to date information	Having up to date information

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Publisher	9781788050258	Teacher	681	Diamond 1 Star 4	Have links to other credible sources	Having links to other credible sources
Publisher	9781788050258	Teacher	683	Peer Activity bullet 3	questions they have asked, questions they	questions they have asked, and questions they
Publisher	9781788050258	Teacher	714	Activity A line 1	Have students explain what is a formal	Have students explain what are a formal
Publisher	9781788050258	Teacher	714	Activity A line 2	about gallaxies	about galaxies
Publisher	9781788050258	Teacher	714	Activity A line 3	Put the students in to groups	Put the students into groups
Publisher	9781788050258	Teacher	714	Activity A line 5	then they should create	then create
Publisher	9781788050258	Teacher	715	Activity E line 1	secondary source?	secondary source.
Publisher	9781788050258	Teacher	715	Activity E line 3	Ask students what kind of source is Amelia Rose?	Ask students what kind of source is Amelia Rose.
Publisher	9781788050258	Teacher	715	Activity F line 2	synthesize information?	synthesize information.
Publisher	9781788050258	Teacher	715	Activity F line 5	predictions	predictions
Publisher	9781788050258	Teacher	715	Activity G 3rd line from the end	don't	not to
Publisher	9781788050258	Teacher	715	Activity G 2nd line from the end	paraphrase	Paraphrase
Publisher	9781788050258	Teacher	716	line 1	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	716	line 3	When student's	When students
Publisher	9781788050258	Teacher	716	Activity H line 6	they can't	they cannot
Publisher	9781788050258	Teacher	716	Activity H line 8	Amelia Rose is not	Amelia Rose chapter is not
Publisher	9781788050258	Teacher	716	Activity I line 1	properly cite your sources? It is	properly cite sources. It is
Publisher	9781788050258	Teacher	716	Activity I line 2	where your research	where research
Publisher	9781788050258	Teacher	716	Activity I line 2	it keeps you free	it keeps it free
Publisher	9781788050258	Teacher	716	Activity I line 4	materials ethically?	materials ethically.
Publisher	9781788050258	Teacher	716	Activity I line 6	'bibliography' is?	'bibliography' is.
Publisher	9781788050258	Teacher	716	Activity J line 3	and gallaxies	and galaxies
Publisher	9781788050258	Teacher	724	Teacher instruction line 3	particle motion, temperature	particle motion and temperature
Publisher	9781788050258	Teacher	726	Activity A line 1	what a formal inquiry is and an informal inquiry	what a formal inquiry and an informal inquiry are

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Identified By	Component ISBN	Class Type	Page Number	Specific Location	Description of Error or Exact Text Being Changed	Description of Correction or Exact New Text
Publisher	9781788050258	Teacher	726	Activity A line 4	Put the students in to groups	Put the students into groups
Publisher	9781788050258	Teacher	727	Activity E line 1	and a secondary source?	and a secondary source.
Publisher	9781788050258	Teacher	727	Activity E line 3	what kind of source is STEM?	what kind of source is STEM.
Publisher	9781788050258	Teacher	727	Activity F line 2	synthesize information?	synthesize information.
Publisher	9781788050258	Teacher	727	Activity F line 5	predictions	predictions
Publisher	9781788050258	Teacher	727	Activity G line 7	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	727	Activity G line 8	don't	do not
Publisher	9781788050258	Teacher	727	Activity G line 9	paraphrase	Paraphrase
Publisher	9781788050258	Teacher	727	Activity G line 10	plagiarism	Plagiarism
Publisher	9781788050258	Teacher	727	Activity G line 12	When student's	When students
Publisher	9781788050258	Teacher	728	Activity H line 6	that they can't	that they cannot
Publisher	9781788050258	Teacher	728	Activity I line 1	‘bibliography’ is?	‘bibliography’ is.
Publisher	9781788050258	Teacher	739	Problem Task line 1	following is a table of the size	following is a table showing the sizes
Publisher	9781788050258	Teacher	740	Grading Criteria	criteria.	criterion.
Publisher	9781788050258	Teacher	741	Requirements to Turn In line 2	models. One	models: one
Publisher	9781788050258	Teacher	741	Grading Criteria line 2	criteria.	criterion.