

***myView Literacy* Publisher’s Response**

Grades K-2

Savas Learning Company is extremely pleased with the “All Green” rating across all gateways for all grade levels. *myView Literacy* is a comprehensive, interactive English language arts solution that provides a balanced approach to the teaching of reading, writing, speaking, and listening and thinking using a collection of authentic reading texts and collaborative writing workshops.

Below, we provide additional information on select indicators in the Grades K-2 review.

Indicator 1A

Anchor texts are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

Savas Learning Company Response

myView Literacy texts are high-quality and rigorous selections chosen to ensure they are worthy of students’ time and attention, supporting advancement towards reading independence. All of the texts in the *myView Literacy* are published or written by published authors.

We strongly disagree with the EdReports findings related to Grades K and 1, and offer further explanation below.

Grade K

Mission Accomplished

Mission Accomplished is written by Ebony Joy Wilkins, a published author of books for children and young adults. In addition to being a writer, Wilkins is a Ph.D. professor whose education research centers on African American children's literature.

How Anansi Got His Stories

How Anansi Got His Stories is a traditional story set in Africa. It introduces children to the distinguishing characteristics of folktales. Specifically, the story serves as the springboard for instruction around theme and moral; how the moral, or lesson, of a folktale supports the theme

— a sophisticated new concept for kindergarten students. Ibi Zoboi is a New York Times Bestselling author and a National Book Award Finalist.

Grade 1

Henry on Wheels

Henry on Wheels from *Everything Goes*, published by HarperCollins, was chosen for week 2 of Unit 1 in large part because the simple sentence structure and patterned text allows early readers to be successful reading the selection independently. Once they've mastered word reading, the text allows students to practice fluent reading, specifically prosody.

The Cow and the Tiger

The Cow and the Tiger is a rich text used to teach genre, figurative language, vocabulary, and comprehension strategies. Students learn the characteristics of a fable as they identify animals that talk and act like people and the relevant moral at the end of the story.

Indicator 1L

Materials provide opportunities for students to address different types of writing that reflect the distribution required by the standards.

Savvas Learning Company Response

We strongly disagree with the findings in this area. In addition to the Writing Workshop, there are various opportunities for opinion writing across the grade. Examples include the following.

Grade 1 Examples:

- U2W5: Students compare texts and write an opinion about them.
- U2W6: Students write a persuasive text about which animal should be added to the local zoo.
- U3W6: Students write an opinion piece about why we should read folktales.
- U5W6: Students write an opinion play about which season they think is the best.

With the above opportunities in place, teachers can determine whether their students would benefit from a focused Opinion Writing unit in the Writing Workshop. This additional unit was created specifically to meet student needs and provides instruction- including minilessons, modeled writing, shared writing, conferring, and Share Back opportunities. Teachers can also utilize the suggested titles from Mentor Stack for writing models.

Indicator 2D

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate the knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

Savas Learning Company Response

Each week students are asked to respond to the text through a Reflect and Share culminating activity in Lesson 5, including both an oral component and a written component. The purpose of these tasks is to have students make connections between texts and other sources to demonstrate knowledge of not only the text, but the genre and the topic of the text as well.

Activities have students go back into texts to cite text evidence to demonstrate knowledge. Students will always answer the Weekly Question on this page, either through an oral discussion (to instruct on listening and speaking skills) or a written response.

Additionally, each unit project focuses on the theme of the unit. Weekly essential questions build students' knowledge and understanding of the theme, allowing for deeper comprehension in preparation for the project. Prior to beginning the Week 6 project, the Compare Across Texts spread has students return to each selection in the unit to collect text evidence. Students are asked to use the text evidence to answer the Essential Question. Throughout the project, students are synthesizing information from multiple sources, researching, and applying the knowledge and skills they have learned throughout the unit to solidify understanding and showcase their learning.

Indicator 3A

Materials are well designed and take into account effective lesson structure and pacing.

Savas Learning Company Response

Savas Learning Company strongly disagrees with the findings related to this indicator, as information submitted during the errors and omissions process was not included in the final report. EdReports originally believed that foundational skills instruction and reading workshop instruction took place during the same instructional time allotment.

Please see below for information regarding the *myView Literacy* instructional time allotments:

Reading Workshop

Foundational Skills	20-30 min.
Shared Reading	40-50 min.

Reading Bridge	5-10 min.
Small Group	25-30 min.

Total Time for Reading Workshop: 90-120 minutes

Writing Workshop

Minilesson	10 min.
Independent Writing	30-40 min.
Writing Bridge	5-10 min.

Total Time for Writing Workshop: 45-60 minutes

The materials in *myView Literacy* are well-designed with pacing appropriate to fit an English Language Arts block. The pacing of daily lessons in *myView Literacy* is based on the best practice of 120-180 minutes per day of reading/writing instruction across Grades K-5. Research recommends the use of an uninterrupted, 90-minute block as the foundation for a strong early literacy program, therefore the pacing allows for increased time on task in Grades K-2.

Indicator 3B

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding

Savas Learning Company Response

Savas Learning Company asserts that teachers are professionals and can make the appropriate choices for their students, whom they know best. As such, the organization of *myView Literacy* provides the right balance of predictable structure and flexibility to allow teachers to make reasonable adjustments to planning and pacing based on a school or classroom's unique situation. No publisher's solution could accurately accommodate for all the various disruptions that may occur in a school year.

The pacing of lessons was designed to allow for maximum student understanding with the content completed in the amount of time listed in the Suggested Weekly Plan. Please refer to 3A for information regarding pacing.

myView Literacy includes five units of instruction with six weeks in each unit, for a total of 150 days of instruction. This was done to ensure viability to be covered within one school year without modification, taking into consideration time for reteaching and intervention, in

addition to disruptions due to state testing, holidays, snow days, field trips, and other school and district commitments.

For schools requiring less than 150 days of instruction: The Flexible Option feature through the Reading and Writing Bridge sections allow educators to use professional judgment to match lessons to particular classes of students. During Writing Workshop, the Writing Fast Track identifies standards-based lessons for those teachers who have limited time to teach writing.

For schools requiring more than 150 days of instruction: Options such as Quest and uEngineerIt! extension activities, the online minilessons bank, and practice activities in the Resource Download Center provide a wealth of opportunities for additional instruction.

Indicator 3H

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

Savvas Learning Company Response

myView Literacy was built to address the Common Core State Standards. In every unit Teacher's Edition, the Unit Skills Overview pages provide teachers with a detailed view of all the skills taught within that unit and the CCSS that correspond to those specific skills in both Reading and Writing.

Every weekly planner also identifies the CCSS to be addressed across five days of instruction. Teachers can easily plan across the unit and/or the week noting the CCSS.

All items on the Unit, Middle-of-Year, and End-of-Year Tests are aligned to skills and the Common Core State Standards. By identifying which items a student answered incorrectly and referring to the Item Analysis Charts, a teacher can determine specific areas in which the student needs additional help. For example, if the student answers six questions incorrectly, four of which are based on interpreting literary elements such as plot and character, a teacher may want to plan additional instruction for the student in this area. Teachers can closely monitor students' performance patterns and create a standards-based report to assess and monitor student progress in regard to specific ELA/literacy Standards.