

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

Pearson Education, Inc., publishing as Scott Foresman							
English Language Arts and Reading, Kindergarten							
Texas myView Literacy - Print + Online, Grade K (ISBN 9780134919904) Texas myView Literacy - Online, Grade K (ISBN 9780134906348)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328941605	Student	Unit 3, page 191	Bottom of page, second sentence	"(ahnt-cah-AEE)"	"(ahnt-cah-EE)"
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T176	Focus on Strategies, black text in three bullet points	<ul style="list-style-type: none"> • Fiction, or stories, have <i>settings</i>. • Fiction, or stories, have <i>characters</i>. • Fiction, or stories, have <i>plots</i>, or events." 	<ul style="list-style-type: none"> • Fiction texts, or stories, have <i>settings</i>. • Fiction texts, or stories, have <i>characters</i>. • Fiction texts, or stories, have <i>plots</i>, or events."
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T331	Student Edition reduction, page 191	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T199	Above Lesson 4	Missing text and arrow	Added text "Flexible Option" and arrow
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 4, page T277	LESSON 4, APPLY, the last sentence	"Then have partners think of one new word that uses each word part."	"Then have partners think of one new word that uses each prefix."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T306	SLD, the first, the second, and the third paragraph	<p>"Explain to students that <i>Ezekiel Johnson va al Oeste</i> is a and Vocabulary novel. Mention that the word <i>gráfica</i> relates to pictures, and a novel is a long story."</p> <p>"Uncover the words and have volunteers read them with expression."</p> <p>"Have students work with a partner to write down the names of the articles of clothing they see. Encourage students from different places to tell the regional names for each piece of clothing."</p>	<p>"Explain to students that <i>Ezekiel Johnson va al Oeste</i> is a graphic novel. Point out that the word <i>gráfica</i> relates to pictures, and a novel is a long story."</p> <p>"Uncover the words and have volunteers read them expressively."</p> <p>"Have students work with a partner and write down the names of the articles of clothing they see. Encourage students from different places to say the regional names for each piece of clothing."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T323	Possible Teaching Point, the first sentence	"Use the Latin Roots lesson on pp. T346–T347 in the Reading-Writing Bridge to teach students that Latin roots are the basis for many words in English."	"Use the Latin Roots lesson on pp. T346–T347 in the Reading-Writing Bridge to teach students that Latin roots are the basis for many words in Spanish."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T330	SLD, the second, the third, the fourth, and the fifth paragraph	<p>"Have students echo read each sentence with you."</p> <p>"Have pairs of students with mixed language-dominance pick a vocabulary word and use it to retell the portion of <i>Ezekiel Johnson va al Oeste</i> where it is used."</p> <p>"Then, have them pick a vocabulary word and explain why the author chose to use it."</p> <p>"Finally, have the pairs of students with mixed language-dominance pick a vocabulary word and research its origins and meanings."</p>	<p>"Have students read each sentence with you."</p> <p>"Have pairs of students with mixed language-levels pick a vocabulary word and use it to retell the portion of <i>Ezekiel Johnson va al Oeste</i> where it appears."</p> <p>"Then have them pick a vocabulary word and explain why the author used it."</p> <p>"Finally, have pairs of students with mixed language-levels pick a vocabulary word and research its origins and meanings."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T334	SLD, the first, the second, the forth, and the fifth paragraph	<p>"With this in mind, they can always seek support from their peers and teachers."</p> <p>"Have pairs of students with mixed language-dominance to carefully examine the illustrations and point out something they do not know a word for or which is difficult to write or pronounce. Ask volunteers to share these doubts with the class and have students who know the words explain them to the class."</p> <p>"Then ask for students to volunteer answers."</p> <p>"Ask them if knowing more about the topic helps them better understand the author's purpose."</p>	<p>"With this in mind, they can always get support from their peers and teachers."</p> <p>"Have pairs of students with mixed language-levels carefully examine the illustrations and point out something they do not know, a word which is difficult to write or pronounce. Ask volunteers to share these doubts with the class and have students who know the words explain them."</p> <p>"Then ask students to answer the questions."</p> <p>"Ask them if knowing more about the topic helps them to better understand the author's purpose."</p>

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Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T338	SLD	<p>"Under the first part, write and read aloud a text clue, such as Amos’s dialogue, “Estoy seguro de que terminas volviendo.” Ask: (See Spanish.) Under the second part, write and read aloud, “¿Un sueño? No duermo lo suficiente para tener un sueño.”"</p> <p>Then have pairs of students with mixed language-dominance and ask them to use the same equation model in a three column chart. Have them write down three inferences they have made while reading in the third column and then fill the two first columns with the evidence that supports those inferences. Have the pairs exchange their charts to prove if the evidence they wrote supports the inferences they made."</p>	<p>"Under the first part, write and read aloud a text clue, such as Amos’s dialogue, “<i>Estoy seguro de que terminas volviendo.</i>” Ask: (See Spanish.) Under the second part, write and read aloud, “¿<i>Un sueño? No duermo lo suficiente para tener un sueño.</i>”"</p> <p>Then put students in pairs with mixed language-levels and ask them to use the same equation model in a three column chart. Have them write down three inferences they made while reading in the third column and then fill the two first columns with the evidence that supports those inferences. Have the pairs exchange their charts to see if the evidence they wrote down supports the inferences they made."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T344	SLD, the first and the last sentence	<p>"Have pairs of students with mixed language dominance and ask them to make a three column chart entitled <i>sustantivo, adjetivo, verbo.</i> "</p> <p>"Ask the pairs to exchange their charts to see if their partners happen to know another type of words."</p>	<p>"Put students in pairs with mixed language levels and ask them to make a three column chart entitled <i>sustantivo, adjetivo, verbo.</i> "</p> <p>"Ask the pairs to exchange their charts to see if their partners happen to know other words."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T346	LESSON 1, FOCUS ON STRATEGIES, the first, the third, and the fifth sentence	<p>"Many words in English are based on Latin roots.</p> <p>The root <i>scrib</i> means “write” and can be seen in many words, including <i>describir, escritor, escritorio, or escriba</i> .</p> <p>For example, <i>describir</i> means “to tell of or give an account of.”"</p>	<p>"Many words in Spanish are based on Latin roots.</p> <p>The root <i>scrib</i> means “<i>escribir</i>” and can be seen in many words, including <i>describir, escritor, escritorio, or escriba</i> .</p> <p>For example, <i>describir</i> means “<i>decir o contar algo</i>”. "</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T346	LESSON 1, MODEL AND PRACTICE, the first and the second paragraph	<p>"The root <i>rupt</i> means “burst.” <i>Ruptura</i> means “to break or burst suddenly.”"</p> <p>"The Latin root <i>audi</i> means “hear.”"</p>	<p>"The root <i>rupt</i> means “<i>romper</i>” . <i>Ruptura</i> means “<i>algo que se rompe o estalla súbitamente</i>” . "</p> <p>"The Latin root <i>audi</i> means “<i>oír</i>” ."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T347	LESSON 3, MODEL AND PRACTICE, the first sentence	<p>"Knowing that <i>audi</i> means “hear” helps us understand that words with this Latin root relate to hearing."</p>	<p>"Knowing that <i>audi</i> means “<i>oír</i>” helps us understand that words with this Latin root relate to hearing."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T347	LESSON 4, MODEL AND PRACTICE, the first and the second sentence	<p>"Call on students to define the words <i>biografía</i> and <i>teléfono</i> using Greek roots. If needed, write or display the roots <i>grafo, micro, tele</i> and <i>scopio</i> and discuss the definitions (write, small, far and instrument to see.)"</p>	<p>"Ask students to define the words <i>biografía</i> and <i>teléfono</i> using Greek roots. If needed, write or display the roots <i>grafo, micro, tele</i> and <i>scopio</i> and discuss the definitions (<i>escribir, pequeño, lejos</i> and <i>instrumento para ver.</i>.)"</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T354	LESSON 1, MODEL AND PRACTICE, the second paragraph	<p>"Have partners form a phrase for their correlative conjunctions. Then, discuss all student phrases as a class."</p>	<p>"Have partners form a sentence for their correlative conjunctions. Then discuss all the students' sentences as a class."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T359	SLD, Week 5: Publish, Celebrate, and Assess	<p>"These Spanish Language Development activities will help students to improve the structures and details in their writings. Every time possible, have students with advanced knowledge of Spanish to work with students with lower knowledge. Among the partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."</p>	<p>"These targeted language development activities will help students improve both the structure as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 5, page T359	SLD, the last sentence	<p>"Finally, have each pair make a list with all the answers they wrote and have volunteers read them aloud."</p>	<p>"Finally, have each pair make a list with all the answers they wrote and have volunteers read them aloud.</p> <p>See the online <i>Dual Language Educators’ Implementation Guide</i> for additional writing support."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 6, page T369	SLD, the first, the second, and the third paragraph	<p>"Explain that one way to strengthen understanding of texts is to compare and discuss them."</p> <p>"Form pairs of students with mixed language-dominance levels. Encourage Spanish learners to repeat each question after you and then have pairs confirm understanding together before elaborating the answer together."</p> <p>"Develop oral fluency After students have finished answering all the questions,"</p>	<p>"Explain that one way to strengthen the understanding of texts is to compare and discuss them."</p> <p>"Form students into pairs with mixed language-levels. Encourage Spanish learners to repeat each question after you and have them confirm understanding together before answering."</p> <p>"Develop oral fluency After students have finished answering all the questions,"</p>

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Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 6, page T373	SLD, the second and the third paragraph	<p>"Have groups of students with mixed language-dominance and help them read the article. Work with the groups to identify the author's central idea and support.</p> <p>Porvide frame sentences to help them, "</p> <p>"Have students name word with the same or similar meaning.</p> <p>Remind students that the words with the same or similar meaning but different spelling are called synonyms.</p> <p>Have students name synonyms of the adjective central."</p>	<p>"Put students into groups with mixed language-levels and help them read the article. Work with the groups to identify the author's central idea and supporting details.</p> <p>Provide frame sentences to help them,"</p> <p>"Have students say words with the same or similar meaning.</p> <p>Remind students that the words with the same or similar meaning but different spelling are called synonyms.</p> <p>Have students name synonyms of the adjective <i>central</i> ."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 6, page T383	SLD, the first, the second, and the last sentence	<p>"To give support on the revising and editing process, have pairs of students to read their drafts or the model of the student that contains mistakes.</p> <p>ask them to stop reading and help them elaborate their own revision,</p> <p>Students should elaborate the answer together and share it aloud."</p>	<p>"To give support on the reviewing and editing process, have pairs of students read their drafts or a Student Model that has mistakes.</p> <p>ask them to stop reading and help them to work on their own revision,</p> <p>Students should work on the answer together and say it out loud."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 6, page T390	TEACHER'S SUMMARY, "Las uvas" (I), the first and the fourth sentence	<p>"Six years later, in the Rancho de las Rosas, we see Esperanza; her father, the owner of the ranch; her mother, Ramona; and the domestic service celebrating the beginning of the harvest.</p> <p>It is 1930, ten years after the end of the revolution in Mexico."</p>	<p>"Six years later, in the Rancho de las Rosas, we see Esperanza, her father, the owner of the ranch, her mother, Ramona, and the domestic service celebrating the beginning of the harvest.</p> <p>It is 1930, ten years after the end of the Mexican Revolution."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 6, page T392	TEACHER'S SUMMARY, "Las papayas", the fourth sentence, and the last sentence	<p>"Uncle Luis and Uncle Marco and uncle Luis are going to "take care of the family affairs".</p> <p>Miguel tells Esperanza that, if her uncle gets the ranch, they will go to the United States to work."</p>	<p>"Uncle Luis and Uncle Marco are going to "take care of the family affairs".</p> <p>Miguel tells Esperanza that if her uncle gets the ranch, they will go to the United States to work."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 6, page T396	TEACHER'S SUMMARY, "Las ciruelas" and "Las papas", the third, and the penultimate sentence	<p>"The babies care a lot for her.</p> <p>Esperanza decides to stay strong for his mother."</p>	<p>"The babies like her a lot.</p> <p>Esperanza decides to stay strong for her mother."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 6, page T396	TEACHER'S SUMMARY, "Los aguacates" and "Los espárragos", the second sentence	<p>"She heals with avocado her hands hands she hurt while working."</p>	<p>"She heals her hands she hurt while working with avocados."</p>
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 1, page T29	BOOK CLUB, 4th bullet	<p>"• facilitating use of the trade book Into the <i>El abecé visual de mares, océanos, lagos y ríos</i> ."</p>	<p>"• facilitating use of the trade book <i>El suelo y el clima</i> ."</p>
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 1, page T47	Possible Teaching Point, 3rd	<p>"(They illustrate rock changes by showing places that have undergone them.) Discuss why the author included the insets, eliciting that, in addition to providing evidence of rock changes, they make the text more visually appealing."</p>	<p>"(They illustrate rock changes by showing the places where that has happened.) Discuss why the author included the insets, explaining that in addition to providing evidence of rock changes, they make the text more visually appealing."</p>
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 1, page T70	LESSON 1, MODEL AND PRACTICE	<p>"Explain that, in this case, the words are spelt in the same way, but the letter <i>h</i> shows the difference between them."</p>	<p>Revise text to fix unclear translation:</p> <p>"Explain that, in this case, the words are spelled the same way, but the letter <i>h</i> is the difference between them."</p>
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 1, page T76	LESSON 2, FOCUS ON STRATEGY	<p>"Explain to students that they shouldn't confuse the meaning of words that sound similar or are spelt similarly."</p>	<p>Revise to correct misspelled word:</p> <p>"Explain to students that they shouldn't confuse the meaning of words that sound similar or are spelled similarly."</p>
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 1, page T77	LESSON 3, FOCUS ON STRATEGY	<p>"Remind students that some words are confusing because they sound the same or similar, but they are spelt differently and have different meanings."</p>	<p>"Remind students that some words are confusing because they sound the same or similar, but they are spelled differently and have different meanings."</p>

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Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 2, page T108	Possible Teaching Point	"Use the Word Study lesson on pp. T138–T139 in the Reading-Writing Workshop Bridge to teach students how they can use their knowledge of how letters sound in Spanish to spell words with difficult spellings. Point out the words <i>húmedo</i> and <i>comienza</i> on the <i>Libro interactivo del estudiante</i> p. 476. Say the words aloud and have students listen to compare the way they sound with the way they are spelled (<i>húmedo</i> begins with <i>h</i> , but <i>h</i> is not pronounced in Spanish when it is the first letter in a word; <i>comienza</i> has the syllable <i>za</i> , but in Latin American Spanish <i>za</i> sounds exactly like <i>sa</i>). Have students look for other words with difficult spellings on this page and discuss the difficulties in their spellings."	"Use the Word Study lesson on pp. T138–T139 in the Reading-Writing Workshop Bridge to teach students how to use their knowledge of letter sounds in Spanish to spell words with difficult spellings. Point out the words <i>húmedo</i> and <i>comienza</i> on p. 476 in the <i>Libro interactivo del estudiante</i> . Say the words aloud and have students listen to compare the way they sound with the way they are spelled (<i>húmedo</i> begins with <i>h</i> , but <i>h</i> is silent in Spanish when it is the first letter in a word; <i>comienza</i> has the syllable <i>za</i> , but in Latin American Spanish <i>za</i> sounds exactly like <i>sa</i>). Have students look for other words with difficult spellings on this page and discuss the difficulties in their spellings."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 2, page T132	SLD, 2nd sentence	"Tell them to select a visual and describe the information it provides, how it relates to the text, and why it is an important detail."	"Tell them to select a visual element and describe the information it provides, how it relates to the text, and why it is an important detail."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 3, page T166	SLD 1	"Point out that the base word of <i>Riachuelo</i> is <i>riacho</i> , which, in turn, derives from <i>rio</i> . Offer several base words, and work with students to explore changes in meaning and punctuation when they add affixes. Read each base word and each new word. Have students practice speaking each word."	"Point out that the base word of <i>Riachuelo</i> is <i>riacho</i> , which comes from <i>rio</i> . Offer several base words, and work with students to explore changes in meaning and accentuation when they add affixes. Read each new word and have students practice their pronunciation."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 3, page T187	Close Read, last paragraph	"The water drop feels upset from being in the pipelines and excited to get back into the sea and be clean and clear again."	"The water drop feels upset from being in the pipelines and excited to get back into the sea and be clean and transparent again."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 3, page T220	Instrucciones para la confere	"Develop Poetry With Punctuation"	"Develop Poetry with Punctuation"
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 3, page T220	Instrucciones para la confere	"Planifica tu poema Plan Your Poem"	"Corregir para obtener significados precisos Rewrite for Precise Meaning"
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 4, page T244	Possible Teaching Point, thir	"Point to the word <i>Departamento</i> , on top of the page, and <i>millones</i> , in the silhouette map."	"Point to the word <i>Departamento</i> , on top of the page, and <i>millones</i> , on the map."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 5, page T307	Possible Teaching Point, first	"Explain students that there are suffixes to express smaller or more intense levels of the word of which they are part."	"Explain to students that there are suffixes to express smaller or more intense levels of the word of which they are part."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 5, page T307	Possible Teaching Point, last	"Clarify that the use of this type of suffix is a characteristic of colloquial registration, so for formal texts, especially written, it is advisable to avoid their use."	"Clarify that the use of this type of suffix is a characteristic of colloquial language, so for formal texts, especially written, it is advisable to avoid their use."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 5, page T314	Possible Teaching Point, seco	"Direct students to reread paragraphs 23–25, and call their attention to the words <i>protegidos</i> , <i>protegió</i> , <i>protegen</i> , and <i>protegida</i> as examples of words that have the same root but are used as different parts of speech."	"Direct students to reread paragraphs 23–25, and call their attention to the words <i>protegidos</i> , <i>protegió</i> , <i>protegen</i> , and <i>protegida</i> as examples of words that have the same root but are used differently inside a sentence, since they belong to different parts of speech."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 5, page T342	SLD, first sentence	"Have students work with a partner to consider all of the first-person pronouns."	"Have students consider all of the first-person pronouns."
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, Week 5, page T344	Lesson 2, Focus on Strategie	"Explain that diminutive suffixes express a smaller size or intensity. On the other hand, augmentative suffixes express a bigger size or intensity."	"Explain that diminutive suffixes express a smaller size or intensity and augmentative suffixes express a bigger size or intensity."

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English Language Arts and Reading, Grade 1 <i>Texas myView Literacy - Print + Online, Grade 1</i> (ISBN 9780134919911) <i>Texas myView Literacy - Online, Grade 1</i> (ISBN 9780134906355)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328941650	Student	Unit 3, page 46	Write to Sources, third line	"other characters have your read"	"other characters have you read"
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T69	Bottom of page, Student Edition reduction, page 46	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T77	Above Lesson 3	Missing text and arrow	Added text "FLEXIBLE OPTION" and arrow
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T77	Above Lesson 4	Missing text and arrow	Added text "FLEXIBLE OPTION" and arrow
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T77	Above Lesson 5	Delete text	Deleted text: "FLEXIBLE OPTION" (with arrow)

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English Language Arts and Reading, Grade 2 <i>Texas myView Literacy - Print + Online, Grade 2</i> (ISBN 9780134919928) <i>Texas myView Literacy - Online, Grade 2</i> (ISBN 9780134906362)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328941698	Student	Unit 5, page 676	Top of page, Collaborate: first paragraph	State Review Panel comment: Good activity, yet the idea of characteristics of multimodal is still ambiguous. "To help your audience understand the message of your infomercial, record or film it. Sound and images are two characteristics of multimodal texts. Plan the video or recording to make your infomercial multimodal."	To address State Review Panel comment: "Multimodal text uses more than one way to communicate information. Sound and images are two characteristics of multimodal text. To help your audience understand the message of your infomercial, record or film it, and add sound effects or music."
State Review Panel	Editorial Change	9780328990801	Teacher	Unit 5, page T427	Bottom of page, Student Edition page reduction,	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T429	Top of page	"Reflect on Your Goals"	"Reflect on the Unit"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T429	Top of page, first paragraph, before first sentence	Missing text	Added text "Reflect on Your Goals"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T439	Top of page	"Reflect on Your Goals"	"Reflect on the Unit"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T439	Top of page, first paragraph, before first sentence	Missing text	Added text "Reflect on Your Goals"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T429	Top of page	"Reflect on Your Goals"	"Reflect on the Unit"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T429	Top of page, first paragraph, before first sentence	Missing text	Added text "Reflect on Your Goals"

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English Language Arts and Reading, Grade 3 <i>Texas myView Literacy - Print + Online, Grade 3</i> (ISBN 9780134919935) <i>Texas myView Literacy - Online, Grade 3</i> (ISBN 9780134906379)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328941704	Student	Unit 1, page 89	Develop an Engaging Idea: second sentence	State Review Panel comment: Include the verbiage "Structure" within the narrative."	To address State Review Panel comment: "They use relevant details, or details closely related to the story, to focus and structure their ideas."
State Review Panel	Editorial Change	9780328941704	Student	Unit 2, page 372	Revising for Coherence and Clarity: first My Turn, first	State Review Panel comment: In "My Turn" please add word choice for their revision of the draft.	To address State Review Panel comment: "Revise the draft for coherence, clarity, and word choice."
State Review Panel	Editorial Change	9780328941711	Student	Unit 4, page 288	Develop an Opinion: first paragraph, second and	State Review Panel comment: To maintain consistency with standards, please consider	To address State Review Panel comment: "An opinion essay or argumentative text presents a point of view on a topic. Effective writers use genre characteristics and craft to state their
State Review Panel	Editorial Change	9780328990818	Teacher	Unit 1, page T154	Side column, Student Edition page reduction, page 89	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	Editorial Change	9780328990825	Teacher	Unit 2, page T281	Side column, Student Edition page reduction, page 372	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	Editorial Change	9780328990832	Teacher	Unit 3, page T286	Side column, Student Edition page reduction, page 159	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
State Review Panel	Editorial Change	9780328990849	Teacher	Unit 4, page T147	Side column, Student Edition page reduction, page 288	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328941704	Student	Unit 1, page 200	My Turn, first line	"Fill in the blanks with a <i>ou</i> , <i>ow</i> , <i>oi</i> , or <i>oy</i> diphthong"	"Fill in the blanks with an <i>ou</i> , <i>ow</i> , <i>oi</i> , or <i>oy</i> diphthong"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T316	Strategy Group column, ELL Targeted Support note (all 3 paragraphs)	<p>"ELL Targeted Support</p> <p>Remind students that myths are stories that usually have gods or other fantastic characters with godlike powers.</p> <p>Use a character web to list the traits of the main character in <i>The Golden Flower: A Taino Myth</i>. Talk about whether the character is a type usually found in origin myths. BEGINNING</p> <p>Use character descriptions from <i>The Golden Flower: A Taino Myth</i> to complete the sentences. Reread together. The main character is _____. The character wants _____. The story describes the character as _____.</p> <p>INTERMEDIATE</p> <p>Ask students to look for descriptive language in the story that tells about the main character. Have the students share with the group how their findings help them visualize the character. ADVANCED/ADVANCED HIGH"</p>	<p>"ELL Targeted Support</p> <p>Remind students that myths are stories that usually have gods or other fantastic characters with godlike powers. Display and read aloud the anchor chart on <i>Student Interactive</i> p. 177.</p> <p>Reread "The Beaded Necklace" and use a character web to list the traits of Artemis. Talk about whether the character is a type usually found in origin myths. BEGINNING</p> <p>Reread "The Beaded Necklace" with students. Then instruct them to use the character descriptions to complete the following sentences: The main character is _____. The character wants _____. INTERMEDIATE</p> <p>Ask students to look for descriptive language in "The Beaded Necklace" that tells about Artemis. Have the students share with the group.</p> <p>ADVANCED/ADVANCED HIGH"</p>
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T352	Lesson 2, Student Edition page reduction, page 200	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T12	Bottom of page, Student Edition page reduction,	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T28	Strategy Group column, ELL Targeted Support note,	"Show <i>Patterns in Nature</i> , and ask what students know about patterns. Explain that the title of the book is a clue for the topic. Read the second paragraph aloud. Show the fourth page	"Reread "Dance of the Bees," and ask students what they learned from the text. In pairs, have students discuss their responses to the following questions: What did you already
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T188	Bottom of page, ELL Targeted Support note (all	"ELL Targeted Support Text to Self Tell students that good readers use their prior knowledge to help them understand what they read. Model for students how personal	"ELL Targeted Support Monitor Understanding Tell students that good readers use their prior knowledge to help them understand what they read. Model by using
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T204	Side column, Objectives, first line	"Decode compound words,"	"Spell compound words,"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T12	Bottom of page, Student Edition page reductions,	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions to reflect editorial change.
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T170	Strategy Group column, ELL Targeted Support note,	Delete text	Deleted text: "Discuss the texts <i>Little House on the Prairie</i> and <i>By the Shores of Silver Lake</i> . Ask students: Who is Laura? Who are Ma and Pa? Where does the story take place?
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T170	Strategy Group column, ELL Targeted Support note,	"plot, and theme of <i>Little House on the Prairie</i> and <i>By the Shores of Silver Lake</i> . ADVANCED HIGH"	"plot, and theme of the read-aloud "Everyday Superheroes." ADVANCED/ADVANCED HIGH"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T212	Lesson 1, bottom of column, Challenge Words	"expectation distinct	"plentiful billowy

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T271	Bottom of page, Student Edition page reduction,	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T345	Lesson 4, middle of column, Student Edition	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T54	Strategy Group column, ELL Targeted Support note,	"ELL Targeted Support Guide students to use words about text structures. Prepare ten cards of text structures and	"ELL Targeted Support Display a list of common text structures and a list of actions representing those structures.
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T102	Middle of page, Student Edition page reduction,	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T102	Bottom of page, Possible Teaching Point, fifth line	"blend together. <i>dr.</i> Ask students to apply the same strategy to read aloud"	"blend together. Ask students to apply the same strategy to read aloud"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T164	Strategy Group column, Read a Biography, last line	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T164	Strategy Group column, ELL Targeted Support, third paragraph, third line	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T12	Bottom of page, Student Edition page reduction, page 424	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T322	Bottom of page, ELL Targeted Support note (all 3 paragraphs)	"ELL Targeted Support Vocabulary Display the words in the Word Bank. Have students say the words, and discuss meanings with students. On the board, write simple cloze sentences and have students complete them, such as: <i>A person dressed to go to a wedding looks ____</i> . BEGINNING/INTERMEDIATE Have partners discuss or find the word meanings and work together to use the words in sentences that explain the meanings. Have them use the words in sentences to describe characters in <i>Aesop's Fox</i> . ADVANCED/ADVANCED HIGH"	"ELL Targeted Support Vocabulary Provide context to help students respond to questions about the vocabulary. Say: People wear suits and nice clothes to special events. How do they look? They look _____. BEGINNING/INTERMEDIATE Ask: What type of clothes do people wear to a special event? The circus is a nice spectacle. What is another example of a spectacle? ADVANCED/ADVANCED HIGH"
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T326	Bottom of page, ELL Targeted Support note (both paragraphs)	"ELL Targeted Support Responding to Questions Tell students that responding to questions that others ask them or that they ask themselves will help them understand the text and its theme. Have students suggest some questions they could ask a partner or themselves about Fox, Rooster, and the lesson Fox learns. Might Rooster have learned a different lesson? INTERMEDIATE/ADVANCED"	"ELL Targeted Support Responding to Questions Help students demonstrate comprehension through creating and responding to questions about the text. Have students reread sections of the text and write down three questions they could ask a partner or themselves about Fox, Rooster, and the lesson Fox learns. Pair students up and have them answer the questions their partner created. INTERMEDIATE"
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T373	Bottom of page, Student Edition page reductions, pages 624–625	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions to reflect editorial change.
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T374	Side column, Primary Source box	"SOCIAL STUDIES"	"SCIENCE"

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English Language Arts and Reading, Grade 4 <i>Texas myView Literacy - Print + Online, Grade 4</i> (ISBN 9780134919959) <i>Texas myView Literacy - Online, Grade 1</i> (ISBN 9780134906386)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328941735	Student	Unit 3, page 111	Top of page	"Spell Multisyllabic Words"	"Spell Words with Final Stable Syllables"
Publisher	Editorial Change	9780328941735	Student	Unit 4, page 297	Above first paragraph	Missing text	Added "Teacher Notes"
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T324	Minilesson, Focus on Strategies, first sentence	"auhors"	"authors"
Publisher	Editorial Change	9780328990887	Teacher	Unit 3, page T200	Top of page	"Spell Multisyllabic Words"	"Spell Words with Final Stable Syllables"
Publisher	Editorial Change	9780328990887	Teacher	Unit 3, page T200	Lesson 2, Student Edition reduction, p. 111	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T168	Below last paragraph	Missing text	Added new paragraph: "Read the Teacher Notes on p. 297."
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, p. T169	Student Edition reduction, p. 297	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, p. T318	First Read Strategies, first sentence	"NOTICE Direct students to think about editing effects (how video images are put together), sounds and music, and spoken words and performance contribute to the video's message."	"NOTICE Direct students to think about how editing effects (how video images are put together), sounds and music, and spoken words and performance contribute to the video's message."

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English Language Arts and Reading, Grade 5 <i>Texas myView Literacy - Print + Online, Grade 5 (ISBN 9780134919966) Texas myView Literacy - Online, Grade 5 (ISBN 9780134906393)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328941759	Student	Unit 4, page 216	Left column, Meet the Author, last sentence	"Curtis is also the author of <i>Bud, Not Buddy</i> , and <i>The Watsons Go to Birmingham</i> ."	"Curtis is also the author of <i>Bud, Not Buddy</i> , and <i>The Watsons Go to Birmingham—1963</i> ."
Publisher	Editorial Change	9780328941759	Student	Unit 5, page 569	First paragraph, last sentence	"Use italics or underline when you refer to the titles of longer words, such as books, plays, movies, or magazines."	"Use italics or underline when you refer to the titles of longer works, such as books, plays, movies, or magazines."
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T344	Top of page	"Write Like a Writer"	"Write for a Reader"
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T31	Bottom of page, Student Edition reduction, page	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T164	Top left corner of page, green banner	"WEEKLY LAUNCH"	"READING WORKSHOP"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T286	Left column, Student Edition reduction, page	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Pearson Education, Inc., publishing as Prentice Hall							
English Language Arts and Reading, Grade 6 <i>myPerspectives Texas English Language Arts - Print + Online, Grade 6</i> (ISBN 9781418282530) <i>myPerspectives Texas English Language Arts - Online, Grade 6</i> (ISBN 9781418278281)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	21	Analysis, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	21	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	21	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	31	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	31	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	31	Analysis, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	43	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	43	Analysis, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	43	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	43	Analysis, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	43	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	69	Analysis and Discussion, item 3(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	69	Analysis and Discussion, item 3(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	69	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	69	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	69	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	69	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	76	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	76	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	76	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	76	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	76	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	90	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	90	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	90	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	90	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	90	Analysis and Discussion, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	90	Analysis and Discussion, item 7(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	102	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	102	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	102	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	102	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	102	Analysis and Discussion, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	141	Analysis, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	141	Analysis, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	141	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	141	Analysis, item 5(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	141	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	159	Analysis, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	159	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	159	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	159	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	159	Analysis, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	159	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	169	Analysis, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	169	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	169	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	169	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	169	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	197	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	197	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	197	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	197	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	197	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	207	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	207	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	207	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	207	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	207	Analysis and Discussion, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	207	Analysis and Discussion, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	219	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	219	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	219	Analysis and Discussion, item 4(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	219	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	219	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	219	Analysis and Discussion, item 5(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	219	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	251	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	251	Analysis, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	251	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	251	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	251	Analysis, item 6(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	251	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	251	Analysis, item 6(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	265	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	265	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	265	Analysis, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	265	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	265	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	273	Analysis, item 4	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	273	Analysis, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	273	Analysis, item 5(b)	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	273	Analysis, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	273	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	282	Analysis, item 3	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	282	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	282	Analysis, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	282	Analysis, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	282	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	303	Analysis and Discussion, item 3	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	303	Analysis and Discussion, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	313	Analysis and Discussion, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	313	Analysis and Discussion, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	325	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	325	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	325	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	325	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	325	Analysis and Discussion, item 5(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	325	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	334	Analysis and Discussion, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	334	Analysis and Discussion, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	334	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	338	Analysis and Discussion, item 3(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	338	Analysis and Discussion, item 3(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	338	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	338	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	338	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	338	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	338	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	387	Analysis, item 4	Added DOK level	Added: DOK 2

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	387	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	387	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	387	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	387	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 5(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	421	Analysis, item 8	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	449	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	449	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	449	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	449	Analysis and Discussion, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	462	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	462	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	462	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	462	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	462	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	462	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	473	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	473	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	473	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	473	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	513	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	513	Analysis, item 4(b)	Added DOK level	Added: DOK 2

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	513	Analysis, item 4(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	513	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	513	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	513	Analysis, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	513	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	522	Analysis, item 3(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	522	Analysis, item 3(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	522	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	522	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	522	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	547	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	547	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	547	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	547	Analysis and Discussion, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	563	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	563	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	563	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	563	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	563	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	576	Analysis and Discussion, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991365	Teacher	576	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	576	Analysis and Discussion, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	586	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991365	Teacher	586	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	586	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991365	Teacher	586	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3

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English Language Arts and Reading, Grade 7 <i>myPerspectives Texas English Language Arts - Print + Online, Grade 7</i> (ISBN 9781418282574) <i>myPerspectives Texas English Language Arts - Online, Grade 7</i> (ISBN 9781418278298)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	27	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	27	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	27	Analysis, item 5(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	27	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	27	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	43	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	43	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	43	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	43	Analysis, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	43	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	69	Analysis and Discussion, item 3	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	69	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	69	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	82	Analysis and Discussion, item 3	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	82	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	82	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	88	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	88	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	88	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	88	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	88	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	88	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	97	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	97	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	97	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	97	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	97	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	109	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	109	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	109	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	109	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	109	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	151	Analysis, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	151	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	151	Analysis, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	151	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	151	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	151	Analysis, item 7(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	151	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	158	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	158	Analysis, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	158	Analysis, item 7(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	158	Analysis, item 7(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	158	Analysis, item 8	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	183	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	183	Analysis and Discussion, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	183	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	203	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	203	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	203	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	203	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	214	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	214	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	214	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	214	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	222	Analysis and Discussion, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	222	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	222	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	222	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	277	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	277	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	277	Analysis, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	277	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	277	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 4(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	309	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	321	Analysis, item 4(a)	Existing text: There are only two glasses and one cup with a broken handle, emphasizing the family's poverty.	Changed to: Although these items are humble, they serve their purpose as well as fine items would. DOK 2
Publisher	Editorial Change	9780328991372	Teacher	321	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	321	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	321	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	321	Analysis, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	321	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	349	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	349	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	349	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	349	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	363	Analysis and Discussion, item 4	Added DOK level	Added: DOK 1

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	363	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	363	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	363	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	363	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	374	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	374	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	374	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	374	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	374	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	374	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	374	Analysis and Discussion, item 6(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	405	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	405	Analysis, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	405	Analysis, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	405	Analysis, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	405	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	405	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	405	Analysis, item 8	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	421	Analysis, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	421	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	421	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	421	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	421	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	421	Analysis, item 7(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	421	Analysis, item 8	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	451	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	451	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	451	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	451	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	451	Analysis and Discussion, item 5(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	451	Analysis and Discussion, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	461	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	461	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	461	Analysis and Discussion, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	461	Analysis and Discussion, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	473	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	473	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	473	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	473	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	473	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	485	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	485	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	485	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	485	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	485	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	485	Analysis and Discussion, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 8(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	515	Analysis, item 8(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	525	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	525	Analysis, item 5(a)	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	525	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	525	Analysis, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	525	Analysis, item 7(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	525	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	543	Analysis, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	543	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	543	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	543	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	574	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	574	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	574	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	574	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	574	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	574	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	584	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	584	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	584	Analysis and Discussion, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	584	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	599	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	599	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	599	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	599	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	609	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991372	Teacher	609	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	609	Analysis and Discussion, item 4(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991372	Teacher	609	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991372	Teacher	609	Analysis and Discussion, item 6	Added DOK level	Added: DOK 2

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English Language Arts and Reading, Grade 8 <i>myPerspectives Texas English Language Arts - Print + Online, Grade 8</i> (ISBN 9781418282554) <i>myPerspectives Texas English Language Arts - Online, Grade 8</i> (ISBN 9781418278304)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	23	Analysis, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	23	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	23	Analysis, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	23	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	23	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	23	Analysis, item 7(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	23	Analysis, item 7(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	41	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	41	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	41	Analysis, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	41	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	41	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	41	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 8(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis, item 8(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	87	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	87	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	87	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	87	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	87	Analysis and Discussion, item 5(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	87	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 1

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	87	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	99	Analysis and Discussion, item 3	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	99	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	99	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	111	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	111	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	111	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	111	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	111	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	191	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	191	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	191	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	191	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	191	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	191	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	191	Analysis, item 7(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	227	Analysis, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	227	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	227	Analysis, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	227	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	227	Analysis, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	227	Analysis, item 6(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	238	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	238	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	238	Analysis, item 4(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	238	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	238	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	238	Analysis, item 6(b)	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	263	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	263	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	263	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	263	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	263	Analysis and Discussion, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	275	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	275	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	275	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	275	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	275	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 3	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 4(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	289	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 5(c)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 6(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	323	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	337	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	337	Analysis, item 5(a)	Added DOK level	Added: DOK 2

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	337	Analysis, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	337	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	337	Analysis, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	347	Analysis, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	347	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	347	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	347	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	347	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	347	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	376	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	376	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	376	Analysis and Discussion, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	376	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	376	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	376	Analysis and Discussion, item 7	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	390	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	390	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	390	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	390	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	390	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	390	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	401	Analysis and Discussion, item 4	Existing text: (a) General Miles may have promised to protect the lives and lands of Native Americans. (b) Chief Joseph says words will not make General Miles's promises good, and he demands that his people be given "an even change."	Changed to: General Miles may have promised to protect the lives and lands of Native Americans. Chief Joseph says words will not make General Miles's promises good, and he demands that his people be given "an even change." DOK 2
Publisher	Editorial Change	9780328991389	Teacher	401	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	401	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	401	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	401	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	411	Analysis and Discussion, item 4	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	411	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	411	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	411	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	467	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	467	Analysis, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	467	Analysis, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	467	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	467	Analysis, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	467	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	481	Analysis, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	481	Analysis, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	481	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	481	Analysis, item 6	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	481	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	481	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	513	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	513	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	513	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	513	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	526	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	526	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	526	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	526	Analysis and Discussion, item 5(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	526	Analysis and Discussion, item 6(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	526	Analysis and Discussion, item 6(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	532	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	532	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	532	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	532	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	532	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	541	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	541	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	541	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	541	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	577	Analysis, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	577	Analysis, item 5	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	577	Analysis, item 6(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	577	Analysis, item 6(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	577	Analysis, item 7(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	577	Analysis, item 7(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	593	Analysis, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	593	Analysis, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	593	Analysis, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	593	Analysis, item 7	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	620	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	620	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	620	Analysis and Discussion, item 4(c)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	620	Analysis and Discussion, item 5	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	620	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	634	Analysis and Discussion, item 4	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	634	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	634	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	634	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	645	Analysis and Discussion, item 3	Added DOK level	Added: DOK 2
Publisher	Editorial Change	9780328991389	Teacher	645	Analysis and Discussion, item 4(a)	Added DOK level	Added: DOK 1
Publisher	Editorial Change	9780328991389	Teacher	645	Analysis and Discussion, item 4(b)	Added DOK level	Added: DOK 3

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	655	Analysis and Discussion, item 4	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	655	Analysis and Discussion, item 5(a)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	655	Analysis and Discussion, item 5(b)	Added DOK level	Added: DOK 3
Publisher	Editorial Change	9780328991389	Teacher	655	Analysis and Discussion, item 6	Added DOK level	Added: DOK 3

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Pearson Education, Inc., publishing as Scott Foresman							
Spanish Language Arts and Reading, Kindergarten							
Texas miVisión Lectura - Print + Online, Grade K (ISBN 9780134920511) Texas miVisión Lectura - Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328992171	Student	Unit 2, 221	Bunny picture and tree picture	State Review Panel comment: The translations would be better to have "la parte de arriba / la parte de abajo" of the tree and "de frente" instead of "delante" which means "in front of"	To address review comments: 1) Replaced the photo of the rabbit facing forward with a photo of a rabbit facing forward with a carrot in front of it. Changed the label delante to delante (del conejo) 2) Replaced the photo of the rabbit facing away with a photo of a rabbit facing away with a carrot behind it. Changed the label detrás to detrás (del conejo)
State Review Panel	Editorial Change	9780328992171	Student	Unit 2, 221	Bunny picture and tree picture	State Review Panel comment: The translations would be better to have ""la parte de arriba / la parte de abajo"" of the tree and ""de frente"" instead of ""delante"" which means ""in front of"	To address review comments: 1) Changed the label at the top of tree from superior to parte superior . 2) Changed the label at the top of tree from inferior to parte inferior .
State Review Panel	Editorial Change	9781418268534	Teacher	Unit 2, page T417	Bottom of page, Student Edition reduction, pages 220-221	Student Edition page reduction	To address review comments: We replaced the Student Edition page reduction with the revised Student Edition page reduction that reflects the edits described in this document.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T70	Heading above TEKS list	OBJETIVO	Change to: "OBJETIVOS."
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T192	Spanish column, Desarrollo del lenguaje en español note	" Palabras de uso frecuente Vuelva a leer con los estudiantes el libro de fonética Animales. Pídales que busquen las palabras de uso frecuente de la semana anterior, hecho y ahora. Lea en voz alta las oraciones donde aparecen estas dos palabras: La cigüeña ha hecho su nido allá arriba. Ahora lo vi. Invite a los estudiantes a usar la primera oración como base para crear nuevas oraciones con la palabra hecho. Dé el siguiente marco de oración: ____ ha hecho _____. Explique que para completar la oración, primero deben pensar en un sujeto (una persona o un animal), y luego decir qué ha hecho ese sujeto. Si es necesario, dé un ejemplo: Nicolás ha hecho su tarea. Después, invite a los estudiantes a usar la segunda oración para crear oraciones con la palabra ahora. Dé el siguiente marco de oración: Ahora veo _____. Explique que para completar la oración, deben pensar en algo que ven ahora, o en estos momentos. Si es necesario, dé un ejemplo: Ahora veo el sol por la ventana."	Revised to fix a page number error " Desarrollar el vocabulario Escoja una palabra un poco difícil de El teléfono de la abuela, como gigante, y señálela. Pida a los estudiantes que señalen las imágenes y las palabras que están a su alrededor que componen el significado de la palabra escogida. Pida a parejas de estudiantes que comenten los significados de las palabras del vocabulario mientras miran las páginas del Libro interactivo del estudiante para buscar claves del contexto. Pídales que usen estas claves del contexto para aclarar el significado de las palabras. Luego, pida a las parejas de estudiantes que usen cada palabra del vocabulario en una oración de manera oral."

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Spanish Language Arts and Reading, Grade 1 <i>Texas miVisión Lectura - Print + Online, Grade 1</i> (ISBN 9780134920528) <i>Texas miVisión Lectura - Online, Grade 1</i> (ISBN 9780134914954)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328992225	Student	157	Unit 2, Week 4	State Review Panel comment: Although the narrative targets proper nouns, it does not address gender specific articles	<i>To address review comments:</i> <i>This comment was first made in July during the panel review (per the Grade 1 NO report) and was addressed as follows:</i> <i>The citation in the correlation was changed to page 170 in the TEKS correlation as a stronger hit for 1.11.D.vii and was accepted by the TEA panel as a valid citation for the breakout. The page was not reported on errata as no change was made to the student page (only the correlation was updated).</i>
State Review Panel	Editorial Change	9780328992225	Student	157	Unit 2, Week 4	State Review Panel comment: Although the narrative targets proper nouns, it does not address gender specific articles	<i>To address review comments:</i> This comment was first made in July during the panel review (per the Grade 1 NO report) and was addressed as follows: the citation in the correlation was changed to page 170 in the TEKS correlation as a stronger hit for 1.11.D.vii and was accepted by the TEA panel as a valid citation for the breakout. The page was not reported on errata as no change was made to the student page (only the correlation was updated).
State Review Panel	Editorial Change	9780328992232	Student	102	Unit 3, Week 2	State Review Panel comment: Although the activity targets proper nouns, it does not address gender specific articles.	<i>To address review comments:</i> <i>This comment first made in July during the panel review (per the G1 NO report) and was addressed as follows:</i> <i>We added more instruction to the top half of the page (the section under the title) to address the narrative requirement for gender-specific articles. We also included a reminder to students to ensure that proper nouns are capitalized, and that the articles that accompany them should show gender and number agreement.</i> <i>This was reported on the G1 errata form. See row 38 of the errata form and also see the text (duplicated from the corrected page) below:</i> Los sustantivos comunes y propios Un sustantivo común nombra a cualquier persona, lugar o cosa. Un sustantivo propio nombra a una persona, lugar o cosa especial o particular. Asegúrate de escribir los sustantivos propios con mayúscula inicial y los artículos del género correcto. <u>El</u> parque está en <u>una</u> ciudad grande. (sustantivo común masculino, sustantivo común femenino) <u>El</u> Parque Central está en <u>la</u> Ciudad de Nueva York . (sustantivo propio masculino, sustantivo propio femenino) Mi TURNO Corrige los sustantivos comunes y propios de estas oraciones. Fijate si has usado el artículo del género correcto. 1. Vivo con mi familia en un Casa grande. 2. Los Barrio donde vivimos es muy lindo. 3. Vivimos en el estados unidos.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328992232	Student	102	Unit 3, Week 2	State Review Panel comment: Although the activity targets proper nouns, it does not address gender specific articles.	<i>To address review comments:</i> <i>This comment first made in July during the panel review (per the G1 NO report) and was addressed as follows:</i> <i>We added more instruction to the top half of the page (the section under the title) to address the narrative requirement for gender-specific articles. We also included a reminder to students to ensure that proper nouns are capitalized, and that the articles that accompany them should show gender and number agreement.</i> <i>This was reported on the G1 errata form. See row 38 of the errata form and also see the text (duplicated from the corrected page) below:</i> Los sustantivos comunes y propios Un sustantivo común nombra a cualquier persona, lugar o cosa. Un sustantivo propio nombra a una persona, lugar o cosa especial o particular. Asegúrate de escribir los sustantivos propios con mayúscula inicial y los artículos del género correcto. <u>El</u> parque está en <u>una</u> ciudad grande. (sustantivo común masculino, sustantivo común femenino) <u>El</u> Parque Central está en <u>la</u> Ciudad de Nueva York . (sustantivo propio masculino, sustantivo propio femenino) Mi TURNO Corrige los sustantivos comunes y propios de estas oraciones. Fijate si has usado el artículo del género correcto. 1. Vivo con mi familia en un Casa grande. 2. Los Barrio donde vivimos es muy lindo. 3. Vivimos en el estados unidos.
State Review Panel	Editorial Change	9780328992256	Student	168	Unit 5, Week 4	State Review Panel comment: The TEKS breakout is not addressed	To address review comments: This page was listed on the errata for the B-printing, but for an unrelated edit. This was erroneously cited as p. 168 in the correlation for breakout TEKS 1.11.D.x. The breakout is covered on the facing page, p. 169, which has students edit sentences to show the correct preposition.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328992232	Student	208	Unit 3, Week 5	State Review Panel comment: Although the narrative targets proper nouns, it does not address gender specific articles	To address review comments: <i>This comment first made in July during the panel review (per the G1 NO report) and was addressed as follows:</i> <i>We asked that another activity, on facing page 209, be considered to cover the breakout and submitted a corrected page to the TEA for consideration. We changed the direction line and the nature of the practice exercises in the Mi TURNO section so that students can edit articles for correct gender, as well as capitalize proper nouns (and not common nouns). The corrected page 209 was accepted by the TEA panel as a valid citation for the breakout. This was reported on the G1 errata form. See row 42 of the errata form and also see the text (duplicated from the corrected page) below:</i> Corregir los sustantivos y los artículos Un sustantivo nombra una persona, lugar o cosa. Cuando está acompañado de un artículo, este concuerda en género y número con el sustantivo. Sustantivo singular: <u>e</u> l marcador Sustantivo plural: <u>lo</u> s marcadores Sustantivo común: <u>la</u> niña Sustantivo propio: Berta Mi TURNO Encierra en un círculo el artículo correcto y corrige los sustantivos subrayados en cada oración. 1. Estos son (los / una) 5 lápiz. _____ 2. (La / El) hermana de max juega tenis. _____ 3. Tengo <u>Lup</u> / una <u>/</u> Perro <u>grande</u>
State Review Panel	Editorial Change	9781418268596	Teacher	Unit 3, T157	Bottom of page, Student Edition page reduction, page 102	Student Edition page reduction	To address review comments: We replaced the Student Edition page reduction with the revised Student Edition page reduction that reflects the edits described in this document.
State Review Panel	Editorial Change	9781418268596	Teacher	Unit 3, T372	Bottom of page, Student Edition page reduction, page 209	Student Edition page reduction	To address review comments: We replaced the Student Edition page reduction with the revised Student Edition page reduction that reflects the edits described in this document (cell I15).
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, T32	Bottom of of the 2nd column	"Explique que <i>manipular sílabas</i> también se usa para describir o hablar de <i>trabajar con sílabas</i> ."	The bulleted text at the bottom of the 2nd column will be moved, as a new paragraph, to the bottom of the main (Spanish) column.

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Spanish Language Arts and Reading, Grade 2							
Texas miVisión Lectura - Print + Online, Grade 2 (ISBN 9780134920535) Texas miVisión Lectura - Online, Grade 2 (ISBN 9780134914961)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328992225	Student	123	Unit 1, Week 3, Escribir palabras con c, q, k	State Review Panel comment: Add more space before/after for student complete the words	To address review comments: More space was added for the student to add their answers to the write-on-lines.
State Review Panel	Editorial Change	9781418268626	Teacher	Unit 1, T230	Bottom of page, Lección 2, Student Edition	Student Edition page reduction	To address review comments:

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Spanish Language Arts and Reading, Grade 3 <i>Texas miVisión Lectura - Print + Online, Grade 3</i> (ISBN 9780134920542) <i>Texas miVisión Lectura - Online, Grade 3</i> (ISBN 9780134914978)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1,	SLD paragraph	"Explain to your students that a possible way to incorporate new words into your vocabulary is to represent new words with gestures or actions. Ask a student proficient in	"Explain to your students that one way to incorporate new words into your vocabulary is to see the words represented with gestures or actions. Ask a student proficient in Spanish to go to the
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1,	SLD paragraph	"Have students pay attention to the word olfateó. Ask them to say a word that means the same, i.e. a synonym. Write the verb olfatear on the blackboard and next to it, write	"Highlight the word olfateó, and ask the students to name a word with the same meaning, i.e., a synonym. Write the verb <i>olfatear</i> on the blackboard. Then, next to it, write down the synonym
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1,	CONTRASTIVE ANALYSIS	"Write down the same table in English with the senses and verbs related like the table you wrote in Spanish so that students can make a comparison between both languages."	"Create a table with the senses and related verbs like the one you made in Spanish so that students can compare the two languages."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1, page T50	Possible Teaching Point.	"Call students’ attention to the first sentence in paragraph 57. Tell students that the correct way to read the number 1001 in its feminine form is “mil una.” Ask students why they think the author makes the clever fox say the number as “mil y una.” instead. Ask: (See Spanish.) Encourage students to take turns reading the sentence aloud to a partner without the “y” and then share their conclusions with the group."	"Call students’ attention to the first sentence in paragraph 57. Tell students that the correct way to read the number 1001 in its feminine form is “ <i>mil una</i> .” Ask students why they think the author makes the clever fox say the number as “ <i>mil y una</i> .” instead. Ask: (See Spanish.) Encourage students to take turns reading the sentence aloud to a partner without the “y,” and then, share their conclusions with the group."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1, page T50	Possible Teaching Point.	Explíqueles que la manera correcta de leer el número 1001 en femenino es “mil una”. Pregunte a los estudiantes por qué creen que la autora hace que el zorro diga, en cambio, “mil y una”. Pregunte: ¿Cuál es el efecto de agregar la palabra “y”? Anime a los estudiantes a turnarse para leer la oración en voz alta a un compañero sin la palabra “y”, y luego, comenten sus conclusiones con la clase.	Explíqueles que la manera correcta de leer el número 1001 en femenino es “mil y una”. Pregunte a los estudiantes por qué creen que la autora hace que el zorro diga, en cambio, “una y mil”. Pregunte: ¿Cuál es el efecto de invertir el orden de los números? Comente las respuestas de los estudiantes.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1, page T52	Possible Teaching Point.	"Tell students that there are words with multiple sound spelling patterns such as c, k, q. These three letters have the same sounds when referring to the strong sounds /ka/, /ke/, /ki/, /ko/, and /ku/, as in Kalu, colmillos and que in the paragraph 66. Use Words with c, k, q Lesson on pp. T72-T73 in the Reading-Writing Workshop Bridge to find more support and practice to decode words with multiple sound spelling patterns."	"Remind students that some words contain sounds that have different spelling patterns. For example, the sound /k/ can be spelled with the letters c, q, or k. Those three letters sound the same when they represent the hard sounds /ka/, /ke/, /ki/, /ko/, and /ku/, as in <i>Kalu</i> , <i>colmillos</i> , and <i>que</i> in paragraph 66. Use the lesson on Words with c, q, and k on pp. T72 and T73 of the Reading-Writing Workshop Bridge to find more support and practice for decoding words with multiple sound-spelling patterns."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1, page T52	Possible Teaching Point.	"Recuerde a los estudiantes que existen palabras con patrones de sonido múltiples como la c, la q y la k. Estas tres letras suenan igual cuando refieren a los sonidos fuertes /ka/, /ke/, /ki/, /ko/ y /ku/, como en <i>Kalu</i> , <i>colmillos</i> y <i>que</i> en el párrafo 66. Use la lección de las palabras con c, q y k en las pp. T72 y T73 del Puente entre los talleres de lectura y escritura para hallar más apoyo y práctica para decodificar palabras con patrones de sonido múltiples."	"Recuerde a los estudiantes que algunas palabras contienen sonidos que tienen diferentes patrones de ortografía. Por ejemplo, el sonido /k/ puede escribirse con las letras c, q o k. Estas tres letras suenan igual cuando representan los sonidos fuertes /ka/, /ke/, /ki/, /ko/ y /ku/, como en <i>Kalu</i> , <i>colmillos</i> y <i>que</i> en el párrafo 66. Use la lección de las palabras con c, q y k de las pp. T72 y T73 del Puente entre los talleres de lectura y escritura para hallar más apoyo y práctica para decodificar palabras con patrones de sonidos que tienen grafías múltiples."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1, page T62	SLD paragraph	"Ask students if they have any pets and have them mention them. Ask questions so that your students can describe their pets’ main features and ask them to imagine how these pets would react if they ever got into trouble."	"Ask students if they have any pets and what their pets’ names are. Ask questions so that your students can describe their pets’ main traits and ask them to imagine how their pets would react if they were to get into trouble."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1, page T66	SLD paragraph	"Organize students into pairs and ask them to think of all the ways of travelling they can imagine and write them down on a piece of paper. Then ask them to take turns to mention each way of travelling out loud. Write on the blackboard what students say. Comment with the whole class what ways of travelling are the most frequent or common in the city and which ones they have or have not used."	"Organize students into pairs and ask them to think of all the ways to travel they can imagine and write them down on a piece of paper. Then, ask them to take turns saying aloud the different ways to travel. Write on the blackboard what students say. Discuss with the whole class what ways of travelling are the most frequent or common ways to travel in the city and which ones they have or have not used."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1,	LESSON 3. FOCUS ON STRATEGIES	"Remind students that decoding words that share the multiple sound /k/ can help them identify the pattern that includes letters c, k or q they should use."	English translation corrected to reflect Spanish:
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1,	LESSONS 3 AND 4: heads.	FLEXIBLE OPTION ARROW AND HEAD	DELETE Flexible Option Text and corresponding arrow
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1,	LESSONS 3 AND 4: heads.	FLEXIBLE OPTION ARROW AND HEAD	DELETE Flexible Option Text and corresponding arrow
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 1,	LESSON 3. MODEL AND PRACTICE	"Have volunteers help you edit the sentences so a predicate agree and all subjects agree with the verbs. <i>El jugador patea la pelota. Su compañero mete el gol. El público aplaude.</i> "	Deleted erroneous language about predicate-verb agreement.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 2,	SLD paragraph	"Pídale que, en parejas, hagan y respondan preguntas sobre el tema de ¿Por qué el cielo está tan lejos?: no se deben dorrochar los recursos. "	DELETED EXTRANEIOUS TEXT.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 2,	LESSON 4. MODEL AND PRACTICE, last sentence	"Ask why letter c in the third word is not pronounced /k/."	INSERT MISSING WORD.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 4,	SLD, second box, title	"Comment the elements of a text"	HEAD CHANGED TO REFLECT SPANISH TRANSLATION.

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Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 4,	LESSON 1	"Teach Consonant Clusters (<i>br, cr, dr, fr, gr, pr, tr, tl, bl, cl, fl, gl, pl</i>)"	THE TITLE WAS EDITED TO REFLECT CORRECT ACADEMIC TERM FOR "COMBINACIONES DE CONSONANTES"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 4,	LESSON 3. MODEL AND PRACTICE	"Display the words <i>fresa</i> , <i>primero</i> y <i>cráneo</i> . Guide students to identify the consonant blend in each word. Then have them identify the sounds in the pronunciation of each consonant blend."	"Display the words <i>fresa</i> , <i>primero</i> and <i>cráneo</i> . Guide students to identify the consonant blend in each word. Then, have them identify the sounds in the pronunciation of each consonant blend."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 4,	LESSON 4. FOCUS ON STRATEGIES	"Review the strategies from the previous week about words with <i>r, r</i> ."	"Review the strategies from the previous week about words with <i>r, rr</i> ."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 4,	SLD, second paragraph	Consonant Blenders Tell students that identifying and decoding consonant blenders will help them say and spell Spanish words.	Consonant Blends Tell students that identifying and decoding consonant blends will help them say and spell Spanish words.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 5,	SLD paragraph, second and third sentence	"Then ask them to read the words out loud in each column with the right pronunciation. Then have students spell three words in each column out loud."	"Then, ask them to read the words out loud in each column with the right pronunciation. Then, have students spell out loud three words in each column."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 5,	SLD paragraph, second and third sentence	"Then ask them to read the words out loud in each column with the right pronunciation. Then have students spell three words in each column out loud."	"Then, ask them to read the words out loud in each column with the right pronunciation. Then, have students spell out loud three words in each column."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 5, page T358	LESSON 1. Assess Prior Knowledge	"Use the Oraciones de ortografía from Day 5 to assess students' prior knowledge of words with g, j y x. For students who understand how to pronounce words that have the letters g, j and x, include the following Palabras difíciles in the list of spelling words."	"Use the Spelling Sentences from Day 5 to assess students' prior knowledge of words with g, j, x. For students who understand how to pronounce words that have the letters g, j or x, include the following Challenge Words in the list of spelling words."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 5, page T358	LESSON 2. MODEL AND PRACTICE, first sentence	"Write or display the words girasol, jirafa, mexicano y extra."	"Write or display the words girasol, jirafa, mexicano and extra."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, Week 5, page T358	LESSON 2. APPLY. MY TURN	"Have students complete the activity on p. 203 of the Libro interactivo del estudiante."	"Have students complete the activity on p. 203 in the Libro interactivo del estudiante."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 1, page T21	SLD paragraph	"Point out to students that tiger and leopard offspring are called the same. Explain that the word <i>cachorro</i> is used to name a dog's and other mammals' offspring, like leopards, tigers and lions. The word <i>polluelo</i> is also used to refer to different bird offspring, like owls, hens and swans. Have students name other adult animals (for example, <i>oso, pata, vaca</i>). Then ask them to name their offspring (for example, <i>osezno, patito, ternero</i>) or say which they are if students are not familiar with them. Write the words on the unit or lesson Word Wall and add other words from the texts students will read and discuss on this lesson."	"Point out that the offspring of tigers and leopards are named the same. Explain that the word <i>cachorro</i> is used to name a dog's and other mammals' offspring, like leopards, tigers and lions. The word <i>polluelo</i> is also used to refer to different bird chicks, like owls, hens and swans. Have students name other adult animals (for example, <i>oso, pata, vaca</i>). Then ask them to name their offspring (for example, <i>osezno, patito, ternero</i>) or say what they are if students are not familiar with them. Write the words on the unit or lesson Word Wall, add other words from the texts students will read and discuss in this lesson."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 1, page T46	Develop Vocabulary. Minilesson. MODEL AND PRACTICE	"Model completing the first matching item on p. 254: (See Spanish.)"	"Match the first definition with a corresponding word on p. 254: (See Spanish.)"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 1, page T46	SLD paragraph	"After the students complete the activity of My Turn on p. 254 of the <i>Libro interactivo del estudiante</i> , write the vocabulary words of the week on the board: <i>atraen, bate, refugio, suspendido, zánganos</i> . Next, write the sentences below and ask students to work in pairs to fill in the blanks. Then call on volunteers to read the sentences."	"After the students complete the activity My Turn on p. 254 of the <i>Libro interactivo del estudiante</i> , write the vocabulary words of the week on the board: <i>atraen, bate, refugio, suspendido, zánganos</i> . Next, write the sentences below and ask students to work in pairs to fill in the blanks. Then encourage volunteers to read the sentences."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 1, page T51	APPLY. OPTION 1 MY TURN	"Have students annotate the text using the other Close Read notes to Identify Main Idea and Details and then use the text evidence from their annotations to complete the chart on Libro interactivo del estudiante p. 256."	"Have students take notes in the text using the Close Read notes to identify the main idea and details and then use the text evidence from their notes to complete the chart in Libro interactivo del estudiante p. 256."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 1, page T64	Word Study, Head	"Diphthongs with Strong and Weak Vowels"	"Diphthongs with Strong and Weak Vowels"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 6, page T367	SLD, the first sentence	"Remind students that, in Spanish, only the first word in books, magazines and articles titles is spelled with a capital letter, instead of capitalizing every word in it, except when proper names feature."	"Remind students that in Spanish, only the first word in books, magazines and articles titles is spelled with a capital letter, except when there are proper nouns."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 6, page T367	NEXT STEPS, paragraph	"Have students gather all of their sources for their scrapbook and create a works cited page."	"Have students gather all of their sources for their scrapbook and create a bibliography."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, Week 6, page T387	Session 9, CONVERSATION STARTERS, the first bullet	"• What gave the alert that some gray wolves were still around?"	"• What were the signs that some gray wolves were still around?"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 1, page T58	Minilesson, Model and Practice, bullet	"Have pairs find another detail on the page that explains why Grace will travel to America. In the margin, have students write what the detail tells about the plot."	"Have pairs discuss how each chapter builds upon the one before it. Encourage students to make connections between the plot and setting of each chapter in their discussions."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 1, page T66	SLD, second paragraph, first sentence	"Form pairs os students with different levels of proficiency in spanish."	"Form pairs of students with different levels of proficiency in Spanish."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 1, page T66	SLD, third paragraph	"Encourage student pair to complete the same sentence frame with other people from their lives that they consider to be heroes."	"Encourage each student pair to complete the same sentence frame with reference to other people from their lives whom they consider to be heroes."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 1, page T72	Word Study, head	"Prefixes <i>pre-</i> , <i>dis-</i> , <i>des-</i> , <i>n-</i> , and <i>-ex</i> "	"Prefixes <i>pre-</i> , <i>dis-</i> , <i>des-</i> , <i>in-</i> , and <i>ex-</i> "
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 1, page T73	Lesson 4, Focus on Strategies	"Review the strategies from the previous week about weak and strong tonic vowel hiatuses."	"Review the strategies from the previous week about weak and strong stressed vowel hiatuses."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 1, page T73	Lesson 4, Model and Practice, second sentence	"Have volunteers identify the strong and weak tonic vowel hiatuses (or weak tonic vowel and strong vowel) in the words."	"Have volunteers identify the strong and weak stressed vowel hiatuses (or weak stressed vowel and strong vowel) in the words."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 1, page T78	Lesson 2, Focus on Strategies, first sentence	"Remind students that prefixes are affixes added to the beginning of base words."	"Remind students that prefixes are added to the beginning of base words."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T97	SPANISH LANGUAGE DEVELOPMENT	"Vocabulary Explain to students that poems usually rely on poetic resources such as figurative language. One example of figurative language is personification. Have students find the word <i>Libertad</i> in the text and write it on the board. Ask students if <i>Libertad</i> is usually capitalized, like in the poem. Review capitalization spelling rules for nouns with students. Ask them which nouns are capitalized (proper nouns) and which are not (common nouns). Ask if the word <i>libertad</i> is a common or a proper noun (common). Explain that, in the poem, <i>Libertad</i> is capitalized because the person who wrote it used the personification resource, that is, gave liberty human qualities, as if it were a person."	"Vocabulary Remind students that nouns can be concrete or abstract. Concrete nouns name people, animals, and objects that we can see and touch. Abstract nouns name ideas or feelings that we can not see or touch. Have students find the word <i>libertad</i> in the text and write it on the board. Ask students if <i>libertad</i> is a concrete noun or an abstract noun (it is abstract, because it names an idea that we can not see or touch. Ask if the word <i>libertad</i> is a common or a proper noun (common). Explain that, in the poem, the poet says that one must not take away (" <i>quitar</i> ") anyone's freedom. Freedom is considered in the poem as if it was an object. This emphasizes the idea that freedom is a precious feeling."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T97	CONTRASTIVE ANALYSIS.	"Use the language connection time or the bilingual center activities to compare and contrast the use of capital letters in Spanish and English."	"Use the language connection time or the bilingual center activities to compare and contrast the use of concrete and abstract nouns in Spanish and English."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T97	DESARROLLO DEL LENGUAJE EN ESPAÑOL	"Vocabulario Explique a los estudiantes que los poemas suelen usar recursos poéticos. Uno de ellos es el lenguaje figurado. Un ejemplo de lenguaje figurado es la personificación. Pida a los estudiantes que busquen la palabra <i>Libertad</i> en el texto y escríbala en el pizarrón. Pregunte a los estudiantes si <i>Libertad</i> normalmente se escribe con mayúscula, como en el poema. Repase con los estudiantes las reglas de ortografía de las letras mayúsculas en el caso de los sustantivos. Pregunte a los estudiantes qué sustantivos llevan mayúscula (los sustantivos propios) y cuáles no (los sustantivos comunes). Pregunte si la palabra libertad es un sustantivo propio o común (común). Explique que, en el poema, <i>Libertad</i> lleva mayúscula porque quien lo escribió usó el recurso de la personificación, es decir, le dio propiedades humanas a la libertad, como si fuera una persona."	"Vocabulario Recuerde a los estudiantes que los sustantivos pueden ser concretos o abstractos. Los concretos se refieren a personas, animales o cosas que podemos ver y tocar. Los sustantivos abstractos se refieren a ideas o sentimientos que no podemos ver ni tocar. Pida a los estudiantes que busquen la palabra <i>libertad</i> en el texto y escríbala en el pizarrón. Pregunte a los estudiantes si <i>libertad</i> es un sustantivo concreto o abstracto (es abstracto, porque nombra una idea que no se puede ver ni tocar). Explique que, en el poema, el hablante dice que no le ha de <i>quitar</i> a nadie la libertad, es decir, está considerando a la libertad como si fuera un objeto. Este recurso permite al poeta enfatizar que la libertad es algo muy valioso."

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Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T97	ANÁLISIS CONTRASTIVO	"Explain that, in the poem, <i>Libertad</i> is capitalized because who wrote it used the personification resource, that is, gave liberty human qualities, as if it were a person."	"Explain that, in the poem, <i>Libertad</i> is capitalized because the person who wrote it used the personification resource, that is, gave liberty human qualities, as if it were a person."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T97	Language of the Genre, first paragraph	"Use el tiempo de conexión entre los idiomas o las actividades del centro bilingüe para comparar y contrastar el uso de mayúsculas en español e inglés."	"Use el tiempo de conexión entre los idiomas o las actividades del centro bilingüe para comparar y contrastar el uso de los sustantivos concretos y abstractos en español e inglés."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T111	Possible Teaching Point, first sentence	"To develop students' understanding of plot and dialogue, have them look back at the remembered conversation on p. 66."	"To develop students' understanding of plot and dialogue, have them look back at the conversation recalled on p. 66."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T138	Lesson 1, Model and Practice, first paragraph, second sentence	"Tell students that you are going to identify if stress is on the last or penultimate syllable. (See Spanish.)"	"Tell students that you are going to identify if the stress falls on the last or penultimate syllable. (See Spanish.)"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T139	Lesson 4, Apply, first sentence	"Have students work independently to find words that have the prefixes pre-, dis-, in- or ex- in a story they recently read."	"Have students work independently to find words with prefixes pre-, dis-, des-, in- and ex- in a story they recently read."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T139	Lesson 5, third paragraph	"Then have students use their own knowledge to identify if stress in the following words is on the last or penultimate syllable: mesa, reloj, pensó, feliz, difícil, silla. (penultimate, last, last, last, penultimate, penultimate.)"	"Then have students use their own knowledge to identify whether the following words are stressed on the last or penultimate syllable: mesa, reloj, pensó, feliz, difícil, silla (penultimate, last, last, last, penultimate, penultimate)."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T143	Apply, first paragraph	"Have students refer to Michael S. Bandy and Eric Stein's use of repetition to emphasize their message as an example for their own writing."	"<purple font> My TURN <end purple font>Have students refer to Michael S. Bandy and Eric Stein's use of repetition to emphasize their message as an example for their own writing."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T144	Spelling, head	"Spell Words with Stress on the Last and Penultimate Syllable"	"Spell Words with Stress on the Last or Penultimate Syllables"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T144	Lesson 1, below Assess Prior Knowledge paragraphs	"(See Spanish.)"	"<bold, gray font>Challenge Words<end bold, gray font><blue font>(See Spanish.)"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T144	Lesson 2, sub-head	" Teach Words with Stress in the Last and Penultimate Syllable "	" Teach Words with Stress on the Last or Penultimate Syllable "
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T144	Lesson 2, Focus on Strategies, third sentence	"Tell students they will have to memorize the spelling rules for words with stress on the last and penultimate syllable."	"Tell students they will have to memorize the spelling rules for words with stress on the last or penultimate syllable."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T145	Lesson 4, Model and Practice, second sentence	"Also display the prefixes <i>pre -</i> , <i>dis -</i> , <i>des -</i> , <i>in -</i> ."	"Also display the prefixes <i>pre -</i> , <i>dis -</i> , <i>des -</i> , <i>in -</i> , and <i>ex -</i> ."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T145	Lesson 4, Writing Workshop	"As students proofread their writing, remind them to check the spellings of words that have the prefixes <i>pre -</i> , <i>dis -</i> , <i>des -</i> , <i>in -</i> ."	"As students proofread their writing, remind them to check the spellings of words that have the prefixes <i>pre -</i> , <i>dis -</i> , <i>des -</i> , <i>in -</i> , and <i>ex -</i> ."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T145	Lesson 4, Apply, second sentence	"On the back side, have them circle the prefix and underline the base word."	"On the back, have them circle the prefix and underline the base word."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 2, page T152	Minilesson, Model and Practice, third bullet	"• Direct students to the first My Turn on p. 89 of the <i>Libro interactivo del estudiante</i> . Have them select another text from the stack to complete the graphic organizer. Encourage partners to work together and discuss the questions aloud."	<delete bullet point>
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T162	TAKE NOTES, sub-head	" TAKE NOTES "	" TURN, TALK, AND SHARE "
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T163	SLD, first sentence	"Have students work in pairs to ask and answer questions about Presidents Washington, Lincoln and Roosevelt based on the information from the infographic."	"Have students work in pairs to ask and answer questions about presidents Washington, Lincoln and Roosevelt based on the information from the infographic."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T163	SLD, second sentence	"Foe example, <i>What did Washington do before becoming president? Why is Lincoln remembered? Why do we know Roosevelt for?</i> "	"For example, <i>What did Washington do before becoming president? Why is Lincoln remembered? What was Roosevelt best known for?</i> "

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Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T177	Possible Teaching Point, fourth and fifth sentences	" <i>Atacar</i> means hitting hard. For further instruction in using this strategy, use the Academic Vocabulary lesson on pp. T204–205 in the Reading-Writing Workshop Bridge."	" <i>Atacar</i> means to charge, hitting hard. For further instruction in using this strategy, refer to the Academic Vocabulary lesson on pp. T204–205 in the Reading-Writing Workshop Bridge."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T178	SLD, second sentence	"Then tell them to explain which of those characteristics have an impact on the plot, or make some events happen, in each story."	"Then tell them to explain which of the features they described have an impact on the plot, or are responsible for making some events happen, in each story."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T179	Possible Teaching Point, second and third sentences	"Then, ask student in which syllable is this word stressed. Elicit that the accent is on the third-to-last syllable, so it has written accent."	"Then, ask students on which syllable this word is stressed. Elicit that the accent is on the third-to-last syllable, so it takes a written accent."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T182	Possible Teaching Point, sub-head	"Words with stress on and before the third-to-last syllable"	"Words with Stress on the Third-to-Last Syllable and the Fourth-to-Last Syllable"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T182	Possible Teaching Point, first sentence	"Explain students that words with stress on and before the third-to-last syllable always have written accent."	"Remind students that words with stress on the third-to-last syllable and the fourth-to-last syllable always take a written accent."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T184	Possible Teaching Point, sub-head	"Write words with stress on and before the third-to-last syllable"	"Write Words with Stress on the Third-to-Last Syllable and the Fourth-to-Last Syllable"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T187	Possible Teaching Point, first sentence	"To help students recognize the author’s use of dialogue to emphasize the theme of the text, display this example from paragraphs 31 and 32: “—¡Pa! ¡Ma! ¡Aquí está! —Siguíó gritando hasta que Pa la oyó, y le gritó a Ma, que estaba lejos entre los pastos .”"	"To help students appreciate how the author uses dialogue to emphasize the theme of the text, display this example from paragraphs 31 and 32: “—¡Pa! ¡Ma! ¡Aquí está! —Siguíó gritando hasta que Pa la oyó, y le gritó a Ma, que estaba lejos entre los pastos .”"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T192	SLD, first sentence	"Have students choose a page from the text that includes key details that help them infer the topic and theme."	"Have students choose a page from the text that includes key details to help them draw conclusions about the topic and theme."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T206	SLD, first sentence	"Draw a T-chart on the board: one column for words with stress on the antepenultimate syllable and the other column for the words with stress before the antepenultimate syllable."	"Draw a T-chart on the board: one column for words with stress on the third-to-last syllable and the other column for those words with stress on the fourth-to-last syllable."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T213	Lesson 3, Focus on Strategies	"Remind students that there are words that carry a graphic accent on the antepenultimate syllable. Add that there are other words that carry the graphic accent on the syllable before the antepenultimate. Also point out that all words with stress on and before the third-to-last syllable carry graphic accents."	"Remind students that there are words that carry a graphic accent on the third-to-last syllable. Add that there are other words that carry the graphic accent on the fourth-to-last syllable. Also point out that all words with stress on the third-to-last syllable and words with stress on the fourth-to-last syllable carry graphic accents."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T213	Lesson 4, Focus on Strategies	"Review spelling rules for words with stress on the last or penultimate syllable."	"Review the spelling rules for words with stress on the last syllable and on the penultimate syllable."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 3, page T213	Lesson 4, Writing Workshop	"As students proofread their writing, remind them to check their spellings of words with stress on the last or penultimate syllable."	"As students proofread their writing, remind them to check their spellings of words with stress on the last syllable and words with stress on the penultimate syllable."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 4, page T246	Possible Teaching Point	"To develop students’ understanding of similes, ask them to identify the simile in paragraph 10. Elicit that the phrase “ <i>delgadas como cuerdas</i> ” compares the daughters to ropes to emphasize how skinny they are. Ask: (See Spanish.) If students point to “ <i>tan pobre como la primera</i> ” as a simile, explain that not all comparisons using the word <i>como</i> are similes. Discuss that the phrase literally means what it says so it is not figurative language."	"To develop students’ understanding of similes, ask them to identify the simile in paragraph 12. Elicit that the phrase “ <i>delgadas como cuerdas</i> ,” compares the daughters to ropes in order to emphasize how skinny they are. Ask: (See Spanish.) If students point to “ <i>tan pobre como la primera</i> ,” as a simile, explain that not all comparisons using the word <i>como</i> are similes. Discuss that the phrase literally means what it says, so that in this case, it is not figurative language."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 4, page T267	OPTION 1 MY TURN, last sentence	"Then have students draw conclusions about the importance of these heroes."	"Then have students answer the questions as a response to the prompt on p. 152 in the Libro interactivo del estudiante."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 4, page T274	Read Like a Writer	"Analyze Voice and Tone"	"Analyze Tone and Voice"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 4, page T276	Write for a Reader	"Analyze Voice and Tone"	"Analyze Tone and Voice"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T310	Close Read	Monitor Understanding	Monitor Comprehension

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Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T313	SPANISH LANGUAGE DEVELOPMENT, first paragraph	"Explain that, in Spanish, it is very common to use the diminutive form of some nouns. Diminutives are formed by adding <i>-ito</i> , <i>-ita</i> to the noun."	"Explain that, in Spanish, it is very common to use the diminutive form of certain nouns or adjectives. Diminutives are formed by adding <i>-ito</i> , or <i>-ita</i> to the noun or adjective."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T317	SPANISH LANGUAGE DEVELOPMENT	" Compare Details Tell students that they will work in pairs to compare details in the poem. Have students make a T-chart, with one column titled " <i>Situación actual</i> ", and the other, " <i>Situación futura</i> ". In the first column, they must record the details that describe the current situation of the main character. In the second column, they must record the details about the main character's wishes for the future. Tell them they must read the poem carefully, and that they can use what they highlighted in the Close Read activity to answer. Call on some volunteers to share their answers. Discuss them with the class, and ask what impression did the reading of this poem make."	" Compare Details Tell students that they will work in pairs to compare details in the poem. Have students make a T-chart, with one column titled " <i>Situación actual</i> ," and the other, " <i>Situación futura</i> ." In the first column, they must record the details describing the current situation of the main character. In the second column, they must record the details about the main character's wishes for the future. Tell them to read the poem carefully, and that they can use what they highlighted in the Close Read activity to answer. Call on some volunteers to share their answers. Discuss them with the class, and ask what impression the reading of this poem made on them."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T317	Close Read, Monitor Comprehension, first sentence	"Have students skim stanzas 1-4 and read the note in Close Read."	"Have students skim stanzas 1-5 and read the note in the Close Read."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T319	OPTION 2 Use Independent Text, first sentence	"Have students find and list unfamiliar words that tell about people in their independent reading texts."	"Have students find and list unfamiliar words that tell us about feelings or thoughts in their independent reading texts."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T326	Minilesson FOCUS ON STRATEGIES, second bullet	"Decide if you have any questions or anything you are confused about in the reading."	"Decide if you have any questions or if you find something confusing in the text."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T327	OPTION 2 Use Independent Text, first sentence	"Have students use sticky notes to mark places where they used strategies to monitor comprehension, such as rereading, using background knowledge, checking for visual cues, and asking questions."	"Have students use sticky notes to mark those places where they used strategies to monitor comprehension, such as rereading, using background knowledge, asking questions, and taking notes."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 5, page T344	Lesson 1, Apply, first sentence	"Have pair up to write sentences using past-tense forms of these irregular verbs, then exchange sentences with a partner."	"Have students pair up to write sentences using past-tense forms of these irregular verbs, then exchange sentences with a partner."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Week 6, page T358	Pregunta esencial, first bullet	"Pida a parejas de estudiantes que identifiquen a un personaje de los textos o una persona real que crean que es un héroe, y que luego expliquen las características de ese personaje o persona."	"Pida a parejas de estudiantes que identifiquen y describan a un personaje de los textos o una persona real que crean que es un héroe."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Book Club, page T378	Book Club Choice, second sentence	"If you would like students to read a different book, you can use one from the list provided or a book of your own choosing or one chosen by the book club."	"If you would like students to read a different book, you can use one from the list provided, choose one yourself or ask the book club for suggestions."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Book Club, page T378	Launch the Book, second, third, fourth and fifth sentences	"The story is told from Emma's point of view, a girl that, during a visit to a museum, experiences time traveling and ends up in the set out to, part of the United States. The book tells the story about the journey the characters must Southern, escaping slavery and finding their freedom. While doing do, they must overcome certain obstacles and beware of those who chase them, but they also meet kind people who help them. Moreover, the main character is separated from her mother, who she must reunite with when her journey ends."	"The story is told from Emma's point of view, a girl who travels back in time while visiting a museum, ending up in pre-Civil War America. The book tells the story about the journey the characters endure, escaping slavery and gaining their freedom. During their ordeal, they have to overcome certain obstacles and keep their distance from those who chase them, but they also meet kind people who help them. Moreover, the main character is separated from her mother, with whom she is reunited when her journey ends."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Book Club, page T380	TEACHER'S SUMMARY, Chapter 1	"In Chapter 1, called " <i>¿Qué te pasa?</i> ", we meet the main character, Emma. She and her friends are visiting the Anacostia Community Museum, from the Smithsonian Institution. When they go outside to visit the gardens and Emma sees the tulips, she decides to draw them. A while goes by and she does not realize that it is nighttime. Emma also misses that she is somewhere else. A girl comes up to her side and hurries her to escape from chasing dogs and people. The girl says they have to escape to Canada."	"In Chapter 1, called " <i>¿Qué te pasa?</i> ", we meet the main character, Emma. She and her friends are visiting the Anacostia Community Museum, which belongs to the Smithsonian Institution. They go outside to visit the gardens and when Emma sees some tulips, she decides to draw them. A while goes by and she does not realize that night has fallen. Emma also fails to notice that she is somewhere else. A girl comes up next to her and hurries her along to escape from some dogs and people who are chasing them. The girl says they have to escape to Canada."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Book Club, page T380	COLLABORATION, third bullet	"I disagree because _____. What do others think?"	"I agree/disagree with _____ because _____. What do others think?"

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Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Book Club, page T384	TEACHER’S SUMMARY, Chapter 3	"In Chapter 3, "El viaje apenas comienza", we find out more about what is happening. An old man was waiting for the characters by a well. He feeds them and gives them water, and he makes them go down the well, which is dry. They must wait the day out there until the old man comes to get them. While they wait, Papá Rolando explains more things to Emma, and tells her that they will go to meet her mom."	"In Chapter 3, " <i>El viaje apenas comienza</i> ", we find out more about what is happening. An old man has been waiting for the characters by a well. He gives them food and water, and makes them go down the well, which is dry. They must wait the day out there until the old man comes to get them. While they wait, Papá Rolando explains more things to Emma, and tells her that they will be going to meet her mom."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, Book Club, page T386	TEACHER’S SUMMARY, Chapter 4	"At the old man’s farm, slave trackers appear. It is from them they are escaping! But they fail to find them in the well, and, at night, they get moving once more, to the next station on the Underground Railway."	"At the old man's farm, the slave trackers appear. These are the men they are trying to escape from! But the trackers don't find them in the well, and, that night, they get moving once more, to the next station on the Underground Railway."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, UP, T12	SLD, first sentence	"Pair students of differing academic proficiency and language-dominance levels at the start of the unit."	"Pair students with different academic and language-proficiency levels at the start of the unit."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T28	SLD, first sentence	"Have groups of students with mixed laguage-dominance."	"Form groups of students with different language-proficiency levels."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T33	SLD, second sentence	"Then, have them write a brief paragraph to explain how those details help them confirm or correct the predictions they have made."	"Then, have them write a brief paragraph to explain how the details from the illustration help them confirm or correct their predictions."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T36	Possible Teaching Point, third sentence	"Ask student volunteers to comment on each of the root words and mention some related words."	"Ask volunteers to say the root of each word and name some related words."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T39	First Read, sub-head	"Notice"	"Respond"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T43	Close Read, Possible Response, second sentence	"This caused Jane to speak with the man and give him a job the next day so that he would not steal as a way to get money."	"This finally caused Jane to speak with the man and give him a job."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T47	SLD, first sentence	"Have students work in pairs and reread the Close Read notes to analize the structure of the text, and observe the words and phrases of time and order they have underlined."	"Have students work in pairs. Tell them to reread the Close Read notes to analyze the structure of the text, and to observe the words and phrases of time and order they have underlined."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T47	Close Read, Possible Response	"The details “ <i>A comienzos de los años 20</i> ” and “ <i>En la actualidad</i> ” help me determine that the central idea of the text is that the work that Jane Addams did in her community in the 1900s improved the lives of many people at the time and inspired community centers throughout America that continue to improve the lives of people today."	"The details “ <i>A comienzos de los años 20</i> ” and “ <i>En la actualidad</i> ” help support the main idea of the text that the work that Jane Addams did in her community in the 1900s improved the lives of many people at the time and inspired community centers throughout America that continue to improve the lives of people."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T58	SLD	"Have groups of students with mixed language-dominance. Have students of each group choose a part of the text and make predictions about what might happen onwards on the text. Then have them use the details on the text to confirm or correct their predictions. Finally, have them write the prediction they made and the reasons why the detail they selected confirms or corrects the prediction."	"Form groups of students with different levels of language proficiency. Have students from each group choose a part of the text and make predictions about what might happen onwards. Then, have them use the details from the text to confirm or correct their predictions. Finally, have them write down their prediction and the reasons why the detail they selected confirms or corrects the prediction."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T62	SLD, first and second sentences	"Make groups of students with mixed language-dominance. Have students on each group discuss about what Daniel Burnham and Jane Addams made to help their community."	"Form groups of students with different levels of language proficiency. Have students in each group discuss what Daniel Burnham and Jane Addams did to help their community."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T66	SLD, first sentence	"Have students think about four words with different quantity of syllables."	"Have students think of four words with different numbers of syllables."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T66	Lesson 1, Focus on Strategies, fourth and fifth sentences	"Some words have hiatus, the encounter of two strong vowels where each one belongs to a different syllable. On the other hand, diphthongs are the encounter of a strong vowel and a weak vowel, or two weak vowels inside a same syllable."	"Some words have a hiatus, the combination of two strong vowels where each one belongs to a different syllable. On the other hand, diphthongs are the combination of a strong vowel and weak vowel, or two weak vowels in the same syllable."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T66	Lesson 1, Model and Practice, first sentence	"To demonstrate how to segment a word into syllables, write the following words on the board: <i>casamiento</i> , <i>canción</i> , <i>teatro</i> , y <i>dar</i> ."	"To demonstrate how to segment a word into syllables, write the following words on the board: <i>casamiento</i> , <i>canción</i> , <i>teatro</i> , and <i>dar</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T67	Lesson 3, Focus on Strategies, third and fourth sentences	"However, a word can have only one syllable. Some words have hiatus, the encounter of two strong vowels where each one belongs to a different syllable. On the other hand, diphthongs are the encounter of a strong vowel and a weak vowel, or two weak vowels inside a same syllable."	"However, a word can have only one syllable. Some words have a hiatus, the combination of two strong vowels where each one belongs to a different syllable. On the other hand, diphthongs are the combination of a strong vowel and a weak vowel, or two weak vowels in the same syllable."

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T72	Spelling, sub-head	"Segmenting into Syllables"	"Segmenting in Syllables"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 1, T79	Opinion Essay	<p>"Have students practice reading a stack text.</p> <ul style="list-style-type: none"> • Have partners take turns reading sentences from a stack text. Correct their pronunciation and intonation as needed. • Have partners take turns reading sentences of a stack text. Ask them to help each other with pronunciation and intonation as needed. • Have partners silently read the same stack text. Have them ask each other for help with words as needed." 	<p>The English translation was changed to exactly match what the Spanish instruction says:</p> <ul style="list-style-type: none"> • Ask student pairs to take turns reading an opinion essay from the stack. Ask them to identify the introduction and the conclusion, and copy them on a separate sheet of paper. • Then have partners name, without rereading the essay, several supporting reasons the author might have used. Tell students it doesn't matter if the reasons they name are not the same as in the essay. • Finally, have partners reread the essay and compare the reasons they mentioned with the ones the author used. Ask volunteers to share similarities and differences between reasons."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 2, T91	SLD, first sentence	"Have students work in pairs and write a brief paragraph about Sojourner Truth, using the adjectives that she is described with in the primary sources, and some others they happen to know."	"Have students work in pairs and write a brief paragraph about Sojourner Truth, using the adjectives used to describe her in the primary sources, and others they already know."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 2, T98	SLD, first sentence	"Group students with mixed language-dominance."	"Form groups of students with different levels of language proficiency."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 2, T102	Possible Teaching Point, sub-head	"Ask the reader questions"	<delete>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 2, T124	SLD, first senence	"Make groups of students with mixed language-dominance."	"Form groups of students with different levels of language proficiency."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 2, T128	SLD	"Make groups of students with mixed language-dominance. Have students of each group write a brief paragraph to compare Sojourner Truth and Frederick Douglass' personal histories and explain how each one answers the Weekly Question: <i>How can personal stories change society?</i> "	"Form groups of students with different levels of language proficiency. Have students in each group write a brief paragraph to compare Frederick Douglass and Sojourner Truth's personal stories and explain how each one answers the Weekly Question: <i>How can personal stories change society?</i> "
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 2, T135	Apply, first sentence		"My Turn"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 2, T141	Lesson 5, Standards Practice, second paragraph		"Which conjunction and which transition word complete the sentence correctly?"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T160	Minilesson, FOCUS ON STRATEGIES, first bullet	"Ask yourself which details of the biography make up the plot of the person's life story. What is the theme of the narrative?"	"Ask yourself which details of the biography make up the story of the person's life. Is there a plot or is the biography only told in chronological order?"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T164	SPANISH LANGUAGE DEVELOPMENT, second paragraph	"Help students identify the biography elements of <i>"El hombre de mani"</i> . Tell them to work in pairs. Ask questions to guide them on their analysis."	"Help students identify the biography elements of <i>"George Washington Carver"</i> . Tell them to work in pairs. Ask questions to guide their analysis."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T165	Leveled Readers, IDENTIFY BIOGRAPHY, third paragraph	"See <i>Actividades de ampliación</i> , pp. 170–174 in the <i>Centro de recursos para descargar</i> ."	[delete this sentence]
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T202	Minilesson, MODEL AND PRACTICE, point 3, last sentence	"This shows Rodríguez's voice, or personality, is positive."	"This shows Rodríguez's tone is positive."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T202	SPANISH LANGUAGE DEVELOPMENT, second paragraph, first sentence	"Make pairs of students with mixed language dominance."	"Have students work in pairs with mixed levels of language proficiency."

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T204	SPANISH LANGUAGE DEVELOPMENT, whole groups	"Have pairs of students with mixed language dominance brainstorm descriptive words for foods they like, foods they dislike, and foods they have never tried. Have the pairs classify the words in a three column chart with the headings <i>Positivas</i> , <i>Negativas</i> , <i>Neutrales</i> . Encourage students make sentences with the words they thoughtof."	"Have students work in pairs with mixed levels of language proficiency. Ask them to brainstorm descriptive words for foods they like, foods they dislike, and foods they have never tried. Have the pairs classify the words in a three column chart with the headings <i>Positivas</i> , <i>Negativas</i> , <i>Neutrales</i> . Encourage students to create sentences with the words they brainstormed."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T206	SPANISH LANGUAGE DEVELOPMENT, first paragraph	"Tell students that knowing the changes to the spelling of the words when adding suffixes will help them write correctly words with suffixes. Point out that if the suffixes <i>-ez</i> or <i>-eza</i> join a root word ending with <i>c</i> , it is replaced with <i>qu</i> . Also point that sometimes when a suffix is added, the root of the word changes. In addition, the adjectives lose the vowel <i>a</i> or <i>o</i> when a suffix is added."	"Tell students that knowing the changes to word spelling when adding suffixes will help them write words with suffixes correctly. Point out that sometimes when a suffix is added, the root of the word changes. For example, if the suffixes <i>-ez</i> or <i>-eza</i> join a root word ending with <i>c</i> , the letter <i>c</i> is replaced with <i>qu</i> . In addition, adjectives lose the vowel <i>a</i> or <i>o</i> when a suffix is added."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T206	SPANISH LANGUAGE DEVELOPMENT, second paragraph, first sentence	"Have pairs of students with mixed language dominance."	"Have students work in pairs with mixed levels of language proficiency."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T208	SPANISH LANGUAGE DEVELOPMENT, Whole Group, first sentence	"Have pairs of students with mixed language-dominance."	"Have students work in pairs with mixed levels of language proficiency."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T208	LESSON 1, FOCUS ON STRATEGIES, second sentence	"Also remind them that transitional words connect sentences or phrases that are longer, and they help show the relations between the different ideas in a text."	"Also remind them that transitional words connect sentences or phrases that are longer, and they help show the relationship between the different ideas in a text."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T210	Mentor STACK	"The following criteria may be helpful in selecting texts from the stack texts to teach students the elements of opinion essays."	"The following criteria may be helpful in selecting texts to add to your opinion essays stack:"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T212	Reading-Writing Workshop Bridge	"While conferring with students, refer back to the Bridge minilessons on tone and prepositions and prepositional phrases."	"While conferring with students, refer back to the Bridge minilessons on tone and voice, and prepositions and prepositional phrases."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T213	ORGANIZE SUPPORTING REASONS, second paragraph	"Have students work in pairs and have each students write two sentences: one on which they state their opinion and another on which they explain why they have that opinion. Have their partners exchange the sentendes and check each other works and then discuss together. Provide frame sentences, such as: (See Spanish.)"	"Have students work in pairs. Have each student write two sentences: one in which they state their opinion and another in which they explain why they have that opinion. Have partners exchange their sentences, check each other’s work and then, discuss together. Provide sentence frames, such as: (See Spanish.)"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T213	ORGANIZE SUPPORTING REASONS, third paragraph	"Organize students in pairs according to a subject favorite for both. Have them write a paragraph on which they state their opinion giving details. Make sure both students work on the paragraph."	"Have students work in pairs according to their favorite school subject. Have pairs write a paragraph in which they state their opinion giving details. Make sure both students work in the paragraph."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 3, T213	ORGANIZE SUPPORTING REASONS, fourth paragraph	"Have students work indepently on a paragraph on which they state their favorite subject and provide, at least, three sentences on why that is their favorite subject. Have them exchange the paragraph with a partner and discuss together eahc other’s work."	"Have students work independently on a paragraph in which they state their favorite school subject and provide at least three reasons why that is their favorite subject. Have students exchange their paragraph with a partner and discuss each other’s work."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T225	SPANISH LANGUAGE DEVELOPMENT, first paragraph	"Visual Support Read aloud the text and the time line on pp. 328–329 of the <i>Libro interactivo del estudiante</i> . Help students with key vocabulary, including <i>computación</i> , <i>software</i> , <i>páginas interconectadas</i> , <i>conectar</i> , <i>navegador</i> and <i>cambios tecnológicos</i> ."	"Words in Context Read aloud the text and the timeline on pp. 328–329 of the <i>Libro interactivo del estudiante</i> . Help students with key vocabulary, including <i>computación</i> , <i>software</i> , <i>páginas interconectadas</i> , <i>conectar</i> , <i>navegador</i> , and <i>cambios tecnológicos</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T225	SPANISH LANGUAGE DEVELOPMENT, point 1	"1. Have students help select appropriate words to complete these sentences: <i>Sir Tim Berners-Lee was a ____ expert (computer) He made it possible for people to find information through ____ files (linking/connecting) The first ____ made it possible for computer users to find information on the Internet (browser)</i> ."	"1. Write the sentences frames provided on the board. Ask students to complete them out loud, using the vocabulary words from the introductory paragraph. (See Spanish.)"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T225	SPANISH LANGUAGE DEVELOPMENT, point 2	"2. Have students use the key vocabulary orally in both simple and complex sentences to describe the events on the time line."	"2. Organize students in pairs with different levels of language proficiency. Have students use the key vocabulary from the introductory paragraph to form simple and complex sentences to describe the events on the timeline."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T225	SPANISH LANGUAGE DEVELOPMENT, point 3	"3. Have students read the time line events. Ask them to discuss the events with a partner, using the vocabulary above, and then write a brief paragraph explaining Sir Tim Berners-Lee’s impact on the world."	"3. Organize students in small groups with different levels of language proficiency. Have students read the timeline events. Ask them to discuss the events using the vocabulary from the introductory paragraph, and then, to write a brief paragraph explaining Sir Tim Berners-Lee’s impact on the world."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T226	Narrative Nonfiction, last sentence	"Encourage students to ask questions to clarify the information of this narrative nonfiction text and that they follow the routines of planned talk."	"Encourage students to ask questions to clarify the information and follow the routines of planned talk."

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T232	SPANISH LANGUAGE DEVELOPMENT, second paragraph, first sentence	"Make a T-chart with two headings: <i>viewpoint and connections</i> ."	"On the board, create a T-chart with two headings: <i>Punto de vista and Conexiones</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T233	Book Club, bullets	"See Book Club, p. T392–T393, for: • Ideas for weekly Book Club sessions. • Suggested texts to support the unit theme and Spotlight Genre. • Support for groups’ collaboration. • Facilitating use of the trade books."	"See Book Club, p. T392–T393, for: • Teacher's summary of chapters in Sonia Sotomayor. • Talking points to share with students. • Collaboration prompts and conversation starters. • Suggestions for incorporating the Discussion Chart. • Alternate texts to support the unit theme and Spotlight Genre."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T235	First SLD, first paragraph	"Point out that <i>reconstruida</i> in the selection sub title means “built again.” Display and label three images of a house matching these headings: Ruined House, Rebuilding a House, and Rebuilt House."	"Point out that <i>reconstruida</i> in the selection's subtitle means “built again.” Display and label three images of a house matching these headings: <i>Casa arruinada</i> , <i>Casa en reconstrucción</i> and <i>Casa reconstruida</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T235	First SLD, second paragraph	"1. Have students create and complete simple sentences to discuss the pictures. Have them put the pictures in order to show the process of rebuilding a house. You can use frame sentences, such as: (See Spanish.)"	"1. Have students, working in pairs, create and complete simple sentences to discuss the pictures. Have them put the pictures in order to show the process of rebuilding a house. You can use sentence frames, such as: (See Spanish.)"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T240	Possible Teaching Point, first sentence	"To help students recognize that illustrations can serve multiple purposes, ask them what they learned about the described events from the two scenes shown."	The English translation was changed to exactly match what the Spanish instruction says. "Discuss how the author used the illustrations to support the text."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T242	Possible Teaching Point, second and third sentences	"Point out that many past and future forms are sharp words that end in a vowel and, therefore, carry an accent mark. Ask students to read paragraph 25 to identify a verb conjugated in past that is a sharp word and carries an accent mark."	"Point out that many past and future forms are words with the stress on the last syllable that end in a vowel and, therefore, carry an accent mark. Ask students to read paragraph 25 to identify a verb conjugated in past that is a word with the stress on the last syllable and carries an accent mark."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T243	Possible Teaching Point, first sentence	"Remind students that many forms of verbs in the past and in the future are sharp words that end in vocal and that, therefore, carry an accent mark."	"Remind students that many forms of verbs in the past and in the future are words with the stress on the last syllable that end in a vowel and that, therefore, carry an accent mark."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T243	Possible Teaching Point, second sentence	"Ask students to take a look at paragraphs 35 and 36 , and identify verbs conjugated in the past and in the future that are sharp words and carry an accent mark."	"Ask students to take a look at paragraphs 35 and 36 , and identify verbs conjugated in the past and in the future tense that are words with the stress on the last syllable and carry an accent mark."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T243	Close Read, Possible Response, third sentence	"I try to save trees by using both sides of a piece of paper before recycling it, and I think everyone should act in a sustainable way."	"<deleted>I think everyone should act in a sustainable way."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T245	Possible Teaching Point, second sentence	"Ask students to share their ideas about how they could explain what <i>consejos</i> is by comparing it to something familiar."	"Ask students to share their ideas about how they could explain what <i>consejos</i> means by comparing it to something familiar."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T254	SLD, second paragraph	"Have small groups of students with mixed language-dominance. Say each word and ask the groups discuss similar events on their lives related to the word."	"Form small groups of students with different levels of language proficiency. Say each word aloud and have the groups discuss similar events from their lives related to the word."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T256	SLD, second paragraph, first sentence	"Have partners with mixed language-dominance use the vocabulary words to ask and answer questions about events their lives."	"Organize students with different levels of language proficiency into pairs, and have them use the vocabulary words to ask and answer questions about events in their lives."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T260	SLD, second paragraph, third sentence	"Then ask them to tell what the author says about how that result affected people."	"Then, each student should tell their partner what the author says about how that result affected people."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T260	SLD, third paragraph, first sentence	"Have students with mixed labguage-dominance give a short presentation about how the tornado affected people, including what the author thinks about those effects."	"Form small groups of students with different levels of language proficiency. Ask them to give a short presentation about how the tornado affected people, including what the author thinks about those effects."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T262	SLD, first paragraph, last sentence	"Have them practice confirming understanding."	"Have them practice confirming their understanding,"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T262	SLD, second paragraph, first sentence	" Bilingual pairs Help pairs read aloud to each other from <i>Libro interactivo del estudiante</i> p. 342."	" Bilingual Pairs Organize students in pairs with different levels of language proficiency. Have them read aloud to each other p. 342 in the <i>Libro interactivo del estudiante</i> ."

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T262	SLD, third paragraph, first sentence	" Bilingual groups Have pairs read aloud to each other from <i>Libro interactivo del estudiante</i> pp. 342."	" Bilingual Groups Organize students with different levels of language proficiency into small groups. Have them read aloud to each other p. 342 in the <i>Libro interactivo del estudiante</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T269	Leveled Readers, third paragraph	"See <i>Actividades de ampliación</i> pp. 170–174, in the <i>Centro de recursos para descargar</i> ."	"<deleted>"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T270	SLD, third paragraph, first and second sentence	"Have pairs of students with mixed language-dominance. Write a word from the academic vocabulary list on the board."	"Form Pairs of students with different levels of language proficiency. Write a word from the academic vocabulary list on the board."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T272	SLD, first paragraph, third sentence	"Encircle <i>rás</i> ."	"Circle <i>rás</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T272	SLD, first paragraph, fourth sentence	"Count the number of syllables and explain that it is <i>aguda</i> because the accent falls on the last syllable and has an acute accent because it ends in s ."	"Count the number of syllables and explain that it is <i>aguda</i> because the accent falls on the last syllable and has a written accent because it ends in s ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T272	SLD, second paragraph, first sentence	"Have pairs of students with mixed language dominance."	"Form pairs of students with mixed levels of language proficiency levels."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T278	SLD, second paragraph, fourth sentence	"Have them discuss the difference between <i>cambio /cambió , salto /saltó</i> and think of the accentuation rules, especially of the acute words accentuation rules."	"Have them discuss the difference between <i>cambio /cambió , salto /saltó</i> and think about the accentuation rules, especially accentuation rules for words that are <i>agudas</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T278	SLD, second paragraph, third sentence	"Have students work in pairs with mixed language dominance."	"Have students work in pairs of mixed language-proficiency levels."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T280	SLD, last sentence	"Provide the following frame sentences for students to practice the use of definite articles to talk about things in general: (See Spanish.)"	"Provide the following sentence frames for students to practice the use of definite articles to talk about things in general: (See Spanish.)"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T280	SLD, Contrative Analysis	"CONTRATIVE ANALYSIS During the time of connection between both languages or in the activities in the bilingual centers, point out that, in English, definite articles are less frequently used to talk in a general sense about things."	DELETED CONTRASTIVE ANALYSIS PARAGRAPH BECAUSE IT WAS NOT PRESENT IN SPANISH.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T280	Lesson 2, Focus on Strategies, second and third sentences	"For example: (See Spanish.) These are called indefinite articles; if something is mentioned again, a definite article is used: (See Spanish.)"	EDITS MADE TO MATCH SPANISH INSTRUCTION. "When something is mentioned for the first time, an indefinite article is used; if something is mentioned again, a definite article is used: (See Spanish.)"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T280	Lesson 2, Focus on Strategies, fifth and sixth sentence	"Adjectives are words that describe the noun and that there is also gendernumber agreement with it."	"Adjectives are words that describe the noun and also have gender-number agreement."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T280	Lesson 2, Apply, first sentence	"In pairs, ask student to write two sentencea that include articles, objective pronouns, and adjectives."	"In pairs, ask students to write two sentences that include articles, objective pronouns, and adjectives."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T281	Lesson 5, Apply	"Have students complete Language & Conventions p. 146 from the."	"Have students complete Language and Conventions p. 146 from the <i>Centro de recursos para descargar</i> ."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T285	REVISE DRAFTS AND ADD LINKING WORDS, second paragraph	"Have students work in pairs. After you read a familiar story, ask students to identify their favorite character and why. Provide frame sentences, such as: (See Spanish)"	"Have students work in pairs. After you read a familiar story, ask student pairs to identify their favorite characters and tell why. Provide sentence frames, such as: (See Spanish.)"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T285	REVISE DRAFTS AND ADD DETAILS, first paragraph, first sentence	"Have students support an opinion with details. Display the open-ended prompt <i>My favorite season is ____.</i> "	"Have students support an opinion with details. Display the open-ended prompt <i>Mi estación favorita del año es ____.</i> "
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 4, T285	REVISE DRAFTS AND ADD DETAILS, second paragraph	"Then have them write one or two sentences to support the statement of which is their favorite season. Provide frame sentences, such as: (See Spanish.)"	"Then, have them write one or two sentences to support the statement of which is their favorite season. Provide sentence frames, such as: (See Spanish.)"

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T299	SLD, second paragraph	"This is drama or a play that tells a story. In the story, Michael is serving food on a shelter’s refugee with the service club when he sees that one of his classmates, Owen, lives at the refugee. Michael decides to gather donations to make the refugee a place where to live."	"This is a drama or a play that tells a story. In the story, Michael is serving food at a homeless shelter with the service club when he sees that one of his classmates, Owen, lives at the shelter. Michael decides to collect donations to make the shelter a happier place to live."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T309	Possible Teaching Point, first sentence	"Explain to students that analyzing an author’s word choices can help them identify the author’s message."	"Author's Purpose Explain to students that analyzing an author’s word choices can help them identify the author’s message."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T313	Possible Teaching Point, first to fifth sentences	"Point out the word <i>casa</i> in paragraph 26. Tell students to draw on their prior knowledge to identify the word as a noun. Say that this word can also be used as an adjective by adding <i>da</i> . Give students an example by using the word <i>casada</i> in a sentence. (<i>Una de mis tías es soltera y la otra es casada</i> .) Then ask them to write a sentence using <i>casa</i> as a noun, and another using <i>casada</i> as an adjective."	"Point out the words <i>cercas</i> in paragraph 26 and <i>cercado</i> in paragraph 28. Tell students to draw on their prior knowledge to identify the first word as a noun and the second one as an adjective. Explain that <i>cercar</i> is a verb that means "encerrar con una cerca," and the adjective <i>cercado</i> , which means "que está encerrado con una cerca," comes from this verb. Then ask them to write sentences using the noun, the verb, and the adjective."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T313	Spanish Possible Teaching Point, first to fifth sentences	"Señale la palabra <i>casa</i> en el párrafo 26. Pida a los estudiantes que usen su conocimiento previo para identificarla como un sustantivo. Dígalos que esta palabra también se puede usar como un adjetivo, agregándole <i>da</i> . Deles un ejemplo usando la palabra <i>casada</i> en una oración. (<i>Una de mis tías es soltera y la otra es casada</i>). Luego, pídeles que escriban una oración usando <i>casa</i> como sustantivo y otra usando <i>casada</i> como adjetivo."	"Señale las palabras <i>cercas</i> en el párrafo 26 y <i>cercado</i> en el párrafo 28. Pida a los estudiantes que usen su conocimiento previo para identificar la primera como un sustantivo y la segunda como un adjetivo. Explique que <i>cercar</i> es un verbo que significa "encerrar con una cerca" y que de este verbo se obtiene el adjetivo <i>cercado/a</i> , que significa "que está encerrado con una cerca". Luego, pídeles que escriban oraciones usando el sustantivo, el verbo y el adjetivo."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T316	Close Read, first paragraph, second sentence	"Tell them that earlier we were wondering what happened to the shells on the beach."	"<deleted>"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T317	Possible Teaching Point, first and second sentences	"Remind students that the author’s message is an idea the author wants the reader to understand. The words the author chooses can help you define the message."	"Explain to students that analyzing an author's word choices can help them identify the message."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T321	Possible Teaching Point	"Remember that authors choose descriptive language to achieve specific purposes."	"Remember that authors choose descriptive language to achieve specific purposes. For example, in paragraph 75, the author chose to use the verb <i>conservar</i> in reference to history with the purpose of conveying the idea that history needs to be protected, not just remembered."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T324	SLD, first paragraph, first sentence	"During fluency activity on p. T324, have pairs of students with mixed language-dominance take turns to read the passages."	"During the Fluency activity on p. T324, have pairs of students with different levels of language proficiency take turns reading the passages."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T324	SLD, second paragraph, first sentence	"During Conferring activity on p. T325 have groups of students with mixed language-dominance."	"During the Conferring activity on p. T325, form groups of students with different levels of language proficiency."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T332	SLD, second sentence	"Have groups of students with mixed language-development and have them try to ask and answer among them the difficulties of comprehension of a text."	"Form groups of students with mixed language-development and have them try to ask and answer questions amongst themselves about what it is they don’t understand in a text."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T334	SLD, third sentence	"Then have them discuss with the group."	"Then, have students discuss and debate their opinions with their classmates."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T337	Leveled Readers, second paragraph	"See Extension Activities pp. 174–175 in Centro de recursos para descargar."	"<deleted>"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T347	Lesson 4, Focus on Strategies	"Review the concept of homographs. Remind students that homographs are words that are spelled the same but have different meanings."	"Remind students that appropriate use of accentuation is necessary to write verb tenses correctly."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T347	Lesson 4, Model and Practice	"Display the following homographs: tú and cuándo. Have volunteers say the words aloud. Remind students that homographs can be pronounced differently depending on their use. Make sure to say both words with each pronunciation."	"Display the following verbs: golpeo and golpeó. Have volunteers say the words aloud. Remind students that accentuation of verbs follows the same rules of the rest of the words, and many verbs in the past and the in the future forms are stressed in the last syllable and end in a vowel; therefore, they carry an accent mark."

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T347	Lesson 4, Apply	"Have students create cards of the spelling words from last week. On the back side, have them write the multiple definitions for each word. Have students use the cards to quiz each other on the spellings of the homographs. Then have them discuss and compare the definitions of each homograph."	"Have students write sentences with the spelling words from last week. Then, have volunteers read them aloud and determine, together with the class, whether the verbs are used correctly."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T347	Lesson 4, Writing Workshop	"As students proofread their writing, remind them to check their use of homographs. Have them make sure they are spelling and using the homographs correctly."	"As students proofread their writing, remind them to check the accentuation of conjugated verbs. Tell them to be sure accent marks are used correctly to ensure the text can be understood."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T348	Lesson 1, Apply	"Have students write a sentence that uses an adjective and an article. Have them exchange their sentence with a partner. Have the partner underline any adjectives in the sentence and circle any articles used in the sentence."	"Have students write a sentence that uses an adjective and an article. Have them exchange their sentence with a partner. Have the partner underline any adjectives and circle any articles used in the sentence. Then, have the partner explain out loud the function of each word in the sentence and how articles and adjectives are different from one another."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T348	Lesson 2, Model and Practice	"Write the following sentence on the board: Mi gato camina silenciosamente por la habitación. Read the sentence aloud. Have a volunteer identify the adverb in the sentence (silenciosamente). Then have the volunteer say whether the adverb tells more about how, when, or where the cat sneaks. (how)"	"Write the following sentence on the board: (See Spanish.) Read the sentence aloud. Have a volunteer identify the adverb in the sentence and orally explain the function of the adverb. (silenciosamente). Ask a volunteer to indicate whether the adverb says more about how, when, or where the cat walks. (how)"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 5, T349	Lesson 3, Model and Practice, first paragraph, last sentence	"Then have another volunteer say what each adverb says about the action (mucho: how; de nuevo: when)."	"Then, have another volunteer identify the function of each verb (mucho: how; de nuevo: when)."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 6, T371	SPANISH LANGUAGE DEVELOPMENT, first paragraph	"Organize information Explain students that, usually, informative texts have a specific structure and a way of organising information. Have students analyze structure and ways of organizing information in the student's model."	"Organize Information Explain to students that, usually, informational texts have a specific structure and a way of organizing information. Have students analyze structure and ways of organizing information in the Student's Model."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 6, T371	SPANISH LANGUAGE DEVELOPMENT, third paragraph, first sentence	"Tell students they can write down everything they notice on their writing notebooks."	"Tell students they can write down all of their observations in their writing notebooks."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Week 6, T373	SPANISH LANGUAGE DEVELOPMENT	"Explain students that “evidencia de primera mano” means that the information comes from an original source and that there was no intermediance between the source and the reader. Though, newspapers, letters, and interviews are primary sources. Considering that, and comparing, invite students to think why encyclopedias or biographies are secondary sources."	"Explain to students that evidencia de primera mano means that the information comes from an original source and that there were no intermediaries between the source and the reader. That is why diaries, letters, and interviews are primary sources. Considering that, invite students to think why encyclopedias or biographies are secondary sources, comparing them to primary sources."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Book Club, T382	LAUNCH THE BOOK, third and fourth sentences	"Throughout the book, students will learn about the path she followed in order to be elected for that post: her childhood in New York, her time at school, her time at university, her first experiences as a lawyer and the achievements in her career. They will find out about her family, and how they were of influence. Her story is a story of effort, will and ambition. A retelling of her life highlights, a glossary, a chronology, a biography and a notes index is included at the end of the book."	"Throughout the book, students will learn about the path she followed in order to be elected for that post: her childhood in New York, her time at school, her time at university, her first experiences as a lawyer, and her professional achievements throughout her career. They will learn about her family, and how they influenced her. Her story is a story of effort, will and ambition. A retelling of her life highlights, a glossary, a chronology, a bibliography, and notes index are included at the end of the book."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Book Club, T390	Teacher’s Summary, Pages 25–32	"Not only did Sonia graduate from Princeton, but she went on to study at Yale and graduated as a lawyer. In these pages, we find out about the beginning of her professional career and the law firms she works at. These are very important years for her career: she becomes the first female, New Yorker Federal Judge, and then she gets promoted to Judge of the Court of Appeals for the Second Circuit. Sonia starts to really stand out in her profession."	"Not only did Sonia graduate from Princeton, but she went on to study at Yale and graduated as a lawyer. In these pages, we learn about the beginning of her professional career and the law firms where she worked. These are very important years for her career: she becomes the first female New York Federal Judge, and is later promoted to Judge of the Court of Appeals for the Second Circuit. Sonia starts to really stand out in her profession."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, Book Club, T393	Session 9, CONVERSATION STARTERS, third bullet	"Who are there to give her their support, feeling proud?"	"Who was there to give her their support? Who was proud of her?"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 1, page T24	SLD, first paragraph	"Tell students they will work in small groups to practice how to recognize the elements of an informative text."	"Tell students they will work in small groups to practice how to recognize the features of an informational text."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 1, page T36	SLD, first sentence	"Point out to students the word caravana on the box "Tienes correspondencia"."	"Point out the word caravana in the box "Tienes correspondencia"."

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Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 1, page T38	SLD, second paragraph, first sentence	"Have pairs of students think how the lifestyle of a nomadic is, such as afar town, in comparison to sedentary lifestyle, such as havasupai town."	"Have pairs of students think how the nomadic lifestyle of a people like the Afar compares to the sedentary lifestyle of the Havasupai people."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 1, page T58	SLD, first paragraph	"Review with students that readers make predictions before reading or as they read a text, and that then they use what they rode to correct or confirm what they have predicted."	"Review with students that readers make predictions before reading or as they read a text, and then they use what they read to correct or confirm what they have predicted."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 1, page T58	SLD, second paragraph, first sentence	"Have students work in small groups and have them predict what elements can appear on a text."	"Have students work in small groups to predict what features might appear on the text."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 2, page T92	Page's title	"Interact whit Sources"	"Interact with Sources"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 2, page T132	Lesson 1, MODEL AND PRACTICE, first sentence	"To demonstrate how to use pronounce words with mp, mb, nv, write the following words on the board: simpatía, bambú, convenir."	DELETED EXTRANEIOUS WORD IN SENTENCE, HIGHLIGHTED IN RED BELOW. "To demonstrate how to [deleted] pronounce words with mp, mb, nv, write the following words on the board: simpatía, bambú, convenir."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 2, page T140	SLD, single paragraph	"Have students work independently on writing two sentences. One sentence has to contain a capital letter due to punctuation, and the other, due to being proper noun. Then have them exchange their sentences with a partner to identify the capital letters and mention its uses."	"Have students work independently on writing two sentences. One sentence has to contain a capital letter due to punctuation rules, and the other, because it is a proper noun. [deleted]"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 3, page T174	Possible Teaching Point, Word Study, first and second sentences	"Explain students that sometimes, the same word can be written with y and ll, but depending on which one is used, the meaning will change."	"Explain to students that sometimes a word can change its meaning when a letter is changed. For example, by changing y to ll in a word, we can make a new word that sounds the same but has a different meaning."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 3, page T184	SLD	"Have students work in pairs or small groups to discuss about the features of the text structures of cause and effect, problem and solution, and sequence that help identify. Also ask them to look for examples of those structures in <i>Un plan de seguridad: en caso de emergencia</i> and discuss how the text structure helps them determine the purpose of writing of the author."	"Have students work in pairs or small groups to discuss the features in the text structures of cause and effect, problem and solution, and sequence that help identify each structure. Then ask students to look fot examples of those structures in <i>Un plan de seguridad: en caso de emergencia</i> and discuss how the text structure helps them determine the author's purpose."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 3, page T188	SLD, first and second sentences	"Have students work independently to think on a procedure of the school classroom. Have them discuss the procedure steps disorganized, with no order words, in a separate sheet of paper."	"Have students work independently to think of a classroom procedure. Have them write down the procedure steps out of order, with no order words, on a separate sheet of paper."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 4, page T223	SLD, last sentence	Encourage students to work in aprs and think their own questions about the text, using the academic vocabulary words, and then share with the group, so as classmates answer.	Encourage students to work in pairs and think of their own questions about the text, using the academic vocabulary words, and then share with the group, for classmates to answer.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 4, page T290	Model and Practice, second paragraph, second and third sentences	Comment on the importance of the point and the question and exclamation marks. Ask volunteers to read sentences aloud, using the expression to demonstrate the type of score.	Discuss the importance of opening and end marks and ask volunteers to read sentences aloud, using expression to indicate different punctuation marks.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 5, page T312	Close Read, Evaluate Details, first paragraph, second sentence	Have students scan p. 588 and highlight details that determine which was the ants' and the gods' work to feed the Aztec people.	Have students scan p. 586 and highlight details that determine what the ants' and the gods' work to feed the Aztec people was.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 5, page T326	SLD, first paragraph, run-in head	Pairs of Bilingual Students	Bilingual Pairs
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 5, page T346	Lesson 1, Model and Practice, last sentence	Then have another volunteer tell when do we use <i>tú</i> (when we are familiar with the other person) and when do we use <i>usted</i> (when the other person is an adult we are not acquainted with).	Then have another volunteer tell when we use <i>tú</i> (when we are familiar with the other person) and when we use <i>usted</i> (when the other person is an adult we are not acquainted with).
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, Week 6, page T371	SLD, second and third sentences	Format includes the use of rounded or italics font and quotation marks. Point out that the titles of books are written in italics, but the name of the author and publishing company, in rounded writing.	Format includes the use of roman or italics font and quotation marks. Point out that the titles of books are written in italics, but the name of the author and publishing company, in roman.

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Spanish Language Arts and Reading, Grade 4 <i>Texas miVisión Lectura - Print + Online, Grade 4</i> (ISBN 9780134920559) <i>Texas miVisión Lectura - Online, Grade 4</i> (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780328992300	Student	Unit 2, Week 5, p. 382		State Review Panel comment: Distinguish in text the meaning of synthesis and summary; most text is about summary	To address review comments: 1) Changed first sentence FROM "Los lectores resumen o combinan información para profundizar su comprensión sobre un tema." TO "Los lectores resumen y combinan, o sintetizan, información para profundizar su comprensión sobre un tema." 2) Changed the heading of the bottom portion of the table FROM "Resumir la información recopilada" TO "Resumir y sintetizar la información recopilada"
State Review Panel	Editorial Change	9781418268725	Teacher	Unit 2, T325	Student Edition reduction, page 382	Student Edition page reduction	To address review comments: We replaced the Student Edition page reduction with the revised Student Edition page reduction that reflects the edits described in this document.
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 90	Vocabulario en contexto	[missing text]	idéntico que parece ser exactamente igual
Publisher	Editorial Change	9781418268725	Teacher	All Units	English SLD, last sentece (footnote) - NEW SENTENCE ADDED	[missing text]	This is a global change in all Units for Spanish Language Development, Minilesson Support pages: "See the online <i>Dual Language Educators’ Implementation Guide</i> for additional writing support."
Publisher	Editorial Change	9781418268725	Teacher	All Units	Spanish SLD, last sentece (footnote) - NEW SENTENCE ADDED	Resumir la información / First paragraph	This is a global change in all Units for Spanish Language Development, Minilesson Support pages: Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a <i>Dual Language Educators' Implementation Guide</i> .
Publisher	Editorial Change	9781418268725	Teacher	All Units	English SLD, Develop structure	"These Spanish Language Development activities will help students to improve the structure and detail in their writings. Whenever possible, have students with advanced knowledge of Spanish work with students with lower knowledge. Among partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."	This is a global change in all Units for Spanish Language Development, Minilesson Support pages: "These targeted language development activities will help students improve both the structure of as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency levels work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, UP, page T13	Eng wrap, SLD heading	SPANISH LANGUAGE DEVELOPMENT	BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 1, page T64	Eng wrap, Lesson 1, Model and practice	"To demonstrate that suffixes change the time of a verb and make adjectives, use the example (See Spanish.)"	"To demonstrate that suffixes change the tense of a verb and can form adjectives, use the example (See Spanish.)"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 1, page T67	Eng wrap, Apply	"Direct students to go back to El canto de las palomas and circle lines in the paragraphs that connect to the graphic features in the story."	"Direct students to go back to El canto de las palomas and underline sentences in the paragraphs that connect to the graphic features in the story."

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Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 2, page T108	Eng wrap, new paragraph between Close Read, Vocabulary in Context and Possible Teaching Point	-	"Possible Response: Another meaning of the word aguda is smart, and a central idea of the biography is that Mary is intelligent."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 3,	Eng wrap, Lesson 1, Focus on Strategies,	"The hiatus can be made up of two different strong vowels: <i>a</i> , <i>e</i> , <i>o</i> . The nouns with a hiatus separate strong vowels both in the singular and plural form of the word."	"The hiatus can be made up of two different strong vowels: <i>a</i> , <i>e</i> , or <i>o</i> . The strong vowels in a hiatus are separated both in the singular and plural form of words."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 3,	Span, Lección 1, Enfoque en las estrategias	Las vocales fuertes de los hiatos se separan tanto en	"Las vocales fuertes de los hiatos se separan tanto en palabras en plural como en palabras en singular."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 3,	Eng wrap, Lesson 3, Focus on Strategies	"Remind students that the combination of strong vowels make up a hiatus and how these vowels belong to different syllables."	"Remind students which combinations of strong vowels make up a hiatus and that these vowels belong to different syllables."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 3, page T202	Eng wrap, Lesson 2, Apply, second sentence	"For each sentence or phrase partners should identify the subject, predicate, and if it is a fragment or a complete sentence, and modify each fragment in order to form a complete sentence."	"For each sentence or phrase, partners should identify the subject and predicate, determine whether it is a fragment or a complete sentence, and modify each fragment in order to form a complete sentence."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Check for Understanding	<orange bold font>"CHECK FOR UNDERSTANDING"	<black bold font>"CHECK FOR UNDERSTANDING" and add missing Student Interactive reproduction for p. 77
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, SLD	"Explain to students that both hiatus and diphthong are a combination of two vowels. Point out that, when there is hiatus, the vowels are pronounced in different syllables. For	"Explain to students that both the hiatus and the diphthong are a combination of two vowels. Point out that, when there is a hiatus, the vowels are pronounced in different
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Lesson 1, Focus on Strategies,	"A hiatus is made up of a strong vowel and a weak, tonic vowel. The weak vowel can appear first, followed by a weak, tonic vowel, or it can be the other way around. Separate into syllables: <i>rí-o</i> ."	"A hiatus is made up of a strong vowel and a weak, stressed vowel. The strong vowel can appear
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Lesson 5, Assess Understanding	"To evaluate how well students recognize hiatus, have them divide the following words into syllables, using their knowlegde about orthographic patterns and rules. (See	"To evaluate whether students can identify a hiatus, have them divide the following words into syllables, using their knowledge about spelling patterns and rules. (See
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, subhead, second row	"Fix Malformed Sentences"	"Fix Incorrect Sentence Structure"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Lesson 1, Focus on Strategies	"Explain that a complete simple sentence has a noun (a subject) and a verb and expresses a complete idea."	"Explain that a complete simple sentence has a subject and predicate, and that it expresses a complete idea."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Lesson 2, icon, title, and first sentence	"FLEXIBLE OPTION <icon>; Oral Language: Fix Malformed Sentences	"Delete Flexible Option icon; Oral Language: Fix incorrect sentence structure; FOCUS ON STRATEGIES Define run-on sentences as two or more sentences linked together but
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Lesson 3, Focus on Strategies	"Identifique a una oración mal formada como una oración	"Las oraciones que tienen dos o más cláusulas independientes que no están conectadas entre sí y no tienen la puntuación correcta son oraciones mal formadas. Diga que este
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Lesson 3, Focus on Strategies	"Identify a malformed sentence as having more than one complete idea. Say that a malformed sentence can be broken into two complete simple sentences."	"Sentences with two or more independent clauses that lack connecting words and correct punctuation are called run-on sentences. Explain that run-on sentences can be
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 4,	Eng wrap, Lesson 3, Model and Practice	"Display a malformed sentence. Invite a volunteer to tell how to correct the sentence. (See Spanish.)"	"Display a run-on sentence. Invite a volunteer to explain how to correct the sentence. (See Spanish.)"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 5,	Eng wrap, SLD, second paragraph	"Ask student pairs to find the definition of a word with the prefix <i>im</i> -, and compare the definition of the word with and without the prefix."	"Ask student pairs to find the definition of a word with the prefix <i>im</i> -, and compare the definition of the word with and without the prefix. You can encourage students to repeat the
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 5, page T332	Eng wrap, Lesson 1, Focus on Strategies, third sentence	""For example, when imborrrable and incompleto mean that something cannot be erased or that something is not complete. "	Delete sentence.
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 3, Model and Practice, first and sentences	" <i>Actuar</i> is a verb that means “to express.” <i>Sobreactuar</i> is also a verb and it means “to express in an exaggerated way.”"	" <i>Actuar</i> is a verb that means “to express oneself.” <i>Sobreactuar</i> is also a verb and it means “to express oneself in an exaggerated way.”"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 4, Spiral Review, title	"Spiral Review: Hiatus with a Strong Vowel and a Weak, Tonic Vowel <i>ía</i> , <i>úa</i> , <i>éi</i> , <i>ái</i> , <i>ío</i> , <i>áu</i> "	"Spiral Review: Hiatus with a Strong Vowel and a Weak, Stressed Vowel <i>ía</i> , <i>úa</i> , <i>éi</i> , <i>ái</i> , <i>ío</i> , and <i>áu</i> "
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 4, Model and Practice	"Call on a student to give an example of a word containing a hiatus made up by a strong vowel and a weak, tonic vowel, like <i>páis</i> or <i>grúa</i> . Comment that to know what a hiatus is will help them separate words into syllables."	"Call on a student to give an example of a word containing a hiatus made up of a strong vowel and a weak, stressed vowel, like <i>páis</i> or <i>grúa</i> . Explain that understanding what a hiatus is will help them be able to separate words into syllables."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 4, Apply, first sentence	"Have each student pick two or three hiatus with a strong vowel and a weak, tonic vowel and make a list of words containing these specific hiatus."	"Have each student pick two or three examples of a hiatus with a strong vowel and a weak, stressed vowel and make a list of words containing these specific hiatus."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 5, Assess Understanding, second paragraph	"Have students use their knowledge of prefixes to define each word. (Possible definitions: <i>inútil</i> : to be useless; <i>subrayar</i> : to signal something by drawing a line)"	"Have students use their knowledge of prefixes to define each word. (Possible definitions: <i>inútil</i> : to be useless; <i>subrayar</i> : to emphasize something by underlining it.)"

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Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 2, page T95	Eng wrap, SLD	"To help prepare students for the oral reading of “Polillas escondidas” read aloud this short summary: In England during the Industrial Revolution, pollution from all of the new factories made the air dark and dirt-colored moths started living longer than light-colored moths because the dark moths blended in with the darker air, and birds could not see them as well. After England’s air pollution improved, the light-colored moths became common again."	Delete text and insert "(See Spanish.)"
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 2, page T148	Eng wrap, SLD, second paragraph	"Pair up students and ask them to take turns to break Spelling Words into syllables."	"Pair up students and ask them to take turns dividing spelling words into syllables."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 2, page T148	Eng wrap, Lesson 2, Model and practice, second sentence	"Point to the diphthongs and segment the words in syllables while reading them aloud."	"Point to the diphthongs and divide the words in syllables while reading them aloud."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 3, page T186	Eng wrap, Possible Teaching Point, first sentence	"Remind students that simile compares two different things by the words como or parece, and a metaphor compares two different things without using those words."	"Remind students that a simile uses the words como or parece to liken two things, while a metaphor does the same thing without using those words."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 3, page T186	Eng wrap, Possible Teaching Point, fourth sentence	"Guide students to notice that the metaphor compares brook with a living thing."	"Guide students to notice that the metaphor compares a brook with a living thing."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 3, page T206	Eng wrap, Lesson 1, Focus on Strategies, third sentence	"Model how to segment these words into syllables."	"Model how to divide these words into syllables."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 3, page T206	Eng wrap, Lesson 1, Model and Practice, second sentence	"Then, have them segment each word into syllables, considering the diphthong."	"Then, have them divide each word into syllables, considering the diphthong."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 3, page T206	Eng wrap, Lesson 2, My Turn, second sentence	"Ask them to identify diphthongs and segment the words into syllables."	"Ask them to identify diphthongs and divide the words into syllables."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 3, page T214	Eng wrap, Lesson 2, Focus on Strategies, last sentence	"Common nouns can go together with articles that must agree in genre and number, hereas proper nouns can not take articles: (See Spanish.)"	"Common nouns can go together with articles that must agree in gender and number, whereas proper nouns usually do not take articles: (See Spanish.)"
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 3, page T214	Spanish, Lección 2, Enfoque en las estrategias, last sentence	Los sustantivos comunes pueden ir acompañados por artículos, que concuerdan en género y número, mientras que los sustantivos propios no; la maestra, Sra. Alba, unas ciudades, Nueva York.	Los sustantivos comunes pueden ir acompañados por artículos que concuerdan en género y número, mientras que los sustantivos propios no suelen llevar artículo: <i>la maestra, la Sra. Alba, unas ciudades, Nueva York.</i>
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, Week 4, page T272	Eng wrap, SLD, first paragraph, last sentence	"Ask students to discuss what they visualize when they read the sentence and work with them to make them notice that the literary image includes a metaphor, since there is a comparison between the tunnel and a mouth."	"Ask students to discuss what they visualize when they read the sentence and point out that the literary image includes a metaphor, since there is a comparison between the tunnel and a mouth."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 1,	Eng wrap, Lesson 3, Focus on Strategies, first sentence	"Say that a preposition is a word that helps show relationships."	"Explain that a preposition is a word that helps show relationships."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 1,	Eng wrap, Lesson 4, Writing Workshop	"As students begin their drafts during Writing Workshop, remind them to use prepositions and prepositional phrases thoughtfully to show relationships, to tell direction, or to add to a	"As students begin their drafts during Writing Workshop, remind them to use prepositions and prepositional phrases thoughtfully to show relationships, to indicate location, or to add to a
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 1,	Taller de escritura, last sentence	"Tal vez quiera que los estudiantes intercambien	Tal vez quiera que los estudiantes intercambien
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 2,	Eng wrap, Lesson 1, Focus on Strategies, second	"Explain that when words are <i>agudas</i> , they have a written accent on the last syllable when it finishes with <i>-n</i> , <i>-s</i> or vowel."	"Explain that when words that are <i>agudas</i> end in <i>-n</i> , <i>-s</i> , or a vowel, they have a written accent on the last syllable."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 2,	Eng wrap, Lesson 1, Focus on Strategies, second	"They have a written accent when they don’t finish with <i>-n</i> , <i>-s</i> or vowel."	"They have a written accent on the second-to-last syllable when they don’t end with <i>-n</i> , <i>-s</i> , or a vowel."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 2,	Eng wrap, Lesson 1, Model and Practice, third sentence	"Then, as a class, break into syllables the word (<i>im-pul-si-vo</i> .)"	"Then, as a class, divide it into syllables (<i>im-pul-si-vo</i> .)"
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 2,	Eng wrap, SLD	"Offer these sentence frames: <i>The author creates a _____ mood. Words such as _____, _____, and _____ add to this mood.</i> "	"Offer these sentence frames to students to complete: (See Spanish.)"
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 2,	Eng wrap, SLD, first sentence	"Students from some language backgrounds may struggle to recognize the plural form of nouns and verbs."	"Students with reduced Spanish-language proficiency may struggle to recognize the plural form of nouns and verbs."

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Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 3,	Eng wrap, SLD, second paragraph, first sentence	"Then ask students to work with a partner and take turns to retell the moment and make an illustration that supports or enriches their partner’s story."	"Then, ask students to work with a partner and to take turns retelling the moment. The other partner should draw an illustration that supports or enriches their partner’s story."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Eng wrap, SLD, first paragraph, second	"Point out that some words do not carry an orthographic accent and that there are rules about stress to know when to place it."	"Point out that some words do not carry a written accent and that there are rules to know where to place the stress."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Eng wrap, Lesson 2, Focus on Strategies	"Words with Stress on the third-to-last syllable are called <i>esdrújulas</i> and on the fourth-to-last syllable, <i>sobresdrújulas</i> ."	"Words with the stress on the third-to-last syllable are called <i>esdrújulas</i> and those with the stress on the fourth-to-last syllable are called <i>sobresdrújulas</i> ."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Eng wrap, Lesson 2, Model and Practice, second	"Ask them to think and write a word with stress on the third-to-last syllable and a word with stress on the fourth-to-last syllable."	"Ask students to think of words with the stress on the third-to-last syllable and words with the stress on the fourth-to-last syllable and write them down."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Eng wrap, SLD, first and second sentences	" The Gerund Say that gerunds are formed by adding the ending <i>-ando</i> to verbs ending in <i>-ar</i> , and <i>-iendo</i> to verbs ended in <i>-er</i> , <i>-ir</i> . Say that progressive tenses are used combined with other	"Gerunds Explain that gerunds are formed by adding the ending <i>-ando</i> to verbs ending in <i>-ar</i> , and <i>-iendo</i> to verbs ended in <i>-er</i> , <i>-ir</i> . Tell students that gerunds are used in progressive tenses to
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Spanish, SLD, second sentence	Comente que los tiempos progresivos se usan en	Comente que los gerundios se usan en los tiempos progresivos para describir acciones que están en progreso."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Eng wrap, SLD, Contrastive Analysis	"Use the Word Wall during language connection time or with the bilingual center activities to compare and contrast the Spanish gerund and English Present Participle."	"Use the Word Wall during language connection time or with the bilingual center activities to compare and contrast the Spanish gerund and English present participle."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Eng wrap, Lesson 1, Flexible Option	"OPTION"	"FLEXIBLE OPTION"
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 4,	Eng wrap, Lesson 1, Focus on Strategies, first sentence	"Irregular verbs are different from regular verbs because they change the root when they are conjugated."	"Irregular verbs are different from regular verbs because their root changes when they are conjugated."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5,	Eng wrap, Possible Teaching Point, first	"To help students develop a clear understanding of the poet’s use of figurative language, display the following example from lines 57–58: “The song / exploded, a playful storm”. Discuss the	"To help students develop a clear understanding of the poet’s use of figurative language, display the following example from lines 43-44: (See Spanish.). Discuss the meaning of the simile, and ask
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5,	Spanish, Posible tema de enseñanza, first sentence	Para ayudar a que los estudiantes comprendan claramente el uso del lenguaje figurado del poeta,	Para ayudar a que los estudiantes comprendan claramente el uso del lenguaje figurado del poeta,
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5,	Spanish, Fluidez	Explique que la fluidez no se trata de leer con velocidad. Por el contrario,	Explique que la fluidez no se trata de leer con velocidad. Por el contrario,
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5,	English, Fluency	Explain that fluency is not about reading for speed. Rather, readers should read expressively	Explain that fluency is not about reading for speed. Rather, readers should read at an appropriate rate. To ensure accuracy, readers can pause
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5,	Eng wrap, Lesson 1, Focus on Strategies, first, second	"When two strong vowels (<i>a</i> , <i>e</i> , <i>o</i>) get together or a strong vowel gets together with a weak stressed vowel (<i>i</i> , <i>ú</i>) , we get a hiatus. That means the syllable breaks. A hiatus is created. If there	"When two strong vowels (<i>a</i> , <i>e</i> , <i>o</i>) are combined or a strong vowel is combined with a weak stressed vowel (<i>i</i> , <i>ú</i>) , a hiatus is formed and each vowel belongs to a different syllable. If there is
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5, page T334	Spanish, Lección 1, Enfoque en las estrategias, first and last sentence	Cuando se juntan dos vocales fuertes (a, e, o) o una vocal fuerte con una débil tónica (í, ú), se produce el hiato, es decir, se rompe la sílaba con las vocales juntas o el diptongo. Si hay una <i>h</i> en el medio ocurre lo mismo, ya que no se la tiene en cuenta porque es muda.	Cuando se juntan dos vocales fuertes (<i>a</i> , <i>e</i> , <i>o</i>) o una vocal fuerte con una débil tónica (<i>í</i> , <i>ú</i>) , se produce el hiato, y cada vocal pertenece a una sílaba diferente. Si hay una <i>h</i> en el medio ocurre lo mismo, ya que es muda. En el caso del diptongo, si hay una <i>h</i> entre las vocales, tampoco afecta el diptongo porque es muda.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5, page T334	Eng wrap, Lesson 2, head	" Apply Hiatus and diphthongs with intercalated <i>h</i> "	" Hiatuses and Diphthongs with <i>h</i> "
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, Week 5, page T341	Eng wrap, Lesson 3, head	"More Practice"	" More Practice: Write Words with Hiatuses and Diphthongs with <i>h</i> "
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 1, page T66	Lesson 1, FOCUS ON STRATEGIES, sixth, seventh and last sentence	" <i>Auto</i> - means “by itself” and <i>bio</i> -, “life”. <i>Autobiografía</i> then means “the life of a person written by himself or herself”. Knowing Greek and Latin roots will allow to easily determine the meanings of unfamiliar words."	" <i>Auto</i> - means “by itself” and <i>bio</i> - means “life.” <i>Autobiografía</i> then means “the life of a person written by himself or herself.” Knowing Greek and Latin roots will help you easily determine the meanings of unfamiliar words."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 1, page T67	Lesson 4, Spiral Review title	" Spiral Review: Hiatus and diphthongs with intercalated <i>h</i> "	" Spiral Review: Hiatuses and Diphthongs with <i>h</i> "
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 1, page T67	Lesson 4, MODEL AND PRACTICE, first and second sentences	"Call on a student to give an example of hiatus or diphthongs with intercalated <i>h</i> . If necessary, allow them to see the vocabulary words from the previous week."	"Call on a student to give an example of a hiatus or diphthong with <i>h</i> . If needed, allow them to see the vocabulary words from the previous week."

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Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 2, page T136	SLD, first and second paragraph	<p>"Exaggeration Tell students that to help recognize this type of figurative language, i.e., exaggeration, they will practise creating exaggerations with a game.</p> <p>Have students work in groups of three. Each student will say an exaggerated sentence about him/herself. The next student should exaggerate even more the exaggeration. Offer the following sentence frames to help students with their exaggerations. (See Spanish.)"</p>	<p>"Exaggeration Tell students that to help recognize this type of figurative language, i.e., exaggeration, they will practice creating exaggerations with a game.</p> <p>Have students work in groups of three. Each student will say an exaggerated sentence about him/herself. The next student should exaggerate even more. Offer the following sentence frames to help students with their exaggerations. (See Spanish.)"</p>
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 2, page T147	Spanish SLD, last sentece (footnote) - NEW SENTENCE ADDED		<p>Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a <i>Dual Language Educators' Implementation Guide</i>.</p> <p>These targeted language development activities will help students improve both the structure of as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency levels work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks.</p>
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 2, page T147	English SLD Develop Elements	<p>These Spanish Language Development activities will help students to improve the structures and details in their writings. Every time possible, have students with advanced knowledge of Spanish to work with students with lower knowledge. Among the partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on.</p>	
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 3, page T162	SLD, last paragraph (single sentence) - NEW PARAGRAPH ADDED		"Then, have students think how would they organize the setting if they had to perform the play."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 4, page T266	Minilesson, MODEL AND PRACTICE, second sentence	"(See Spanish.)"	"(See Spanish.) Help students use this strategy to take notes on what Emma’s father says, feels, and does after the dugout fails to fill with water in “El secreto del calendario indígena.”"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 4, page T266	Minilesson, MODEL AND PRACTICE, second sentence	Ayude a los estudiantes a usar esta estrategia para tomar notas sobre lo que el padre de Emma dice, siente y hace cuando el pozo no se llena de agua en “El secreto del calendario indígena”.	[change to black font] Ayude a los estudiantes a usar esta estrategia para tomar notas sobre lo que el padre de Emma dice, siente y hace cuando el pozo no se llena de agua en “El secreto del calendario indígena”.
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, Week 5, page T353	Lesson 3, FOCUS ON STRATEGIES, first sentence	"Explain that the superlative degree of adjective helps you compare many things."	"Explain that the superlative form of an adjective helps you compare many things."
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T177	Possible Teaching Point	<p>Word Study Acute Accent</p> <p>Use the Acute Accent lesson on p. T202 in the Reading-Writing Bridge to teach students how they can determine the meaning of a word based on the accent mark. Have students identify homophones on p. 517 and explain how the meaning would change if the word had an accent mark.</p>	<p>Word Study Diacritical Accent</p> <p>Use the Diacritical Accent lesson on p. T202 in the Reading-Writing Workshop Bridge to teach students how they can determine the meaning of a word based on the accent mark.</p>
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T179	Close Read, Vocabulary in Context	<p>Vocabulary in Context</p> <p>Have students reread the last two sentences in paragraph 32 to scan for context clues to understand the word <i>aportan</i>. See student page for possible responses.</p> <p>Ask: (See Spanish.)</p> <p>Possible response: <i>Aportar recursos</i> is to gather items or services together to help a group. The text is about working together with friends and neighbors to achieve something you couldn’t do alone.</p>	<p>Vocabulary in Context</p> <p>Have students reread paragraph 31 to scan for context clues to understand the word sitios. See student page for possible responses.</p> <p>Ask: (See Spanish.)</p> <p>Possible response: The word <i>sitio</i> names a place. I can use the word to name an Internet website, an archaeological or historical site, or many other places.</p>

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Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T179	Lectura atenta, Vocabulario en contexto	Pida a los estudiantes que vuelvan a leer las dos últimas oraciones del párrafo 32 para buscar las claves del contexto que los ayudan a comprender la palabra aportan. Fíjese en la página del estudiante para hallar respuestas posibles. Pregunte: ¿Qué significa aportar recursos? Respuesta posible: Aportar recursos significa brindar objetos o servicios a otras personas. El texto se trata de trabajar en conjunto con amigos y vecinos para lograr algo que de manera individual no se podría lograr.	Pida a los estudiantes que vuelvan a leer el párrafo 31 para buscar las claves del contexto que los ayudan a comprender la palabra sitios. Fíjese en la página del estudiante para hallar respuestas posibles. Pregunte: ¿Qué otros significados de sitios conocen? Respuesta posible: Un sitio es un lugar. La palabra sitio se puede usar para nombrar un sitio de Internet, un sitio histórico o turístico, un sitio arqueológico o cualquier otro lugar.
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T202	Heading	Word Study Acute Accent	Word Study Diacritical Accent
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T202	SLD, first paragraph	" Use Accute Accent Remind students that there are words that share their spelling but have different meanings. Those words are called homophones. Sometimes, they can be differentiated	" Use Diacritical Accent Remind students that there are words that have the same spelling but have different meanings. Those words are called homophones. Sometimes, they can be
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T202	SLD, last sentence	Then, ask them to explain the differences between the words with and without an acute accent.	Then, ask them to explain the differences between the words with and without a written accent.
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T202	Lesson 1	Teach Acute Accent FOCUS ON STRATEGIES There are words that have	Teach Diacritical Accent FOCUS ON STRATEGIES There are words that have the same spelling, but when they carry a
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T202	Lesson 2	Apply Acute Accent APPLY My TURN Guide students to complete the activity on p. 530 of the <i>Libro interactivo del</i>	Apply Diacritical Accent APPLY My TURN Ask students to complete the activity on p. 530 of the <i>Libro interactivo del</i>
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T203	Lesson 3	FOCUS ON STRATEGIES Remind students that the accent that tells two homophones apart is called acute accent.	FOCUS ON STRATEGIES Remind students that the accent that tells two homophones apart is called diacritical accent.
Publisher	Editorial Change	9781418268756	Teacher	Unit 5, W3, page T203	Lesson 5	To assess students' understanding of words with acute accents, have students think if the	To assess students' understanding of words with diacritical accent have students consider whether the
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T296	Meta de aprendizaje	"Puedo aprender más sobre textos informativos si explico, si explico sus elementos"	Revised to fix duplicated text. "Puedo aprender más sobre textos informativos si explico si explico sus elementos."
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T301	Book Club	"See Book Club, p. T390–T391, for: • teacher's summary of chapters in <i>Un río de piedras de lava rojas y calientes</i> ."	Revised to fix typo and list the new title of the trade book that will replace the previous text due to Permissions issues. "See Book Club, pp. T390–T391, for:
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T301	Club del libro	"Fíjese en el Club del libro, p. T390–T391, para:	Revised to fix typo and list the new title of the trade book that will replace the previous text due to Permissions issues. "Fíjese en el Club del libro, pp. T390–T391,
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T335	Book Club	"• teacher's summary of chapters in <i>Un río de piedras de lava rojas y calientes</i> ."	Revised to list the new title of the trade book that will replace the previous text due to Permissions issues.
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T335	Club del libro	"• Un resumen para el maestro de los capítulos de	Revised to list the new title of the trade book that will replace the previous text due to Permissions issues.
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T337	Apply	"Have students follow the same strategy as they complete the activity on p. 601."	Revised to include a missing subhead. "<purple font>My TURN</purple font> Have students follow the same strategy as they complete
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T337	Aplicar	"Pida a los estudiantes que sigan la misma estrategia para completar la actividad de la p. 601. Recuérdeles que usarán estas palabras	Revised to include a missing subhead. " Mi turno Pida a los estudiantes que sigan la misma estrategia para
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T341	Top blue band	"TODA LA CLASE"	Revised to delete a head erroneously placed on page. Delete "TODA LA CLASE."
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T341	Apply	"Direct students to go back to <i>Un paraíso a la basura</i> and annotate where the author is being informative and where the author expresses a feeling or opinion and tell whether the author uses	Revised to include a missing subhead. "<purple font>My TURN</purple font> Direct students to go back to <i>Un paraíso a la basura</i> and
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T341	Aplicar	"Pida a los estudiantes que vuelvan a leer Un paraíso a la basura y anoten las partes en que la autora informa, y las partes en que expresa un sentimiento	Revised to include a missing subhead. " Mi turno Pida a los estudiantes que vuelvan a leer Un paraíso a la basura y anoten las
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T343	Top blue band	"TODA LA CLASE"	Revised to delete a head erroneously placed on page. Delete "TODA LA CLASE."
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T343	Apply	"Have students refer to the texts for examples of language that helps an author convey a message."	Revised to include a missing subhead. "<purple font>My TURN</purple font> Have students refer to the texts for examples of language
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T343	Aplicar	"Pida a los estudiantes que consulten los textos para hallar ejemplos de lenguaje que ayude a un autor a comunicar un mensaje. Luego, guíelos para	" Mi turno Pida a los estudiantes que consulten los textos para hallar ejemplos de lenguaje que ayude a un autor a comunicar un mensaje. Luego, guíelos para
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T356	English Title of last feature	"Share Back"	Revised to fix wrong head. "Assessment"
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T356	Spanish Title of last feature and icon	"Escritura independiente"/ "Textos mentores" icon	Revised to fix wrong head and icon. "Evaluación"

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Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T359	Title of feature	"Misión ESTUDIOS SOCIALES"	Revised to fix wrong feature head. "tú Ingeniero"
Publisher	Editorial Change	9781418268756	Teacher	U5, W5, T359	Title of feature	"Quest SOCIAL STUDIES"	Revised to fix wrong feature head. "uEngineer It!"
Publisher	Editorial Change	9781418268756	Teacher	U5, W6, T366	Title and background of sidebar feature	"Fuente primaria: Ciencias"	Revised to fix wrong title and treatment. "Fuente primaria"
Publisher	Editorial Change	9781418268756	Teacher	U5, W6, T372	Title of feature	"Primary Sources"	Revised to fix wrong title. "Primary Source: SOCIAL STUDIES"
Publisher	Editorial Change	9781418268756	Teacher	U5, W6, T372	Title of feature	"Fuentes primarias: CIENCIAS"	Revised to fix wrong title. "Fuentes primarias: ESTUDIOS SOCIALES"

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Spanish Language Arts and Reading, Grade 5 <i>Texas miVisión Lectura - Print + Online, Grade 5</i> (ISBN 9780134920566) <i>Texas miVisión Lectura - Online, Grade 5</i> (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 1, T46	SLD, second paragraph	"Write them on the board and ask students to explain the details in their own words, saying whether these help to answer the question of why the immigration system of “paper son” started. Remind students to answer by giving full sentences. Explain that they can use the words in the question to answer."	Edit to correct misspelled word: "Write them on the board and ask students to explain the details in their own words, saying whether these help to answer the question of why the immigration system of “paper son” started. Remind students to answer by giving full sentences. Explain that they can use the words in the question to answer."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 1, T54	SLD, paragraph	"Read a different paragraph from the text and ask students if they have or know someone who has had a similar experience."	Edit to correct grammatical error: "Read a different paragraph from the text and ask students if they have had or know someone who has had a similar experience."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 1, T60	SLD, first paragraph	"Explain that the root geo means “Tierra”; so geología is the “study of the Earth”."	Edit to correct incorrect punctuation of quotation marks with semicolon and period: "Explain that the root geo means “Tierra”; so geología is the “study of the Earth.”"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 1, T66	SLD, second paragraph	"Guide students to make them understand that the rest of the words are made up of a root and a suffix. Define the roots as needed."	"Guide students to understand that the rest of the words are made up of a root and a suffix. Define the roots as needed."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 1, T66	Lesson 2, MODEL AND PRACTICE, second paragraph	"Guide students to add a suffix and decide whether they need to add a suffix and decide whether they need to change the spelling of the word."	"Guide students to add a suffix and decide whether they need to change the spelling of the word."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 1, T68	Lesson 2, FOCUS ON STRATEGIES	"Tell students that a fragment does not have a verb or the verb is not inflected."	"Tell students that a fragment does not have a verb or the verb is not conjugated."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T102	SLD, first paragraph	"Tell students that some expressions, like fixed expressions, sometimes do not have a literal meaning. Point out that the last sentence in the box is a fixed expression."	Change incorrect translation of "frases hechas" from "fixed" to "coined:" "Tell students that some expressions, like fixed expressions, sometimes do not have a literal meaning. Point out that the last sentence in the text is a fixed expression."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T111	SLD, first and second paragraph	"Remind students that some expressions, like fixed expressions, do not have a literal meaning. Say: (See Spanish.) Ask student if they know the meaning of this expression. If nobody does, say that if someone is the “ <i>alma de la fiesta</i> .”, that person is livening it up and makes it more fun. Encourage students to think of other expressions that include the word “ <i>alma</i> ,” such as “ <i>dar el alma</i> ” or “ <i>no tener alma</i> ” and to say what they think they mean."	"Remind students that some expressions, like fixed expressions, do not have a literal meaning. Say: (See Spanish.) Ask students if they know the meaning of this expression. If nobody does, say that if someone is the “ <i>alma de la fiesta</i> ,” that person is livening it up and makes it more fun. Encourage students to think of other expressions that include the word “ <i>alma</i> ,” such as “ <i>dar el alma</i> ” or “ <i>no tener alma</i> ” and say what they think they mean."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T114	SLD, first, second and third paragraphs	"Tell students that a way of understanding vocabulary words from an informational text is to see how they are related. Tell them that they can use visual and contextual support to deepen vocabulary understanding. Assign a vocabulary word to each student and ask them to pair up with a partner that has another word. Have pairs discuss how words are related. Then form new pairs and repeat the activity. Finally, ask students to write sentences that explain the connection between the six vocabulary words based on what they discussed with their partners."	"Tell students that one way of understanding vocabulary words from an informational text is to see how they are related. Tell them that they can use visual and contextual support to deepen vocabulary understanding. Assign a vocabulary word to each student and ask them to pair up with a partner that has another word. Have pairs discuss how words are related. Then have students form new pairs and repeat the activity. Finally, ask students to write sentences that explain the connection among the six vocabulary words based on what they discussed with their partners."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T116	SLD, head, first paragraph	" Make Questions for Clarification Have students work in pairs. Ask them to look at the text features and to take turns to ask and answer questions to clarify what might be confusing regarding text features and the information they include. Remind students to use the names of each text feature in their questions and answers. Say that considering the name of the feature can help them understand the function it has. For example, an <i>apartado</i> is something that is separated from the main text, because the word <i>apartado</i> is related to <i>apartar</i> . The word <i>encabezado</i> is related to cabeza. Guide students into inferring that a heading is at the top of a text, just as the head is in the top of the body. "	Edit to correct incorrect translation of "Hacer" from "Make" to "Ask" and of "para hacer y responder" from "to ask and answer" to "asking and answering." " Ask Questions for Clarification Have students work in pairs. Ask them to look at the text features and take turns asking and answering questions to clarify what might be confusing regarding text features and the information they include. Remind students to use the names of each text feature in their questions and answers. Say that considering the name of the feature can help them understand the function it has. For example, an <i>apartado</i> is something that is separated from the main text, because the word <i>apartado</i> is related to <i>apartar</i> . The word <i>encabezado</i> is related to cabeza. Guide students into inferring that a heading is at the top of a text, just as the head is at the top of the body. "

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Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T120	SLD, second paragraph	<p>"Tell students that a chart can be useful to record inferences made when they read a text and study its features.</p> <p>Have students pair up to create a three-columned chart with the headings <i>Lo que sé , Evidencia del texto , Inferencia</i> . Ask them to choose one of the boxes from <i>Vida en la Tierra y más allá</i> , and look for a part that seems confusing or of which they would like to know more. Then ask them to combine what they know about the topic and what the text says to make an inference to support understanding. Ask them to record their work on their chart."</p>	<p>"Tell students that a chart can be useful to record the inferences they make when they read a text and study its features."</p> <p>Edit to correct misspelled word and replace incorrect translation of "sobre": Have students pair up to create a three-column chart with the headings <i>Lo que sé , Evidencia del texto , Inferencia</i> . Ask them to choose one of the boxes from <i>Vida en la Tierra y más allá</i> , and look for a part that seems confusing or about which they would like to know more. Then ask them to combine what they know about the topic and what the text says to make an inference to support understanding. Ask them to record their work on their chart."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T126	SLD, first and second paragraph	<p>"Divide students into three teams. Assign Chris McKay’s journey to Antarctica to one team, the Atacama desert journey to another team and the journeys in the infographic on pp. 46-47.</p> <p>Have teams make a list with the features of each assigned journey. Then, ask them to take turns to read one feature aloud. The other teams will say if it is similar or different from the feature they recorded."</p>	<p>"Divide students into three teams. Assign Chris McKay’s journey to Antarctica to one team, the Atacama desert journey to another team and the journeys in the infographic on pp. 46-47 to the final team.</p> <p>Have teams make a list with the features of the journey assigned to them. Then, ask them to take turns to read one feature aloud. The other teams will say if it is similar to or different from the feature they noted down."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T130	SLD, last sentence in first paragraph	<p>"Tell students that knowing Greek roots can help them find the meaning of words. Write <i>biología</i> on the board and circle the root.</p> <p>Explain that <i>bio</i> means “life”. Guide students to understand that <i>biología</i> is the “study of life, or living beings”."</p>	<p>"Tell students that knowing Greek roots can help them find the meaning of words. Write <i>biología</i> on the board and circle the root.</p> <p>Edit to correct incorrect use of quotation marks with periods: Explain that <i>bio</i> means “life.” Guide students to understand that <i>biología</i> is the “study of life, or living beings.”"</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 2, T143	DEVELOP SENSORY DETAILS, first paragraph	<p>"Have students create index cards each listing a sensory detail to use in their narratives."</p>	<p>"Have students create index cards with a sensory detail on each one to use in their narratives."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 3, T174	SLD, first paragraph	<p>"Direct students’ attention to the vocabulary word <i>brazas</i> . on paragraph 31. Ask students what word it reminds them of (<i>brazos</i>). Explain that, in the past, body parts were used for measuring things. A <i>brazo</i> was the distance between a person's thumbs with extended arms."</p>	<p>"Direct students’ attention to the vocabulary word <i>brazas</i> on paragraph 31. Ask students what word it reminds them of (<i>brazos</i>). Explain that, in the past, body parts were used for measuring things. A <i>brazo</i> was the distance between a person's thumbs when he or she extended both arms to the sides."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 3, T182	SLD, first paragraph	<p>"Tell students that some expressions are not intended to convey literal meaning, but have its roots in phrases used with its literal meaning in certain contexts."</p>	<p>"Tell students that some expressions are not intended to convey literal meaning, but have their roots in phrases that were originally used with a literal meaning in a specific context."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 3, T208	Lesson 2, MODEL AND PRACTICE	<p>"Write or display the words <i>aire</i>, <i>aceite</i>, <i>buey</i> and <i>poema</i>. Say each one aloud and point out the difference. Have students segment words into syllables and then combine them to establish if they form a formal or an accentuatud hiatus, diphthong or triphthong."</p>	<p>"Write or display the words <i>aire</i>, <i>aceite</i>, <i>buey</i>, and <i>poema</i>. Say each one aloud and point out the differences. Have students segment words into syllables and then combine them to establish whether they make up a formal or an accentuated hiatus, diphthong, or triphthong."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T227	SLD, first paragraph	<p>"Read aloud the definition and examples with each visual element in the infographic. Tell students to listen closely as you read about different elements of poetry. Explain that sound devices, such as rhyme or onomatopeia, are used by poets to create an atmosphere of game and musicality."</p>	<p>"Read aloud the definition and examples of each visual element in the infographic. Tell students to listen closely as you read about different elements of poetry. Explain that sound devices, such as rhyme or onomatopeia, are used by poets to create an atmosphere of playfulness and musicality."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T237	CONTRASTIVE ANALYSIS	<p>"Use the word wall during Language Connection or in the bilingual center activities to compare and contrast nouns and adjectives, masculine and feminine gender in Spanish, and indicate gender-neuter English words"</p>	<p>"Use the word wall during Language Connection or in the bilingual center activities to compare and contrast nouns and adjectives, masculine and feminine gender in Spanish, and indicate gender-neuter English words."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T240	PTP, paragraph	<p>"Tell students that writers use figurative language aiming to give words a different meaning. Explain that the metaphor is a comparison between two different words or phrases, and that words such as <i>como</i> or <i>igual a</i> are not used for comparison. Ask students to mark a metaphor in the poem “<i>Mi corazón ya es remanso</i>”, in the second verse of stanza 2) and to identify the meaning of the metaphor (the poet feels very peaceful while he walks)."</p>	<p>Revised to fix incorrect use of an article and to correct the number of the stanza. "Tell students that writers use figurative language to give words a different meaning. Explain that the metaphor is a comparison between two different words or phrases without using words such as <i>como</i> or <i>igual a</i> to make the comparison. Ask students to mark a metaphor in the poem “<i>Mi corazón ya es remanso</i>”, in the second verse of stanza 2 and to identify the meaning of the metaphor (the poet feels very peaceful while he walks)."</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T240	Posible tema de enseñanza, last sentence	<p>"Pídale que marquen una metáfora en el poema (“Mi corazón ya es remanso”) en el segundo verso de la estrofa 2) y que e identifiquen el significado de la metáfora (el poeta siente mucha paz mientras camina)."</p>	<p>Revised to fix error in the number of the stanza and to fix typo. "Pídale que marquen una metáfora en el poema (“Mi corazón ya es remanso”, en el segundo verso de la estrofa 4) y que identifiquen el significado de la metáfora (el poeta siente mucha paz mientras camina)."</p>

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Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T241	CLOSE READ, Visualize, Possible Response	"Verses help me visualize the feelings of the poet while he walks, I can create a mental image of the footsteps and the nostalgic leaving."	"Verses help me visualize the feelings of the poet while he walks, I can create a mental image of his footsteps on the path and his nostalgic departure."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T256	SLD, fourth paragraphs	"Ask students to review the text they have highlighted in a section of the text. Then ask them to use the sentence frame to describe what they see: (See Spanish.) Ask students to review the text they have highlighted in a section of the text. Then ask them to share a verbal description of what they visualize."	"Ask students to review the text they have highlighted. Then ask them to use the sentence frame to describe what they see: (See Spanish.) Ask students to review the text they have highlighted. Then ask them to share a verbal description of what they visualize."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T262	SLD, first paragraph	"Have students with different language proficiency get together to motivate each other to model each word pronunciation."	"Have students with different language proficiency get together to motivate each other to model the correct pronunciation of each word."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T266	SLD, paragraph	"To aid responses to the activity about the author's specific purposes to use certain imagery, offer the following sentence frames."	Change incorrect translation of "para usar" from "to use" to "for using": "To aid responses to the activity about the author's specific purposes for using certain imagery, offer the following sentence frames."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 4, T271	Lesson 4, FOCUS ON STRATEGIES	"Review hiatuses, diphthongs and triphthongs, reminding students students of the spelling rules to form them using open and closed vowels, and separating the words in syllables."	"Review hiatuses, diphthongs and triphthongs, reminding students of the rules for building them, using strong and weak vowels and separating the words into syllables."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 5, T296	SLD, first, second, third and fourth paragraph	"Tell students that informational texts are non fiction texts, and explain that this means they tell real events. The text includes facts and details about real people, places or events. Use a T-chart to make a list of types of structure on one side. Distribute paper strips with words or transition phrases. Have students place the transition words next to the text structure that is the best fit. Echo read the T-chart. Have students pair up to identify the transition words or phrases as they preview <i>Travesías pintorescas</i> . Ask them to make a list of the transition words or phrases they find. Then, have them discuss what text structure best fit for them."	"Tell students that informational texts are non-fiction texts, and explain that this means they tell real events. The text includes facts and details about real people, places or events. Use a T-chart to make a list of types of structure on one side. Distribute strips of paper with words or transition phrases. Have students place the transition words next to the text structure that is the best fit. Echo read the T-chart. Have students pair up to identify the transition words or phrases as they preview <i>Travesías pintorescas</i> . Ask them to make a list of the transition words or phrases they find. Then, have them discuss which text structure best fits these transitions."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 5, T301	PTP, paragraph	"Use the Academic Vocabulary lesson on pp. T330–331 in the Reading-Writing Bridge to underscore that the way a word functions in a sentence determines its part of speech. Direct students to reread paragraph 5. Point out the words <i>pinturas</i> and <i>pintar</i> . Explain that the first is a noun because it names objects. The second is a verb because it tells an action. Have students identify more nouns and verbs in the text."	"Use the Academic Vocabulary lesson on pp. T330–331 in the Reading-Writing Bridge to emphasize that the way a word functions in a sentence determines its part of speech. Direct students to reread paragraph 5. Point out the words <i>pinturas</i> and <i>pintar</i> . Explain that the first is a noun because it names objects. The second is a verb because it tells an action. Have students identify more nouns and verbs in the text."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 5, T351	PERSONAL NARRATIVE, first paragraph, second sentence	"Provide students the assessment prompt below. The prompt may be displayed for students to respond to paper it may be printed from PearsonRealize.com."	"Provide students the assessment prompt below. The prompt may be displayed for students to respond to paper or it may be printed from PearsonRealize.com."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, Week 6, T359	SLD, third paragraph	Help students read the article. Have students use sentence starters to review the content. [in black font] (See Spanish.) Have students remember to self-correct as they respond, such as rereading their writing for mistakes."	Edit to correct error in citation referring to color of type: Help students read the article. Have students use sentence starters to review the content. [in blue font] (See Spanish.) Have students remember to self-correct as they respond, such as rereading their writing for mistakes."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, UP, T378	TEACHER'S SUMMARY	"The story " <i>Ernest Shackleton y la Antártida</i> " describes the journey of Ernest Shackleton, who never completed his mission to reach the South Pole, but that had an extraordinary voyage and was considered a hero."	"The story " <i>Ernest Shackleton y la Antártida</i> " describes the journey of Ernest Shackleton. Although he never completed his mission to reach the South Pole, he had an extraordinary voyage and was considered a hero."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 1, T47	SLD, first and second paragraph	"Explain that Spanish, like many languages, has special words to refer to animals and, in the cases in which there isn't a specific word, they are simply called crías, as in paragraph 20 . Ask students to identify the terms for the young of these find the specific terms for the babies of these animals, using online resources if needed: <i>perro (cachorro)</i> , <i>vaca (ternero)</i> , <i>ballena (ballenato)</i> , <i>caballo (potro o potrillo)</i> , <i>oso (osezno)</i> ."	"Explain that Spanish, like many languages, has special words to refer to animals' young and, in those cases there isn't a specific word, they are simply called crías, as in paragraph 20 . Ask students to work in pairs to identify the terms for the young of specific animals, using online resources if needed: [in blue font](See Spanish.)"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 1, T68	SLD, second paragraph	"Ask a volunteer to give an oral description of a room. Ask the rest of the class to draw their classmate as he or she describes a room. Then have students compare their drawings, discussing whether the drawings would help someone understand the oral description the student gave."	"Ask a volunteer to give an oral description of a room. Ask the rest of the class to draw a picture of the as their classmate describes it. Then, have students compare their drawings, discussing whether the drawings would help someone understand the oral description by their classmate."

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Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 2, T136	SLD, paragraph	"Tell students that words with diphthongs and hiatus have more advanced ortographic patterns. Identifying them can help them write and pronounce them better. Display the words <i>causa</i> y <i>aéreo</i> . Ask students to decodify them aloud."	EDIT MADE TO CORRECT MISSPELLINGS AND MISSING ANTECEDENTS AND OTHER INCORRECT SENTENCE STRUCTURES. "Tell students that words with diphthongs and hiatuses have more advanced spelling patterns. Identifying these patterns can help students write and pronounce the words better. Display the words <i>causa</i> and <i>aéreo</i> . Ask students to decode them aloud."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 2, T140	SLD, first and second paragraph	"Have students consider how to make their purposes clear in their writing. Give students a worksheet with sentences that inform and sentences that persuade. Have them underline one and circle the other. Then have them write one of each type of sentence."	"Have students think about how to make their purpose clear in their writing. Give students a worksheet with informative and persuasive sentences. Have them underline the informative ones, and circle the persuasive ones. Then, have them write one of each type of sentence."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 2, T142	Lesson 1, FOCUS ON STRATEGIES, first and second paragraphs	"Use the Spelling Sentences from Day 5 to assess students' understanding of words with diphthongs and hiatus. For students who can easily identify diphthongs and hiatus, include the following Challenge Words with the spelling list."	"Use the Spelling Sentences from Day 5 to assess students' understanding of words with diphthongs and hiatuses. For students who can easily identify diphthongs and hiatuses, include the following Challenge Words with the spelling list."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 2, T142	Lesson 2, FOCUS ON STRATEGIES	"It is important to demonstrate and apply the phonetic knowledge by using orthographic rules to combine and segment syllables. We have a diphthong when two vowels are combined, one weak and another strong or when we have two weak vowels in the same syllable. If a weak vowel has an accent, we get and accented hiatus. When you segment a word in syllables, those vowels will be in different syllables. We have a simple hiatus when there are two strong vowels that belong to different syllables."	"It is important to demonstrate and apply the phonetic knowledge by using orthographic rules to combine and segment syllables. We have a diphthong when two vowels are combined, one weak and another strong, or when we have two weak vowels in the same syllable. If a weak vowel has an accent, we get an accented hiatus. When you segment a word in syllables, those vowels will be in different syllables. We have a simple hiatus when there are two strong vowels that belong to different syllables."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T142	Lesson 2, MODEL AND PRACTICE	"To demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules, like diphthongs and hiatus. Write: <i>continúa</i> and <i>continua</i> , <i>graduán</i> and <i>graduan</i> . Read them out loud and separate them into syllables. Ask students to blend syllables, repeat the words and comment why, though the spelling is the same, they are pronounce differently. Then, dictate: <i>sonrie</i> , <i>sonrió</i> and <i>sonriéndome</i> , and ask to check the spelling by whisper reading the words to decode them. Verify the student's work."	"Demonstrate and apply spelling knowledge about spelling by writing words with more advanced orthographic patterns and rules, like diphthongs and hiatuses. Write: <i>continúa</i> and <i>continua</i> , <i>graduán</i> and <i>graduan</i> . Read them out loud and separate them into syllables. Ask students to blend syllables, repeat the words, and comment why, though the spelling is the same, they are pronounced differently. Then, dictate: <i>sonrie</i> , <i>sonrió</i> , and <i>sonriéndome</i> , and ask them to check the spelling by whisper reading the words to decode them. Check the students' work."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T162	SLD, first and third paragraph	"To help prepare students for the oral reading of "Una cámara estenopeica," read aloud this short summary: Ask the students if they are familiar with the term "pinhole camera". Ask for volunteers to tell the others what it looks like and to what it is used for. If they do not know, give them a brief description."	"To help prepare students for the oral reading of " <i>Una cámara estenopeica</i> ," read aloud this short summary: Ask the students if they are familiar with the term " <i>cámara estenopeica</i> ." Ask for volunteers to tell the others what one looks like and to what is used for. If they do not know, give them a brief description."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T175	PTP, paragraph	"Use the Word Study lesson on pp. T206–T207 to teach words with stress on the last syllable. Identify words with stress on the last syllable in paragraph 12 of <i>El hacha</i> (<i>duró</i> , <i>más</i> , <i>consideró</i> , <i>rincón</i> , <i>analizó</i> , <i>aprendió</i> , <i>compasión</i> , <i>sí</i> , <i>sentó</i> , <i>terminó</i> , <i>aún</i> , <i>autocompasión</i>). Tell students that all of them have something in common: they are pronounced with greater force on the last syllable, and they finish with <i>n</i> , <i>s</i> , or a vowel. Explain that words which are pronounced with greater force on the last syllable are words with stress on the last syllable, and if they finish with <i>n</i> , <i>s</i> , or a vowel, they carry written accent in Spanish."	"Use the Word Study lesson on pp. T206–T207 to teach words with stress on the last syllable. Identify words with stress on the last syllable in paragraph 12 of " <i>El hacha</i> " (<i>duró</i> , <i>más</i> , <i>consideró</i> , <i>rincón</i> , <i>analizó</i> , <i>aprendió</i> , <i>compasión</i> , <i>sí</i> , <i>sentó</i> , <i>terminó</i> , <i>aún</i> , <i>autocompasión</i>). Tell students that all of them have something in common: they are pronounced with greater force on the last syllable, and they finish with <i>n</i> , <i>s</i> , or a vowel. Explain that words pronounced with greater force on the last syllable are words with stress on the last syllable, and if they finish with <i>n</i> , <i>s</i> , or a vowel, they carry a written accent in Spanish."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T206	Lesson 1, FOCUS ON STRATEGIES	"Demonstrate and apply spelling knowledge by spelling palabras agudas with a prosodic or orthographic accent. Acute words carry their accent on the last syllable. The accent may be present, and be called a graphic accent, or not. Acute words only have a graphic accent when they end in <i>n</i> , <i>s</i> or a vowel. Verbs in the simple past, the first (yo) and the third person singular (él/ella) are words stressed in the last syllable. Write <i>canté</i> y <i>cantó</i> . Verbs in the future are all words stressed in the last syllable, except for nosotros. Conjugate the verb <i>cantar</i> ."	"Demonstrate and apply spelling knowledge by correctly spelling words with stress on the last syllable with a prosodic or orthographic accent. They carry their accent on the last syllable. The accent may be present, called a graphic accent, or not. Words with stress on the last syllable only have a graphic accent when they end in <i>n</i> , <i>s</i> or a vowel. Verbs in the simple past, the first (yo) and the third person singular (él/ella) are words stressed in the last syllable. Write <i>canté</i> y <i>cantó</i> . Verbs in the future tense are all words stressed on the last syllable, except for nosotros. Conjugate the verb <i>cantar</i> ."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T206	Lesson 2, APPLY	"Have students show and apply their knowledge of phonics as they decode the words with the accent on the last syllable as they complete the chart on p. 318 in the <i>Libro interactivo del estudiante</i> and as they correctly write the words in the empty column."	"Have students show and apply their knowledge of phonics as they decode the words with the accent on the last syllable as they complete the chart on p. 318 in the <i>Libro interactivo del estudiante</i> , and as they correctly spell the words in the empty column."

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Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T207	Lesson 5, Assess understanding	"To assess students' understanding of accents on acute words, have students listen to you read aloud and write down each of the following words on a two-column chart: one of them with the words that have a graphic accent, and the other with the ones that do not. Say the words: (See Spanish.). When students are finished, have volunteers discuss their answers."	"To assess students' understanding of accents on words with stress on the last syllable, have students listen to you read the following words aloud and write down each of the following words on a two-column chart: one with the words that have a graphic accent, and the other with the ones that do not. Say the words: (See Spanish.). When students are finished, have volunteers discuss their answers."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T212	Lesson 1, Assess prior knowledge, second paragraph	"For students who understand how to use graphic accents when spelling acute words, include the following Challenge Words with the spelling list."	"For students who understand how to use graphic accents when spelling words with stress on the last syllable, include the following Challenge Words with the spelling list."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T212	Lesson 2, FOCUS ON STRATEGIES	"Explain that acute words carry a graphic accent on their last syllable. When they end in <i>n</i> , <i>s</i> or a vowel they have a graphic accent. If they end in another letter, they do not. Say the following words aloud: <i>correr</i> , <i>hotel</i> , and <i>café</i> . Have students identify the accentuated syllable, write the words correctly, and explain why some of these words have a written accent."	"Explain that words with stress on the last syllable carry a graphic accent on their last syllable when they end in <i>n</i> , <i>s</i> or a vowel. If they end in another letter, they do not. Say the following words aloud: <i>correr</i> , <i>hotel</i> , and <i>café</i> . Have students identify the accentuated syllable, spell the words correctly, and explain why some of these words have a written accent."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 3, T213	Lesson 3, FOCUS ON STRATEGIES	"Remind students that verbs in the infinitive are always acute words but, since they do not end in n , s , or a vowel , they do not have an accent."	"Remind students that verbs in the infinitive are always words with stress on the last syllable but, since they do not end in n , s , or a vowel , they do not have a graphic accent."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T272	SLD, last paragraph	"Say the word <i>reptiles</i> . Ask students to repeat it and to clap on the syllable which has the stress. Repeat with the words <i>imagen</i> and <i>túnel</i> . Explain that these words have the stress on the next-to-last syllable and that is why they are called graves <i>llanas</i> in Spanish."	"Say the word <i>reptiles</i> . Ask students to repeat it and to clap on the stressed syllable. Repeat with the words <i>imagen</i> and <i>túnel</i> . Explain that the stress is on the next-to-last syllable in these words, which is why they are called graves <i>llanas</i> in Spanish."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T273	Lesson 3, MODEL AND PRACTICE	"Say these words aloud: (See Spanish.) Have students identify the stressed syllable in each word. Then ask them to indicate where a hiatus is formed, thus, having a written accent."	"Say these words aloud: (See Spanish.) Have students identify the stressed syllable in each word. Then, ask them to indicate where a hiatus is formed, thus, having a written accent."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T273	Lesson 4, Spiral Review title	"Spiral Review: Stress on Acute Words"	"Spiral Review: Stress on Words with the Stress on the Last Syllable"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T273	Lesson 4, FOCUS ON STRATEGIES	"Remind students that acute words are stressed on the last syllable."	"Remind students about words with stress on the last syllable."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T273	Lesson 4, MODEL AND PRACTICE	"Call on a volunteer to write an acute word with a written accent and one without it, and to underline the stressed syllable in each word. Remind students that acute words have a written accent when they end in n , s or vowel . Monosyllabic words have no written accent, except when we must distinguish two that are spelled the same but differ in meaning (for example, te/té). In this case, the written accent is called <i>diacritica</i> ."	"Call on a volunteer to write a word with the stress on the last syllable with a written accent and one without it, and to underline the stressed syllable in each word. Remind students that words with the stress on the last syllable have a written accent when they end in n , s or a vowel . Monosyllabic words have no written accent, except when we must distinguish two that are spelled the same but differ in meaning (for example, te/té). In this case, the written accent is called <i>diacritica</i> ."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T273	Lesson 4, APPLY	"Have students pair up or work independently to list examples of acute words with and without a written accent. Then allow students to share and compare their word lists with others."	"Have students pair up or work independently to list examples of words with the stress on the last syllable with and without a written accent. Then, allow students to share and compare their word lists with others."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T279	Lesson 4, Spiral Review title	"Spiral Review: Stress on Acute Words"	"Spiral Review: Stress on Words with the Stress on the Last Syllable"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T279	Lesson 4, FOCUS ON STRATEGIES	"Review the spelling rules about accents and stressed on the last syllable on pp. T212–T213."	"Review the spelling rules about accents on words with the stress on the last syllable on pp. T212–T213."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T279	Lesson 4, MODEL AND PRACTICE	"Display this misspelled sentence: <i>La maestra de <u>cantó</u> de Ana <u>canto</u> en el recital de la escuela</i> . Then read it aloud, but placing the stress correctly on the words <i>canto</i> , <i>cantó</i> . Call on a volunteer to correct the spelling mistakes. Point out that <i>cantó</i> and <i>canto</i> have different meanings, so it is important to know how they are spelled, one of them being stressed on the next-to-last syllable (<i>canto</i>) and the other, acute (<i>cantó</i>)."	"Display this misspelled sentence: <i>La maestra de <u>cantó</u> de Ana <u>canto</u> en el recital de la escuela</i> . Then, read it aloud, but placing the stress correctly on the words <i>canto</i> , <i>cantó</i> . Call on a volunteer to correct the spelling mistakes. Point out that <i>cantó</i> and <i>canto</i> have different meanings, so it is important to know how they are spelled, one of them being stressed on the next-to-last syllable (<i>canto</i>) and the other, on the last syllable (<i>cantó</i>)."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T280	Lesson 2, MODEL AND PRACTICE, second paragraph	"Point out the changes in the auxiliary verb, while the participle remains unchanged. Explain the same for the other grammatical persons."	"Point out the changes in the auxiliary verb <i>haber</i> , while the participle remains unchanged. Explain the same for the other grammatical persons."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 4, T287	Share Back	"Ask several volunteers to share from their drafts examples of perfect verbs and their relative tenses."	"Ask several volunteers to share from their drafts examples of perfect verbs and their relative tenses. Encourage them to discuss sample sentences where different verb tenses are appropriately used."

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Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 5, T309	PTP, paragraph	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to point out that the word <i>caza</i> can be a verb or an adjective. Tell students that they can change a word part to create a related word. (See Spanish example.) Review the parts of speech you used."	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to point out that the word <i>caza</i> can be a verb or an noun. Tell students that they can change a word part to create a related word. (See Spanish example.) Review the parts of speech you used."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 5, T317	PTP, paragraph	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to work on the word <i>liberar</i> . Explain that, as for many words, when you change a word part, you can get a different one but still related, although in a different part of speech. For example, <i>liberar</i> is a verb, <i>liberados</i> is an adjective and <i>liberación</i> is a noun. Review the parts of speech you used."	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to work on parts of speech using the word <i>liberar</i> . Explain that, as is the case for many words, when you change a part of the words, you can get a different but still related word, although from a different part of speech. For example, <i>liberar</i> is a verb, <i>liberados</i> is an adjective, and <i>liberación</i> is a noun. Review the parts of speech you used."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 5, T340	Title	" Words with Stress on the Third-to-Last and Fourth-to-Last Syllabe "	Edit to correct misspelled word: " Words with Stress on the Third-to-Last and Fourth-to-Last Syllable "
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 5, T340	Lesson 1, Title	" Words with Stress on the Third-to-Last and Fourth-to-Last Syllabe "	Edit to correct misspelled word: " Words with Stress on the Third-to-Last and Fourth-to-Last Syllable "
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 5, T340	Lesson 2, Title	" Words with Stress on the Third-to-Last and Fourth-to-Last Syllabe "	Edit to correct misspelled word: " Words with Stress on the Third-to-Last and Fourth-to-Last Syllable "
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 5, T341	Lesson 4, APPLY	"Ask students to pair up. Have them work together to create a list of words stressed on the next-to-last syllable. Then invite students to share the words and their stress with the class."	"Ask students to pair up. Have them work together to create a list of words stressed on the next-to-last syllable. Then, invite students to share the words and to discuss the stress of each work with the class."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 5, T353	EDIT FOR CAPITALIZATION, whole section	<p>"Display and discuss examples of correct capitalization to help students understand how and why to use it in informational articles. Have students view examples from the stack and then make a capitalization T-chart poster to hang for everyone in the class to use, as needed.</p> <p>Have student pairs find examples of capitalization from the stack. Have them use markers to write the examples in the T-chart poster for classroom use.</p> <p>Have partners exchange drafts and revise for capitalization using the T-chart as a guide. Tell them that check for correct capitalization for addresses, personal titles, organizations, and abbreviations and acronyms."</p>	<p>"Display and discuss examples of correct capitalization to help students understand how and why to use it in informational articles. Have students view examples from the stack. Then ask them to make a T-chart with examples of how to use capitalization to hang in the classroom for everyone to use, as needed.</p> <p>Have student pairs find examples of capitalization from the stack. Have them use markers to write the examples on the T-chart poster, which will be used as a reference by all of the class.</p> <p>Have partners exchange drafts and revise for capitalization using the T-chart as a guide. Tell them to check for correct capitalization of addresses, personal titles, organizations, and abbreviations and acronyms."</p>
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, Week 6, T363	SLD, Compare and Discuss, heand and second paragraph	" Compare and Discussing <p>Ask students with different levels of Spanish to work in pairs. Ask pairs to think about the texts in the unit and take turns to discuss the similarities and differences. Then ask them to connect the texts from the unit with other texts they have read on their own. Give them time to make relevant connections. You can guide them individually with questions like: <i>¿Leíste algún otro texto sobre los animales o la vida en la naturaleza? ¿Cómo se relaciona con los textos de la unidad?</i> "</p>	"Compare and Discuss <p>Ask students with different levels of Spanish proficiency to work in pairs. Ask pairs to think about the texts in the unit, and to take turns discussing the similarities and differences. Then, ask them to connect the texts from the unit with other texts they have read on their own. Give them time to make relevant connections. You can guide them individually with questions like: [in blue font] (See Spanish.)"</p>
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 1, T43	PTP, paragraph	"Remind students that a simile states a comparison between two unlike things but they share some characteristic. The comparision is established by the words <i>como</i> , <i>al igual que</i> o <i>tal (es) como</i> ."	"Remind students that a simile is a comparison between two things that share some characteristics. The comparision is established by the words <i>como</i> , <i>al igual que</i> o <i>tal (es) como</i> ."
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 3, T195	Conferring, SYNTHESIZE INFORMATION, single sentence	"Ask students to look back at their T-charts to share how synthesizing information helped them better understand the texts. "	Revised text to fix an incorrect translation. "Ask students to use two or more independent reading texts to share how synthesizing information helped them better understand the texts. "
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 3, T195	Conferenciar, title	"RESUMIR LA INFORMACIÓN"	Revised incorrect title. "SINTETIZAR LA INFORMACIÓN"
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 3, T195	Libros por nivel, title	"RESUMIR LA INFORMACIÓN"	Revised incorrect title. "SINTETIZAR LA INFORMACIÓN"

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Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 4, T236	Preview Vocabulary, first bullet	<p>"• Introduce the vocabulary words on p. 130 of the <i>Libro interactivo del estudiante</i> and define them as needed.</p> <p><i>maguey</i>: an agave plant from Mexico <i>requinto</i>: a small guitar with just four strings <i>sopetón</i>: sudden blow <i>amapola</i>: a plant with long stem <i>sarape</i>: a wool or cotton blanket with a pattern of strips in lively colors"</p>	<p>"• Introduce the vocabulary words on p. 130 of the <i>Libro interactivo del estudiante</i> and define them as needed.</p> <p>—<i>maguey</i>: an agave plant from Mexico —<i>requinto</i>: a small guitar with just four strings —<i>sopetón</i>: a sudden blow <i>amapola</i>: a flower with long thin stem <i>sarape</i>: a wool or cotton blanket with a stripped pattern in lively colors"</p>
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 4, T242	Close Read, Visualize, whole section	<p>"Have students scan the poem on p. 136 and highlight words naming things which could be present in a field. Then have them explain what mental images those words create and how they allow them to deepen understanding.</p> <p>Possible Response: I imagine extensive fields covered with green grass; a peaceful setting only interrupted by the sound of tractors; a mixture of colors and scents offered by grapes, cotton plants, plums, and pumpkins."</p>	<p>"Have students scan the poem on p. 136 and highlight words which could be found in the countryside. Then have them explain what mental images those words create and how it increases their knowledge of the text.</p> <p>Possible Response: I imagine large fields covered with green grass; a peaceful setting only interrupted by the sound of tractors; a mixture of colors and scents offered by grapes, cotton plants, plums, and pumpkins."</p>
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 4, T242	CROSS-CURRICULAR PERSPECTIVES, single paragraph, second, third and fourth sentences	"The Hispanics who live in these places, which used to belong to Mexico (Arizona, Nuevo México, California, Utah, Nevada and some parts of Colorado and Wyoming), are called <i>chicanos</i> . The mix between American and Mexican culture in the region has resulted in what is known as <i>Chicano culture</i> , which is reflected on literature, music and other arts. The author of the poems from this collection, Juan Felipe Herrera, is from Chicano origin."	"The Hispanics who live in these places, which used to belong to Mexico (Arizona, Nuevo México, California, Utah, Nevada and some parts of Colorado and Wyoming) are called <i>chicanos</i> . The mix between American and Mexican culture in the region has resulted in what is known as <i>Chicano culture</i> , it is reflected in literature, music and other arts. The author of this collection of poems, Juan Felipe Herrera, is of Chicano origin."
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 4, T274	Reading.Writing Workshop Bridge, single paragraph	"While conferring with students, refer back to the Bridge minilessons on mood and indefinite and reflexive pronouns ."	"While conferring with students, refer back to the Bridge minilessons on mood and indefinite, reflexive and prepositional ."
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 4, T274	Puente entre los talleres de lectura y escritura, single paragraph	"Mientras conferencia con los estudiantes, haga referencia a las minilecciones sobre la atmósfera y los pronombres indefinidos y reflexivos del Puente."	<p>Revised to complete the sentence with all the pronouns covered.</p> <p>"Mientras conferencia con los estudiantes, haga referencia a las minilecciones sobre la atmósfera y los pronombres indefinidos, reflexivos y preposicionales del Puente."</p>
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 5, T328	SLD, first paragraph	"Tell students that knowledge of words with Arabic origins can help them recognize them."	"Tell students that knowing the characteristics of words with Arabic origins can help them identify these words."
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 5, T341	Dual Language notice	<p>"Have students make a list of the opinion essay topics they wrote about during the week and tell a partner why they chose them and which was their favorite topic.</p> <p>Challenge students to think of two or three different items or ideas they want to add to their opinion essays in the future and to share those ideas with a neighbor before writing them down."</p>	<p>"Have students make a list of the opinion essay topics they wrote about during the week and tell a partner why they chose them and which was their favorite topic.</p> <p>Revised to replace the last sentence with the correct boilerplate content.</p> <p>See the online <i>Dual Language Educators’ Implementation Guide</i> for additional writing support."</p>
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, Week 5, T341	Dual Language notice	"Anime a los estudiantes a pensar en dos o tres temas o ideas diferentes que quieran añadir a sus ensayos de opinión en el futuro y a compartir esas ideas con un compañero antes de anotarlas."	<p>Revised to replace the last sentence with the correct boilerplate content.</p> <p>"Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a <i>Dual Language Educators’ Implementation Guide</i>."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, UP, page T15	SLD, the first and the second paragraph	<p>"Write on the blackboard the academic vocabulary word <i>noble</i> followed by <i>pueblo</i>, <i>blanco</i> and <i>niebla</i>. Ask students if these words are written with <i>b</i> or <i>v</i>. Circle the letters <i>bl</i> in each word. Ask them what they notice about the <i>b</i> in those cases (it is followed by <i>l</i>). Explain to the students that these words contain the consonant groups <i>bl</i> and <i>br</i> and that they are always written with <i>b</i>. Then, ask them to mention words of the group <i>br</i> (Possible reponses: <i>cabra</i>, <i>abrir</i>, <i>Brasil</i>)."</p> <p>"Use the academic vocabulary Ask pair of students with different levels of command of the language to read out loud the oral vocabulary routine. Then, display sentences frames that work for the answers of "Ask," for example, <i>Una limitación al visitar un museo es _____</i>."</p>	<p>"Write on the board the academic vocabulary word <i>noble</i> followed by <i>pueblo</i>, <i>blanco</i> and <i>niebla</i>. Ask students if these words are written with <i>b</i> or <i>v</i>. Circle the letters <i>bl</i> in each word. Ask them what they notice about the <i>b</i> in those cases (it is followed by <i>l</i>). Explain to the students that these words contain the consonant groups <i>bl</i> and <i>br</i> and that they are always written with <i>b</i>. Then ask them to think of words with <i>br</i> (Possible reponses: <i>cabra</i>, <i>abrir</i>, <i>Brasil</i>)."</p> <p>"Use the academic vocabulary Ask pairs of students with different language levels to read out loud the oral vocabulary routine. Then display sentences frames that work for the answers of "Preguntar" questions for example, <i>Una limitación al visitar un museo es _____</i>."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 1, page T36	SLD, the first and the second paragraph	<p>"Explain that the characters speak in a dialect of English that uses nonstandard vocabulary, grammar, and pronunciations."</p> <p>"Have students work in pairs to rewrite paragraphs 18–21 in standard English with no dialect variations in such a way that the whole text follows the spelling and grammatical rules."</p>	<p>"Explain that the characters speak in a Spanish dialect that uses nonstandard vocabulary, grammar, and pronunciation."</p> <p>"Have students work in pairs and rewrite paragraphs 18–21 in standard Spanish with no dialect variations following spelling and grammatical rules."</p>

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Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 1, page T38	Possible Teaching Point	" Varieties of Spanish Remind students that varieties of Spanish are forms of a language spoken in a particular area or by a particular group of people that often include special vocabulary and nonstandard grammar and pronunciations. Then discuss examples of varieties of Spanish in paragraphs 43 and 45, such as <i>usted</i> , instead of <i>usted</i> ." "	" Spanish dialects Remind students that Spanish dialects are forms of a language spoken in a particular area or by a particular group of people often including special vocabulary and nonstandard grammar and pronunciation. Then discuss examples of Spanish dialect in paragraphs 43 and 45, such as <i>usted</i> , instead of <i>usted</i> ." "
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 1, page T62	LESSON 1, MODEL AND PRACTICE, the first and the second paragraph	"To demonstrate how recognizing these prefixes help students figure out the meanings of words that contain them, say, uttering the word with its prefix clearly:" "Ask them which part is the prefix (<i>com-</i>) and which one is the base word (<i>prometer</i>). Guide students to explain how knowing that <i>com-</i> means “with” or “together” helps them understand the meaning of <i>comprometer</i> (to promise something as a group). Ask some volunteers to give oral examples or sentences including the words <i>comprometer</i> ."	Edit to correct incorrect subject-verb agreement and to correct grammatical error created by omitted word: "To demonstrate how recognizing these prefixes helps students figure out the meanings of words that contain them, say the word with its prefix clearly:" "Ask them which part is the prefix (<i>com-</i>) and which is the base word (<i>prometer</i>). Explain to students how knowing that <i>com-</i> means “with” or “together” helps them understand the meaning of <i>comprometer</i> (to promise something as a group). Ask some volunteers to give oral examples or sentences using the word <i>comprometer</i> ."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 1, page T68	SLD	" Spelling Word Parts Tell students that sounding out word parts <i>con-</i> , <i>com-</i> , <i>pro-</i> y <i>epi-</i> will help them spell words that contain those word parts. Ask them to read aloud the vocabulary words before and after writing them."	" Spelling Parts of Words Tell students that sounding out prefixes <i>con-</i> , <i>com-</i> , <i>pro-</i> y <i>epi-</i> will help them spell words that contain them. Ask them to read aloud the vocabulary words before and after writing them down."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 1, page T70	SLD, the second paragraph	"Explain that many adjectives answer the question: <i>what is it like?</i> about the noun they modify. Say: (See Spanish.) Explain that green is an adjective. Have student pairs create their own <i>What kind?</i> questions and answers to identify adjectives."	"Explain that many adjectives answer the question: <i>¿Cómo es?</i> about the noun they modify. Say: (See Spanish.) Explain that green is an adjective. Have student pairs create their own <i>¿Cómo es?</i> questions and answers to identify adjectives."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 1, page T75	SLD, Week 1: Introduce and Immerse	"These Spanish Language Development activities will help students to improve the structures and details in their writings. Every time possible, have students with advanced knowledge of Spanish to work with students with lower knowledge. Among the partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."	"These targeted language development activities will help students improve both the structure as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T99	CROSS-CURRICULAR PERSPECTIVES, paragraph	"According to some historians, there was a particular event which started the Mexican War of Independence: the Cry of Dolores. It consisted of a cry made by priest Miguel Hidalgo y Costilla, with Ignacio Allende and Juan Aldama, to his congregation to ask them to raise their weapons against New Spain in the morning of September 16th, 1810. That is why he rang the bells of the church in Dolores. Hildago delivered a harangue to motivate them to fight."	"According to some historians, there was a particular event which started the Mexican War of Independence: the Cry of Dolores. It consisted of a cry made by the Priest Miguel Hidalgo y Costilla, with Ignacio Allende and Juan Aldama, to his congregation asking them to raise their weapons against New Spain on the morning of September 16th, 1810. That is why he rang the bells of the church in Dolores. Hildago delivered a declaration motivating them to fight."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T100	Monitor Comprehension, Possible Response, paragraph	"Ana lived with a couple related to her father, the Vicarios, and their daughter, Leona. She considered them family. But then, Mr. and Mrs. Vicario die and Leona inherits all they own, which was a lot; therefore, they were considered to be a part of the high society. Uncle Agustín was the lawyer of the king and queen of Spain, and that is the main reason why he didn't support the independence of New Spain from the Crown."	"Ana lived with a couple who was related to her father, the Vicarios, and their daughter Leona. She considered them family. But then, Mr. and Mrs. Vicario died and Leona inherited all their wealth, which was a lot; therefore, they were considered a part of high society. Uncle Agustín was the King and Queen of Spain's lawyer and that is the main reason why he didn't support the independence of New Spain from the Crown."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T102	Infer Multiple Themes, the last sentence	"They will probably think that the participation of the young women in the cause is determinant and admirable."	"They will probably think that the participation of young women in the cause is fundamental and admirable."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T102	CROSS-CURRICULAR PERSPECTIVES, the second sentence	"Mothers, daughters and wives abandoned their role limited to the household to take care of the wounded, act as spies, provide food for the camps and some even participated in the armed battle."	"Mothers, daughters and wives abandoned their role limited to the household to take care of the wounded, act as spies, provide food for the camps and some even participated in battle."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T103	Possible Teaching Point, the last sentence	"(Synonyms include <i>receptor</i> , <i>punto de llegada</i> , <i>meta</i> , <i>objetivo</i> ; antonyms include <i>confident</i> , <i>certain</i> , <i>origen</i> , <i>emisor</i> , <i>punto de salida</i> .)"	"(Synonyms include <i>receptor</i> , <i>punto de llegada</i> , <i>meta</i> , <i>objetivo</i> ; antonyms include <i>origen</i> , <i>emisor</i> , <i>punto de salida</i> .)"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T106	SLD, paragraph	"Point out to the students that for a fiction to be historical, the authors should always make reference to historical places, facts or characters. If the readers do not have the previous knowledge to understand what the author is referring to, they can investigate in order to verify if the information is real. Have students investigate if an orphanage called <i>Colegio de Belén de las Mochas</i> actually existed (or exists) and ask them to share the information they found."	"Point out to students that for fiction to be historical, the authors have to make reference to historical places, facts or characters. If the readers do not have previous knowledge to understand what the author is referring to, they can investigate in order to verify if the information is real. Have students investigate if an orphanage called <i>Colegio de Belén de las Mochas</i> actually existed (or exists) and ask them to share the information they find."

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Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T112	CROSS-CURRICULAR PERSPECTIVES, the first paragraph	"María de la Soledad Leona Camila Vicario Fernández de San Salvador, known simply as Leona, dies in August 1842 at 53. Before turning 50, she wrote in her will that she was healthy, but that her body “felt the long battle, the hunger, the fatigue and the misery it had felt during all those years at war.” She is still the only woman in Mexico to have been offered a state funeral, a ceremony only offered to important national figures, attended by the highest authorities of the State. Leona Vicario is a national hero and she received the highest honors, she was declared “ <i>Benemérita y Dulcísima Madre de la Patria</i> .” In Mexico, there are many statues of her and many schools, hospitals, libraries, towns and streets named after her."	"María de la Soledad Leona Camila Vicario Fernández de San Salvador, known simply as Leona, dies in August 1842 at 53. Before turning 50, she wrote in her will that she was healthy, but that her body “ <i>resentía la larga lucha, el hambre, el cansancio y la desdicha que había padecido durante los años de guerra</i> ”. She is still the only woman in Mexico to have been offered a state funeral, a ceremony only offered to important national figures attended by the highest authorities of the State. Leona Vicario is a national hero and she received the highest honors, she was declared “ <i>Benemérita y Dulcísima Madre de la Patria</i> .” In Mexico, there are many statues of her and many schools, hospitals, libraries, towns and streets are named after her."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T114	SLD, the last sentence	"If necessary, model how to incorporate one of the vocabulary words, such as: <i>Ana and Leona were determined to participate and cooperate with the insurgents.</i> "	"If necessary, model how to incorporate one of the vocabulary words, such as: “ <i>Ana y Leona estaban decididas a participar y colaborar con los <underline>insurgentes.</i> ” "
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T116	SLD, the second paragraph	"Ask volunteers to mimic with their bodies (they can ask a partner for help or use elements of the classroom) the words of the vocabulary <i>titiritando, insurgentes</i> and <i>reconocido</i> , and their partners have to guess which is the word that is being represented."	"Ask volunteers to mimic with their bodies (they can ask a partner for help or use elements in the classroom) the vocabulary words <i>titiritando, insurgentes</i> and <i>reconocida</i> , and their partners have to guess what word is being represented."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T120	SLD, the second paragraph	"Have students compare the fight against slavery on <i>Salvemos al Sr. John Holton</i> and the fight for independence on <i>La libertad según Ana Pérez</i> . Guide them with the following questions: How do both fights coincide? What other themes emerge from the main theme? What feelings arose in the town with the loss of rights? Ask why they think both authors chose to focus on young people. Ask to what theme their similarities point."	"Have students compare the fight against slavery in <i>Salvemos al Sr. John Holton</i> and the fight for independence in <i>La libertad según Ana Pérez</i> . Guide them with the following questions: How do both fights coincide? What other themes emerge from the main theme? What feelings arose in the town with the loss of rights?"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T128	SLD, the last two sentences	"Then, ask students to share, in groups, the meaning of the verses and how they are related to the texts they have read this week. Offer every necessary help to understand new words or confuse verses."	"Then ask students to share in groups the meaning of the verses and how they are related to the texts they have read this week. Offer every help necessary to understand new words or confusing verses."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T130	SLD, paragraph	"Encourage students to practice using synonyms to describe what they mean when they aren’t sure of the English word. Have student pairs use synonyms to describe the Academic Vocabulary words <i>resist</i> and <i>grace</i> . Remind students to use synonyms that are the same part of speech."	"Encourage students to practice using synonyms to describe what they mean when they are unsure of the meaning of a word. Have pairs of students use synonyms to describe the Academic Vocabulary words <i>resistir</i> and <i>gracia</i> . Remind students to use synonyms that are the same part of speech."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T133	LESSON 4, FOCUS ON STRATEGIES, paragraph	"Review the strategies on pp. T62–T63 about using the word parts <i>con-</i> , <i>com-</i> , <i>pro-</i> , <i>epi-</i> to determine a word’s meaning."	"Review the strategies on pp. T62–T63 about using the prefixes <i>con-</i> , <i>com-</i> , <i>pro-</i> , <i>epi-</i> to determine a word’s meaning."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T133	LESSON 4, MODEL AND PRACTICE, paragraph	"Ask a volunteer to define the word part <i>pro-</i> . Remind students how knowing that <i>pro-</i> sometimes means “forward” or “before” can help them decode words that contain this word part, such as <i>proseguir</i> ."	"Ask a volunteer to define the prefix <i>pro-</i> . Remind students how knowing that <i>pro-</i> sometimes means “forward” or “before” can help them decode words that contain this prefix, such as <i>proseguir</i> ."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T139	LESSON 3, FOCUS ON STRATEGIES, paragraph	"Stress that the prefix <i>super-</i> , written without an accent mark and united to the root without a hyphen, shouldn’t be confused with the word <i>súper</i> (with an accent mark), which is a type of fuel, the short form of <i>supermercado</i> or something which is “very good or superior”."	"Stress that the prefix <i>super-</i> , written without a written accent and united to the root without a hyphen, shouldn’t be confused with the word <i>súper</i> (with a written accent), which is a type of fuel, the short form of <i>supermercado</i> or something which is “very good or superior”."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T140	LESSON 1, APPLY, the last sentence	"Remind them to pay attention to agreement and that demonymic adjectives in Spanish don’t begin with a capital letter."	"Remind them to pay attention to agreement and that demonymic adjectives in Spanish begin with a lower case letter."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T145	SLD, Week 2: Develop Elements	"These Spanish Language Development activities will help students improve the structures and details in their writings. Whenever possible, have students with advanced level of Spanish work with students that have a lower level. Among partners, advanced students can be models to follow for their partners in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."	"These targeted language development activities will help students improve both the structure as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 2, page T145	SLD, the last sentence	"• Have students write a paragraph about the conflict in his or her story and have a partner edit their draft to make sure that verb tenses make sense."	"• Have students write a paragraph about the conflict in his or her story and have a partner edit their draft to make sure that verb tenses make sense. See the online <i>Dual Language Educators’ Implementation Guide</i> for additional writing support."

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Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 3, page T157	SLD	"Have students reread the phrases of the cryptogram and identify the capital letters. Ask them why they think that the words Constitution and Bill of Rights take capital letters (they are proper names, related to a constitution and a specific bill). Think ask: (See Spanish.) (Yes, because it is a proper name.) Have students identify the word Americans and ask them if this word should take, in Spanish, capital letter. (No.) Remind students that nationalities do not take capital letters in Spanish."	"Have students reread the phrases of the cryptogram and identify the capital letters. Ask them why they think the words <i>Constitución</i> and <i>Declaración de Derechos</i> have capital letters (they are proper names, related to a constitution and a specific bill). Then, ask: (See Spanish.) (Yes, because it is a proper name.) Have students identify the word <i>estadounidenses</i> and ask them if this word in Spanish has a capital letter. (No.) Remind students that nationalities do not have capital letters in Spanish."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 3, page T184	SLD	"After the develop vocabulary activity on p. 184, form pairs of students with mixed language-dominance. Ask them to make sentences about the Constitution including the previously identified words. Then, ask them to take turns to read the sentences. Encourage the native Spanish speakers to show correct pronunciation and prosody in order to help develop their partner's fluency in Spanish."	"After the develop vocabulary activity on p. 184, form students into pairs with mixed language-levels. Ask them to make sentences about the Constitution including the words previously identified. Then ask them to take turns to read the sentences. Encourage the native Spanish speakers to model correct pronunciation and prosody in order to help develop their partner's fluency in Spanish."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 3, page T192	SLD, the first and the second paragraph	<p>"Pairs of bilingual students During the Fluency activity on P. T192, have pairs of students with mixed language-dominance take turns to read the passages. Then have each one choose a section of the Bill of Rights, summarize the section orally with their own words and share it with their partners. Encourage Spanish speakers to show correct pronunciation and prosody when reading in order to help develop their partner's fluency in Spanish."</p> <p>"Bilingual groups During Conferring activity on p. T193, form groups of students with mixed language-dominance. Have them take turns to paraphrase the answers of their partners to the questions you asked when conferring."</p>	<p>"Pairs of bilingual students During the Fluency activity on p. T192, have pairs of students with mixed language-levels take turns to read the passages. Then have each one choose a section of the Bill of Rights, summarize the section orally with their own words and share it with their partners. Encourage Spanish speakers to model correct pronunciation and prosody when reading in order to help develop their partner's fluency in Spanish."</p> <p>"Bilingual groups During Conferring activity on p. T193, form students into groups with mixed language-levels. Have them take turns to paraphrase their partners' answers to the questions you asked when conferring."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 3, page T196	SLD, the first and the second paragraph	<p>"Pairs of bilingual students In order to encourage students to make conversation, have pairs of bilingual students complete together, at least one, literacy activity on p. 197. Have them of students ask and answer questions about what they have learned along the week and what they would like to learn."</p> <p>"Bilingual groups During Confering activity on p. T197, make groups of students with mixed language-dominance. Have them take turns to paraphrase the answers of their partners to the questions you asked in the Conferring activity."</p>	<p>"Pairs of bilingual students In order to encourage students to talk to each other, have pairs of bilingual students complete together at least one literacy activity on p. 197. Have them ask and answer questions about what they have learned in the week and what they would like to learn."</p> <p>"Bilingual groups During Conferring activity on p. T197, form groups of students with mixed language-levels. Have them take turns to paraphrase their partners' answers to the questions you asked in the Conferring activity."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 4, page T256	SLD	"Organize lessons with the students through step by step questions. Ask: (See Spanish.) Go on until the students clearly observe how a fact can trigger the following."	"Organize lessons with the students using step by step questions. Ask: (See Spanish.) Continue until the students clearly observe how an event can trigger the following."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 4, page T270	SLD, the first sentence	"Explain that knowing what a word part means can help students determine its meaning."	"Explain that knowing the root of a word can help students determine its meaning."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, Week 4, page T272	SLD	"Have groups compare the illustrations on pp. 325 and 330. Ask: (See Spanish.) Work with students to point out differences between each illustration that create contrasting moods. For each illustration, have students complete the sentence frame <i>This image makes me feel _____</i> . "	"Have groups compare the illustrations on pp. 325 and 330. Ask: (See Spanish.) Work with students to point out the differences in each illustration that create contrasting moods. For each illustration, have students complete the sentence frame <i>Esta imagen me hace sentir _____</i> . "

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