

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Pioneer Valley Educational Press, Inc. DBA Pioneer Valley Books	Stepping Together, Grade 2
Subject	Grade Level
English Phonics	Grade 2

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>N/A</b>
<b>Quality Review Overall Score:</b>	<b>235 / 340</b>

## 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	5	0

**Count of Publisher Submitted Changes** **17**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

## All Feedback Items from IMRA Reviewers Remaining After Update

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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

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### IMRA Reviewer Suitability Noncompliance

- None

### IMRA Reviewer Suitability Compliance

- None

### IMRA Reviewer Factual Errors

- None

### IMRA Reviewer Feedback

#### IMRA Reviewer Feedback ID 8457246

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Reviewer Feedback:** The directions should say 'and' instead of 'or', to ensure that decoding is taking place. Also, so students are required to make AND read the words. More words with trigraphs need to be included. Having "or" also ensures that students have the opportunity to decode and a chance to spell. Likewise, students would be able to demonstrate spelling of words with vowel teams including diphthongs.

**Page Number(s):** 1

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1vbGcO7CSaegh7-VjPRPsbWf0R81g246z/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the feedback! The "or" in this context was purposeful. It was 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 and 26 of the Second 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 8609606

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Reviewer Feedback:** Directions need to reflect that students need to spell instead of giving an option to make or read.

**Page Number(s):** 1

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1LNnhYsLceIFX3Dd4NrT23wXmZeCSVZf3/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the feedback! The "or" in this context was purposeful. It was 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 and 26 of the Second 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 8622706

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Reviewer Feedback:** Directions need to direct students to spell words with -es rather than giving them the option to make or read.

**Page Number(s):** 1

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1uNPT2Khr14z1xzGFGOONuwrUiTx0kZf/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the feedback! The "or" in this context was purposeful. It was 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 and 26 of the Second 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 8621936

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Reviewer Feedback:** This would be improved if there were more opportunities for students to spell with inflectional endings -ed.

**Page Number(s):** 5

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/12j8fdgibxo0xs7t\\_\\_qyWuMAM5ATDdOji/view?usp=sharing](https://drive.google.com/file/d/12j8fdgibxo0xs7t__qyWuMAM5ATDdOji/view?usp=sharing)

**Publisher Response:** Reject

This feedback does not match the breakout. This breakout says, "demonstrate spelling knowledge by spelling words with inflectional endings, including -ing." However, your feedback pertains to inflectional endings -ed.

#### IMRA Reviewer Feedback ID 8577616

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Reviewer Feedback:** I would recommend including more one-syllable words for vce syllables.

**Page Number(s):** 6

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/199afTsAWg0JGtxgEYksL70Ky8K6bTJne/view?usp=sharing>

**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 one-syllable words with vce syllables in multiple other activities throughout the lessons.

#### Publisher Submitted Changes

##### Change ID 9756596

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1Hzljfv\\_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive\\_link](https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive_link)

**Original Text:** N/A

**Updated URL:** [https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-x?usp=drive\\_link](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/1Hzljfv\\_l3ZFevl-dpQ0TymqynuB43aPl/view?...;](https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPl/view?...) the versions from the August submission are at <https://drive.google.com/file/d/1aRep3PfNN2EVbbFMlk7q87k2JKPyrrD2/view?....> The revised versions are at <https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-....>

##### Change ID 9756586

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** N/A

**Updated URL:** [https://drive.google.com/drive/folders/1QSYveGBKhYCC875cwbMDBYDzkVgfHHP?usp=drive\\_link](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/10X0Z3WpA\\_Vj3KdN8hFtMCBYSVW2Jpeu\\_/view?...](https://drive.google.com/file/d/10X0Z3WpA_Vj3KdN8hFtMCBYSVW2Jpeu_/view?...)

The document from the August submission is at

[https://drive.google.com/file/d/1TIsLMqjjFeXZ6mRq2nt\\_FQJ9Wwt6hOad/view?...](https://drive.google.com/file/d/1TIsLMqjjFeXZ6mRq2nt_FQJ9Wwt6hOad/view?...)

The revised document is at <https://drive.google.com/drive/folders/1QSYveGBKhYCC875cwbMDBYDzkVgfHHP...>

#### Change ID 9756591

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** N/A

**Updated URL:** [https://drive.google.com/drive/folders/1DsehMIRhqaBD9w3B90bmJGBb0L7AfybW?usp=drive\\_link](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/1DQRQUOEsw5CoYb4M35NGSrvtVWHIyo0u/view?....> The versions created in August can be reviewed in this folder:

[https://drive.google.com/drive/folders/1\\_UWOz0StfPJTcbK7UOHVT3Fe\\_WnwY9z....](https://drive.google.com/drive/folders/1_UWOz0StfPJTcbK7UOHVT3Fe_WnwY9z....) The revised versions are available at <https://drive.google.com/drive/folders/1DsehMIRhqaBD9w3B90bmJGBb0L7Afyb....>

#### Change ID 9663321

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**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/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** One-Year Subscription to Digital Reader

**Updated URL:** [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?usp=drive\\_link](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/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 9663311

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** Editorial Change

**Current Page Number(s):** page 15 of print book

**Location:** End of first paragraph under "Blending (Day 1)"

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** N/A

**Updated URL:** [https://drive.google.com/file/d/1Xs1xLJEsvdFvdwQfEzNM9trCgY6L3mS2/view?usp=drive\\_link](https://drive.google.com/file/d/1Xs1xLJEsvdFvdwQfEzNM9trCgY6L3mS2/view?usp=drive_link)

**Updated Text:**

ADD TEXT: To further support students in blending the word parts or phonemes consider incorporating a multi-modal activity. For example, if students are attempting to blend a three-phoneme word such as cat, instruct them to tap their left hand on their right arm in three different places (shoulder, elbow, wrist) saying each individual sound. Then have students run their left hand down their right arm from shoulder to wrist without stopping as they say the word cat as a complete unit. [NOTE: this change was requested by reviewers in Stepping Together Grade 1; we are pulling the change through to Second Grade.]

### Change ID 9756581

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** Editorial Change

**Current Page Number(s):** Throughout

**Location:** Throughout

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** N/A

**Updated URL:** [https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-x?usp=drive\\_link](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/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?....> The August submission is located at [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?....](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?....) The newest submission is located at <https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-...>

### Change ID 9663351

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1Hzljfv\\_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive\\_link](https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1ekYGBJZMOWycigB8dFaaM9Bhw8imEygj/view?usp=drive\\_link](https://drive.google.com/file/d/1ekYGBJZMOWycigB8dFaaM9Bhw8imEygj/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 9663291

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Change Type:** New Content

**Current Page Number(s):** page 11 of print book

**Location:** Module 1 Week 1, Day 1, Step 4

**Original URL:** [https://drive.google.com/file/d/1Hzljfv\\_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive\\_link](https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1HKOvLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive\\_link](https://drive.google.com/file/d/1HKOvLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link)

**Updated Text:**

TEACH (Word Solving)

On the easel, write the word begin. Have students clap the syllables. Draw a line between be/gin. Explain to students that the e makes a long vowel sound because it is an open syllable. That means there is no consonant after the vowel. Then, explain that the i makes the short i sound because there is a consonant on either side of the vowel. This is called a closed syllable. Repeat the process with Caleb.

Change ID 9663296

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Change Type:** New Content

**Current Page Number(s):** page 145 of print book

**Location:** Module 4 Week 1, Day 1, Step 4

**Original URL:** [https://drive.google.com/file/d/1Hzljfv\\_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive\\_link](https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1HKOvLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive\\_link](https://drive.google.com/file/d/1HKOvLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link)

**Updated Text:**

TEACH (Word Solving)

On the easel, write the word robot. Have students clap the syllables. Ask them if they hear a long or short vowel sound in each syllable. Then, have them identify whether each syllable is open (ro) or closed (bot). Then write the word began on the easel. Have students apply their understanding of open and closed syllables to decode this word.

Change ID 9663301

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)



**Change Type:** New Content

**Current Page Number(s):** page 148 of print book

**Location:** Module 4 Week 1, Day 3, Step 3, Analogy Charts

**Original URL:** [https://drive.google.com/file/d/1Hzljfv\\_l3ZFevl-dpQ0TymqynuB43aPI/view?usp=drive\\_link](https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPI/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1HKoVLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive\\_link](https://drive.google.com/file/d/1HKoVLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link)

**Updated Text:**

ANALOGY CHARTS: Short o and Long o Vowel Team oa

Distribute Word Study Cards and dry-erase markers.

o Dictate two key words and have students write one key word in each column at the top of their chart: got and goat.

o Have students underline the vowel pattern in each word: got and goat.

o Dictate the words listed below one at a time. Have students listen to each word and find the key word that has the same vowel sound. Then have students record the new word in the correct column and underline the vowel pattern:

clock, cloak, soapy, sopping, costing, coasting.

o Have students read the words in each column.

Change ID 9663306

**Component:** Stepping Together Lesson Modules for Second Grade (2nd Edition) (9798888290460)

**Change Type:** New Content

**Current Page Number(s):** page 169 of print book

**Location:** Module 4 Week 4, Day 1, Step 4, Teach

**Original URL:** [https://drive.google.com/file/d/1Hzljfv\\_l3ZFevl-dpQ0TymqynuB43aPI/view?usp=drive\\_link](https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPI/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1HKoVLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive\\_link](https://drive.google.com/file/d/1HKoVLZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link)

**Updated Text:**

TEACH (Word Solving)

When you see -ed at the end of a word it can sound like /ed/, /d/, or /t/. Write the words started, argued, and discussed on the easel. Underline the -ed in each word as you read them and discuss the different sounds the -ed at the end spells. Dictate the following words and have students practice spelling them: jumped, glued, planted.

Change ID 9663331

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?usp=drive\\_link](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/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 9663316

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?usp=drive\\_link](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/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 9663336

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** New Content

**Current Page Number(s):** Page 114 of PDF (page a-46 of print book)

**Location:** References

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?usp=drive\\_link](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link)

**Updated Text:**

Add in new references from the new text that was added in the new Introduction. See PDF page 117 of the new PDF.

## Change ID 9663326

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**Change Type:** New Content

**Current Page Number(s):** Pages a-1 to a-21 of print book (pages 69-89 of PDF)

**Location:** Appendix A

**Original URL:** [https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?usp=drive\\_link](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link)

**Updated Text:**

Insert ELPS throughout the appendix. See PDF pages 71-91 of the new PDF.

## Change ID 9663341

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**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/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?usp=drive\\_link](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/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 12 of the new PDF), but the actual documents are downloadable resources.

The current document is at [https://drive.google.com/file/d/10X0Z3WpA\\_Vj3KDn8hFtMCBYSVW2Jpeu\\_/view?...](https://drive.google.com/file/d/10X0Z3WpA_Vj3KDn8hFtMCBYSVW2Jpeu_/view?...)

The revised document is at [https://drive.google.com/file/d/1TIsIMqjFeXZ6mRq2nt\\_FQJ9Wwt6hOad/view?...](https://drive.google.com/file/d/1TIsIMqjFeXZ6mRq2nt_FQJ9Wwt6hOad/view?...)

## Change ID 9663346

**Component:** Stepping Together Teaching Guide for Second Grade (2nd Edition) (9788888290453)

**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/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive\\_link](https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e\\_7WP/view?usp=drive\\_link](https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/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/1DQRQUOEsw5CoYb4M35NGSrvtVHlYo0u/view?....> The new versions can be reviewed in this folder: [https://drive.google.com/drive/folders/1\\_UWOz0STfPJtcbK7UOHVT3Fe\\_WnwY9z...](https://drive.google.com/drive/folders/1_UWOz0STfPJtcbK7UOHVT3Fe_WnwY9z...)

## Public Alleged Factual Errors

- None

## Public Suitability Flags

- None

## Public Comments

- None