

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Pioneer Valley Educational Press, Inc. DBA Pioneer Valley Books	Stepping Together, Grade 1
Subject	Grade Level
English Phonics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	220 / 313

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	0	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	16	0

Count of Publisher Submitted Changes **13**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8379636

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: Directions should reflect that students should be writing the letters in the sound boxes so that it matches the breakout.

Page Number(s): 1

Location: N/A

URL to Content: https://drive.google.com/file/d/1Mi4B4OHgKw7E-PG7RezdZ6xDyc4DCSlh/view?usp=drive_link

Publisher Response: Reject

Thank you for your feedback. This evidence pertains to the activity Making Words, not to Sound Boxes as indicated in your feedback. In the Making Words procedure, students are directed to make a new word by determining which letters need to be changed (encoding/spelling). Please see in depth description of the Making Words procedure in the Stepping Together Grade One Teaching Guide, pages 25-26.

IMRA Reviewer Feedback ID 8329681

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: It could be improved by changing the terminology from "make" to "spell" to insure the instructions are clear.

Page Number(s): 1

Location: N/A

URL to Content: https://drive.google.com/file/d/1DiMTkJDZjjOpc3-YlHkfFUPeXxKNpNNI/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback. We understand your point. However, since the Teaching Guide explicitly makes clear that the "make" portion of the activity is encoding/spelling, we are not going to make this change at this time.

IMRA Reviewer Feedback ID 8358311

Component: N/A (9798888290446)

Reviewer Feedback: If the directions said 'and' instead of 'or' in regard to the encoding and decoding, so that students were required to do both, this would ensure that novice teachers addressed the breakout by having students spell and that students apply spelling knowledge. This would also be best practice!

Page Number(s): 1

Location: N/A

URL to Content: https://drive.google.com/file/d/1xgEedKiCQxxk-VzJz7uvWp_dLEas-dxd/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback! The "or" in this context was purposeful. It's intended to indicate that teachers should toggle between having students change/add letters to make a new word (encode/spell) or tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25-26 of the First Grade Stepping Together Teaching Guide. In the description of the activity on page 25, it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plan to toggle between encoding and decoding." On the lesson plan where it says "Have students make or read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

IMRA Reviewer Feedback ID 8278291

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: When focusing on long vowels, I would recommend to decode words with long vowels only rather than including short vowel words as well.

Page Number(s): 1

Location: N/A

URL to Content: https://drive.google.com/file/d/1atHbXGg9MjfmNNVyJ-uco1vvBzMghYh/view?usp=drive_link

Publisher Response: Reject

Thanks for the feedback. This was intentional. You will notice a toggle between words that contain the phonic element and words that do not in our Making Words activities throughout Stepping Together lessons as this practice better promotes flexibility and solidification with decoding and encoding words with the new skill. For example, in this lesson we fluctuate between words with short vowels and words with long vowels (this lesson's new target skill) on purpose so students gain flexibility, fluency, and automaticity with hearing both sounds and identifying and discriminating between the letters that spell those sounds. When just one long vowel is used, students aren't engaged with transferring and applying their new knowledge of the letters that spell that long vowel because once they have spelled it one time in the first word, they wouldn't be working to spell it again. For example, if the words listed here were simply make, cake, cape, gape, gate, late students would already have the a and e in place. Rather, they would be changing consonants. Consonants are not the focus of the lesson, and this would greatly lower the complexity of the activity. This type of letter chain would not lend to building flexibility decoding and encoding words with the new target skill as well as a strand that toggles back and forth like the one in this lesson (cap, cape, gape, tape, tap, map, mad, made). Therefore, toggling back and forth between words with a long vowels and words without better promotes application and transfer of the new target skill, which in this case is long vowels. Additionally, very often, when changing a vowel from short to long, it involves the addition of just one additional letter (i.e. met to meet or cap to cape). We intentionally chose to toggle between short and long vowels here to help students understand this concept, which in turn helps them become for flexible and fluent decoders and encoders.

IMRA Reviewer Feedback ID 8358811

Component: N/A (9798888290446)

Reviewer Feedback: This would be improved if students were required to both encode AND decode, whereas the directions say 'make or read'.

Page Number(s): 1

Location: N/A

URL to Content: https://drive.google.com/file/d/1xgEedKiCQxxk-VzJz7uvWp_dLEas-dxd/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback! The "or" in this context was purposeful. It's intended to indicate that teachers should toggle between having students change/add letters to make a new word (encode/spell) or tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25-26 of the First Grade Stepping Together Teaching Guide. In the description of the activity on page 25, it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plan to toggle between encoding and decoding." On the lesson plan where it says "Have students make or read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

IMRA Reviewer Feedback ID 8247981

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: I would take "rim" out because it does not begin with a beginning consonant blend.

Page Number(s): 2

Location: N/A

URL to Content: https://drive.google.com/file/d/1BxH8PvMYRebZo9Xpq3gepjnG5QjftypZ/view?usp=drive_link

Publisher Response: Reject

Thanks for the feedback. This was intentional. We fluctuate between words with blends and cvc words so that students hear and attend either one initial phoneme or to both sounds in the blend. Often, students have difficulty hearing the second sound in the blend, so this step in the activity is solidifying and bringing blends to fluency.

IMRA Reviewer Feedback ID 8362231

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: There should be more opportunities to write words with final consonant trigraphs.

Page Number(s): 3

Location: N/A

URL to Content: https://drive.google.com/file/d/1vMTILRCHAo2PN4_3tiEMCXpJH0Anl9U0/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback. Across the lesson, there are multiple activities that give students the opportunity to write words with final consonant trigraphs.

IMRA Reviewer Feedback ID 8378586

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (0)

Reviewer Feedback: Directions should reflect that students are writing letters in the sound boxes so that it matches the breakout. i understand that it is under the Interactive Writing time, however, the directions are rather vague.

Page Number(s): 3

Location: N/A

URL to Content: https://drive.google.com/file/d/1Mi4B4OHgKw7E-PG7RezdZ6xDyc4DCSlh/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback! There is an in-depth, step-by-step description of the procedure for this activity in the First Grade Stepping Together Teaching Guide on pages 27-28.

IMRA Reviewer Feedback ID 8319511

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: Only the word "play" is an open syllable. This could be improved by giving more examples with open syllables.

Page Number(s): 3

Location: N/A

URL to Content: https://drive.google.com/file/d/1BxH8PvMYRebZo9Xpq3gepnG5QjftypZ/view?usp=drive_link

Publisher Response: Reject

Thank you for your feedback! Our dictated sentences were strategically crafted to include both current and prior taught phonics skills as well as current and past sight words. Therefore, changing this dictated sentence would be challenging as it is a complex process to ensure each one includes all of these things. However, students have ample practice spelling open syllable words in other multiple activities throughout the lessons.

IMRA Reviewer Feedback ID 8345026

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: We would recommend adding more words with vowels teams and take out the word "trick."

Page Number(s): 3

Location: N/A

URL to Content: https://drive.google.com/file/d/1-yZQQRG-EQnxWk8_DFzCDUZ7MTlm_2A-/view?usp=drive_link

Publisher Response: Reject

Thank you for your feedback! Our dictated sentences were strategically crafted to include both current and prior taught phonics skills as well as current and past sight words. Therefore, changing this dictated sentence would be challenging as it is a complex process to ensure each one includes all of these things. However, students have ample practice spelling vowel teams in other multiple activities throughout the lessons. "Trick" was purposely included to review previously-taught phonics skills.

IMRA Reviewer Feedback ID 8337216

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: It could be improved by having more than one open syllable word in the examples.

Page Number(s): 3

Location: N/A

URL to Content: https://drive.google.com/file/d/1o9K_uwO1CqxcyShh4Cr5hkda4BzbqC9/view?usp=drive_link

Publisher Response: Reject

Thank you for your feedback! Our dictated sentences were strategically crafted to include both current and prior taught phonics skills as well as current and past sight words. Therefore, changing this dictated sentence would be challenging as it is a complex process to ensure each one includes all of these things. However, students have ample practice spelling open syllable words in other multiple activities throughout the lessons.

IMRA Reviewer Feedback ID 8268736

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: It might be helpful to put 'final consonant trigraph' instead of 'vowel team' igh.

Page Number(s): 3

Location: N/A

URL to Content: https://drive.google.com/file/d/123JwwEIDXbBL_BzSAKU0l5Ox4XVvjsOJ/view?usp=drive_link

Publisher Response: Reject

In this lesson we refer to "igh" as "Long i Vowel Team igh" as we were trying to indicate that these three letters work together to spell a long vowel sound. This distinction was intentional as it is important for students as there are multiple ways to spell the long i sound. Knowing the various ways in which to do so is important in building flexible and fluent decoders and encoders.

IMRA Reviewer Feedback ID 8267026

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: It might be helpful to put 'final consonant trigraph' instead of 'vowel team' igh.

Page Number(s): 5

Location: N/A

URL to Content: https://drive.google.com/file/d/123JwwEIDXbBL_BzSAKU0l5Ox4XVvjsOJ/view?usp=drive_link

Publisher Response: Reject

In this lesson we refer to "igh" as "Long i Vowel Team igh" as we were trying to indicate that these three letters work together to spell a long vowel sound. This distinction was intentional as it is important for students as there are multiple ways to spell the long i sound. Knowing the various ways in which to do so is important in building flexible and fluent decoders and encoders.

IMRA Reviewer Feedback ID 8359591

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: Again, the entire step 3 (all bullet points) would be improved if the directions said make AND read, instead of 'or'.

Page Number(s): 5

Location: N/A

URL to Content: https://drive.google.com/file/d/1xgEedKiCQxxk-VzJz7uvWp_dLEas-dxd/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback. This feedback doesn't match the evidence provided. It seems to be for the Making Words activity; the evidence we provided was from the Dictated Sentence activity.

IMRA Reviewer Feedback ID 8363841

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: The directions should reflect that students should be required to spell the words in the sound boxes. The directions seem a vague when referencing, "use sound boxes."

Page Number(s): 5

Location: N/A

URL to Content: https://drive.google.com/file/d/1BxH8PvMYRebZo9Xpq3gepnG5QjftypZ/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback! There is an in-depth, step-by-step description of the procedure for this activity in the First Grade Stepping Together Teaching Guide on pages 27-28.

IMRA Reviewer Feedback ID 8362371

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Reviewer Feedback: I would recommend the directions reflect students should be required to spell words with the final consonant trigraphs. The directions are rather vague.

Page Number(s): 5

Location: N/A

URL to Content: https://drive.google.com/file/d/1vMTILRCHAO2PN4_3tiEMCXpJH0Ant9U0/view?usp=drive_link

Publisher Response: Reject

Thank you for the feedback! There is an in-depth, step-by-step description of the procedure for this activity in the First Grade Stepping Together Teaching Guide on pages 27-28.

Publisher Submitted Changes

Change ID 9663226

Component: Digraph-Blend Card (9798888290002)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: N/A

Original URL: https://drive.google.com/file/d/1_NNtcW2Ew8omwJqyLoFvowBT-Ncm_z7Z/view?usp=drive_link

Original Text: N/A

Updated URL: [N/A](#)

Updated Text:

Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Change ID 9756576

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: N/A

Original URL: https://drive.google.com/file/d/1isZF5FEeCs8oW3USFXEjYLSsEPBT9YSaN/view?usp=drive_link

Original Text: N/A

Updated URL: https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-x?usp=drive_link

Updated Text:

Since the changes submitted for the August deadline, we have done a copy edit on all new text, completed changes for which we previously provided samples, and ensured that all materials lists, websites, QR codes, etc. were updated to reflect the resources made specifically for this Texas review. Once the materials are fully designed for the March deadline, we will adjust all page numbers in the Table of Contents and throughout the book. The original versions are at [https://drive.google.com/file/d/1isZF5FEeCs8oW3USFXEjYLSsEPBT9YSaN/view?...;](https://drive.google.com/file/d/1isZF5FEeCs8oW3USFXEjYLSsEPBT9YSaN/view?...) the versions from the August submission are at [https://drive.google.com/file/d/1aRep3PfNN2EVbbFMlk7q87k2JKPpyrD2/view?...;](https://drive.google.com/file/d/1aRep3PfNN2EVbbFMlk7q87k2JKPpyrD2/view?...) The revised versions are at <https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-....>

Change ID 9756566

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: N/A

Original URL: https://drive.google.com/file/d/13cVCctJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: N/A

Updated URL: https://drive.google.com/drive/folders/1QSYveGBKhYCC875cwbMDByDzkVgfHHP?usp=drive_link

Updated Text:

Since the August submission we have edited and designed the Fidelity Implementation Checklist which was updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Teaching Guide (PDF page 13 of the new PDF), but the actual documents are downloadable resources.

The current document is at [https://drive.google.com/file/d/1LBK0ki3q570KJkxqUHYcTb10qNcutQAC/view?...;](https://drive.google.com/file/d/1LBK0ki3q570KJkxqUHYcTb10qNcutQAC/view?...)

The document from the August submission is at [https://drive.google.com/file/d/1QBJ4JEPBHjtl1mQF_JVjsKZl-RhHISmF/view?...;](https://drive.google.com/file/d/1QBJ4JEPBHjtl1mQF_JVjsKZl-RhHISmF/view?...)

The revised document is at <https://drive.google.com/drive/folders/1QSYveGBKhYCc875cwbMDBYDzkVgFHHP...>

Change ID 9756571

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: N/A

Original URL: https://drive.google.com/file/d/13cVCCtJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: N/A

Updated URL: https://drive.google.com/drive/folders/1DsehMIRhqaBD9w3B90bmJGBb0L7AfybW?usp=drive_link

Updated Text:

Since the August submission we have edited and designed the Beginning-of-the-Year and Modules Letters to Caregivers. It is currently available in English; Spanish translations will be created. The old version can be viewed here: https://drive.google.com/file/d/18rT14KgnbQxq3DuWu2hO_jlouPcMkGcC/view?.... The versions created in August can be reviewed in this folder:

https://drive.google.com/drive/folders/1Y2D_w8pyyGhB8HmEUxiNobXsRxkNEQ1.... The revised versions are available at <https://drive.google.com/drive/folders/1DsehMIRhqaBD9w3B90bmJGBb0L7Afyb....>

Change ID 9663236

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: Editorial Change

Current Page Number(s): Page 14 of PDF, page 6 of print book

Location: Last entry in the "Consumable Items" column of Table 1-3

Original URL: https://drive.google.com/file/d/13cVCCtJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: One-Year Subscription to Digital Reader

Updated URL: https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Delete text. See revision on PDF page 16 of new PDF. Instead insert at bottom of table: *We recommend purchasing a one-year subscription to the Digital Reader as a optional add-on.

Change ID 9756561

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: Editorial Change

Current Page Number(s): Throughout

Location: Throughout

Original URL: https://drive.google.com/file/d/13cVCCtJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: N/A

Updated URL: https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-x?usp=drive_link

Updated Text:

Since the changes submitted for the August deadline, we have done a copy edit on all new text, pulled through to the Teaching Guide changes made in other materials (such as making sure the appendixes match changes made in the lessons), completed changes for which we previously provided samples, and ensured that all materials lists, websites, QR codes, etc. were updated to reflect the resources made specifically for this Texas review. Once the materials are fully designed for the March deadline, we will adjust all page numbers in the Table of Contents and throughout the book. The original submission is located at <https://drive.google.com/file/d/13cVCCTJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?....> The August submission is located at <https://drive.google.com/drive/folders/1dRkWUN1wN4l1QmwLx35eCcTgHGpGVmZ....> The newest submission is located at <https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-...>

Change ID 9663266

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (9798888290446)

Change Type: New Content

Current Page Number(s): N/A

Location: N/A

Original URL: https://drive.google.com/file/d/1isZF5FEecS8oW3USFXEjYLSepBT9YSaN/view?usp=drive_link

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1aRep3PfNN2EVbbFmlk7q87k2JKPpyrD2/view?usp=drive_link

Updated Text:

Rearrange material throughout the book. Create a "MODULE OVERVIEW" at the beginning of each module. Then create a new "LESSON OVERVIEW" at the beginning of each lesson that lays out the lesson objectives, teacher materials, student materials, etc. for each lesson.

Change ID 9663246

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: New Content

Current Page Number(s): N/A

Location: N/A

Original URL: https://drive.google.com/file/d/13cVCCTJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Add new Appendix C: ELPS Language Objectives Aligned with Stepping Together Lesson Components. See PDF page 94 of the new PDF.

Change ID 9663231

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: New Content

Current Page Number(s): N/A

Location: N/A

Original URL: https://drive.google.com/file/d/13cVCCTJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Insert new Introduction text. 3 pages of new material; please see PDF page 9-11 of new PDF.

Change ID 9663251

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: New Content

Current Page Number(s): Page 116 of PDF (page a-43 of print book)

Location: References

Original URL: https://drive.google.com/file/d/13cVCCTJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Add in new references from the new text that was added in the new Introduction. See PDF page 119 of the new PDF.

Change ID 9663241

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: New Content

Current Page Number(s): Pages a-1 to a-21 of print book (pages 67-87 of PDF)

Location: Appendix A

Original URL: https://drive.google.com/file/d/13cVCCTJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Insert ELPS throughout the appendix. See PDF pages 69-89 of the new PDF.

Change ID 9663256

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: New Content

Current Page Number(s): PDF page 10 (page 2 of print book)

Location: last paragraph

Original URL: https://drive.google.com/file/d/13cVCCTJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

The Fidelity Implementation Checklist has been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Teaching Guide (PDF page 13 of the new PDF), but the actual documents are downloadable resources.

The current document is at <https://drive.google.com/file/d/1LBK0ki3q570KJkxqUHYcTb10qNcutQAC/view?...>

The revised document is at https://drive.google.com/file/d/1QBj4JEPBHjtl1mQF_JVjsKZl-RhHlSmF/view?...

Change ID 9663261

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (9798888290439)

Change Type: New Content

Current Page Number(s): PDF page 64 (page 56 of print book)

Location: last paragraph

Original URL: https://drive.google.com/file/d/13cVCCtJdfFPiXlrTP5Bwqj9BFbEvv6yP/view?usp=drive_link

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

The Beginning-of-the-Year Letter to Caregivers has been revised to now be a letter sent home at the beginning of each module. It will be available in English and Spanish. The old version can be viewed here:

https://drive.google.com/file/d/18rT14KgnbQxq3DuWu2hO_jlouPcMkGCc/view?.... The new versions can be reviewed in this folder: https://drive.google.com/drive/folders/1Y2D_w8pyyGhB8HmEUxiNobXsRrkNEQ1...

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None