

# IMRA Review Cycle 2024 Report Summary

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

<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>220 / 307</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	23	0

**Count of Publisher Submitted Changes** **14**

## 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 8145866

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This is a good activity for practicing encoding CCVC words!

**Page Number(s):** 3

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1ErzhH\\_hfl\\_wrP\\_\\_KueKwOA0Uzi6A1FSG/view?usp=sharing](https://drive.google.com/file/d/1ErzhH_hfl_wrP__KueKwOA0Uzi6A1FSG/view?usp=sharing)

**Publisher Response:** Accept without change

Thank you for this feedback!

#### IMRA Reviewer Feedback ID 8145951

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This is great practice encoding CCVC words!

**Page Number(s):** 4

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1ErzhH\\_hfl\\_wrP\\_\\_KueKwOA0Uzi6A1FSG/view?usp=sharing](https://drive.google.com/file/d/1ErzhH_hfl_wrP__KueKwOA0Uzi6A1FSG/view?usp=sharing)

**Publisher Response:** Accept without change

Thank you for this feedback!

#### IMRA Reviewer Feedback ID 8134186

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This is a great example of instruction that addresses the breakout!

**Page Number(s):** 5

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1tcalomUO8yPLmDWg8cbpF2u1qXmDkkDa/view?usp=sharing>

**Publisher Response:** Accept without change

Thank you for this feedback!

### IMRA Reviewer Feedback ID 8133491

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This could be improved with expanded instruction: the teacher modeling reading the high frequency words.

**Page Number(s):** 1

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1e-DuN9dgLiPzRj4EG6HS5rFRI1jlfoK/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. As the teacher is modeling running the pointer under the word, they are reading the word, as described in the Teaching Guide, pages 37-38.

### IMRA Reviewer Feedback ID 8149531

**Component:** N/A (9798888290422)

**Reviewer Feedback:** While the students are recognizing the initial letters of their names in this task (which would be uppercase), there is no instruction that explicitly points out the uppercase letters. In order to improve this task, it would be great for the teacher to explicitly identify the the uppercase letters with students.

**Page Number(s):** 1

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/19itJxk6Af4-7QzulMVdMG0Wynj9eHvW9/view?usp=sharing>

**Publisher Response:** Reject

Thank you for this feedback. This benchmark has been dropped by TEA. Uppercase letter formation is taught with explicit direction. Please see the procedure for "Letter Formation" in the Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 45-46

### IMRA Reviewer Feedback ID 8160541

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** In order for this to be \*greatly\* improved with explicit direction of uppercase letter formation and in terms of giving students the opportunity to practice or demonstrate the letter formation of uppercase L, all students could be given a whiteboard, or paper & pencil (as opposed to just 1 student getting the opportunity in the shared writing of 'Look').

**Page Number(s):** 2

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1pnRu12bZoUyPIHprF6y3AeE8KREksF5g/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. All students practice the letter formation and writing of the words as one student writes it on the sentence strip. This is explicitly stated in Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 44-45 under the heading Interactive Writing (Dictated Sentences): "Call on individual students to write selected letters or words on the chart paper while the other students practice the letter or word on the bottom of their ABC Chart Card or dry-erase board."

### IMRA Reviewer Feedback ID 8163941

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This would be greatly improved with explicit direction of uppercase letter formation.

**Page Number(s):** 2

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1e\\_DuN9dgLiPzRj4EG6HS5rFRI1jlf0K/view?usp=sharing](https://drive.google.com/file/d/1e_DuN9dgLiPzRj4EG6HS5rFRI1jlf0K/view?usp=sharing)

**Publisher Response:** Reject

Thank you for the suggestion. Uppercase letter formation is taught with explicit direction. Please see the procedure for "Letter Formation" in the Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 45-46.

### IMRA Reviewer Feedback ID 8113326

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This could be improved to ensure that students are decoding CVCC words in isolation and connected text, as opposed to just mimicking the rime at the end of each word and changing the beginning sound.

**Page Number(s):** 2

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1vuY5P\\_OTjR3ndDyaZTXLkfxToMBzKF\\_J/view?usp=sharing](https://drive.google.com/file/d/1vuY5P_OTjR3ndDyaZTXLkfxToMBzKF_J/view?usp=sharing)

**Publisher Response:** Reject

Thank you for the suggestion. In Module 7, Weeks 4 and 5 have a sole focus of encoding and decoding CVCC words in isolation as well as in connected text.

### IMRA Reviewer Feedback ID 8162216

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** If the focus is to form a lowercase c, I would recommend including more words with the letter of focus.

**Page Number(s):** 2

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/19itJxk6Af4-7QzulMVdMG0Wynj9eHVVW9/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. Students practice the letter formation on the bottom of their ABC Chart Card or dry-erase board multiple times.

### IMRA Reviewer Feedback ID 8126051

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** Although 'jump' is a CVCC word, this would be improved if there were more opportunities for students to learn to decode CVCC words.

**Page Number(s):** 2

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1dZEE752Hdmh9M4IESmfyTaRc6OkBOrc\\_/view?usp=sharing](https://drive.google.com/file/d/1dZEE752Hdmh9M4IESmfyTaRc6OkBOrc_/view?usp=sharing)

**Publisher Response:** Reject

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of CVCC words. CVCC words are included as sight words as well as words to decode during reading across lessons.

#### IMRA Reviewer Feedback ID 8146701

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** While there is opportunity for students to encode CVC words in this dictated sentence ('can', 'cat'), this could be greatly improved through direct, explicit instruction of encoding multiple CVC words.

**Page Number(s):** 2

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1dZEE752Hdmh9M4IESmfyTaRc6OkBOrc\\_/view?usp=sharing](https://drive.google.com/file/d/1dZEE752Hdmh9M4IESmfyTaRc6OkBOrc_/view?usp=sharing)

**Publisher Response:** Reject

Thank you for the suggestion. Students are given direct, explicit instruction of encoding multiple CVC words throughout the Stepping Together Lessons. In Kindergarten Module 4, Week 1, Day 2, students participate in the Making Words activity where they are encoding and decoding CVC words. On Day 3, students participate in the Sound Boxes activity where they are encoding CVC words. On Day 4, students have another opportunity to encode CVC words within a second dictated sentence.

#### IMRA Reviewer Feedback ID 8145126

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** Using the soundboxes for 'at' would address the breakout (spelling knowledge of VC), but 'red' is a CVC word. It would improve the lesson to give students more than just one opportunity to learn about spelling words with VC.

**Page Number(s):** 3

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1yIMz3y82QwtFaekc2gcgQqnHDAAbAE8F/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of VC words. VC words are included as sight words as well as words to encode during Making Words and Dictated Sentences across lessons.

#### IMRA Reviewer Feedback ID 8146246

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** While encoding the word 'at' does address the breakout, this activity could be greatly improved with multiple examples of direct, explicit instruction of applying spelling knowledge of VC.

**Page Number(s):** 3

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1yLMz3y82QwtFaekc2gcgQqnHDAAbE8F/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of VC words. VC words are included as sight words as well as words to encode during Making Words and Dictated Sentences across lessons.

#### IMRA Reviewer Feedback ID 8080076

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** I would recommend that students have an opportunity to segment more than 2 syllable words.

**Page Number(s):** 3

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1L9EPkaAiZXARomqSu\\_vzVM6zNKq9JwMw/view?usp=sharing](https://drive.google.com/file/d/1L9EPkaAiZXARomqSu_vzVM6zNKq9JwMw/view?usp=sharing)

**Publisher Response:** Reject

Thank you for the suggestion. Students have the opportunity to engage in clapping multisyllabic words with more than 2 syllables in the Teach portion of the lessons. For example, in Module 4, Week 2, Day 1, Step 4 Teach students clap the syllables in the word "elephant" (3 syllables) and Module 4, Week 5, Day 3, Step 4 Teach students clap the syllables in the word "helicopter" (4 syllables).

#### IMRA Reviewer Feedback ID 8096736

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** I would not have students clap the word because students may confuse the clapping motion with clapping syllables.

**Page Number(s):** 3

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1tpbJ8rfE7nQGfkm5C44YkSXorioQi3sQ/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. All of our activities were piloted and we have found that students are not confused with the alternate use of the clapping gesture.

#### IMRA Reviewer Feedback ID 8084601

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** We're worried that extending/stretching out the phonemes instead of just articulating them could inadvertently lead to students articulating a schwa.

**Page Number(s):** 4

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/11xPAa0LNxNIhUpdFYR9MeI\\_SK97Yh48m/view?usp=sharing](https://drive.google.com/file/d/11xPAa0LNxNIhUpdFYR9MeI_SK97Yh48m/view?usp=sharing)

**Publisher Response:** Reject

Thank you for the suggestion. This is whole class and the teacher is monitoring the sounds and giving corrective feedback accordingly. In our pilot studies, we have seen significant benefit in students gaining a stronger understanding of phonemes by doing activities that include both stretching and segmenting.

#### IMRA Reviewer Feedback ID 8162711

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This could be \*greatly\* improved with the opportunity for all students to practice letter formation, instead of just one student in shared writing.

**Page Number(s):** 4

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1pnRu12bZoUyPIHprF6y3AeE8KREksF5g/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. All students practice letter formation as one student writes it on the sentence strip. This is explicitly stated in Kindergarten Stepping Together Teaching Guide, Chapter 5, under the heading Interactive Writing (Dictated Sentences): "Call on individual students to write selected letters or words on the chart paper while the other students practice the letter or word on the bottom of their ABC Chart Card or dry-erase board." Please see the procedure for "Letter Formation" in the Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 45-46.

#### IMRA Reviewer Feedback ID 8105806

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** Ensure that the 'other words' on the page are also VC words. It would be helpful to explicitly state these in the product.

**Page Number(s):** 4

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1x3qKZNgA2z6ospDsrRvHzCuBR\\_vYKSju/view?usp=sharing](https://drive.google.com/file/d/1x3qKZNgA2z6ospDsrRvHzCuBR_vYKSju/view?usp=sharing)

**Publisher Response:** Reject

Thank you for the suggestion. Other VC words on the page include "at" and "am."

#### IMRA Reviewer Feedback ID 8149476

**Component:** N/A (9798888290422)

**Reviewer Feedback:** I would recommend interchanging the term capital letter and uppercase so that students understand that they are the same thing.

**Page Number(s):** 4

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1dorql4bbob8b0d4Ladlv4CxU5YNTlgUI/view?usp=sharing>

**Publisher Response:** Reject

Thank you for this feedback. This benchmark has been dropped by TEA.



### IMRA Reviewer Feedback ID 8128911

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This could be improved if the emphasis was on decoding a CVCC word ('went') as opposed to recognizing it as a sight word. Likewise, this could be improved if there were multiple opportunities to decode CVCC words instead of just the one word: 'went'.

**Page Number(s):** 5

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1B02qllpFjleroak9jmUKnz5w9Tp5CPUM/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of CVCC words. CVCC words are included as sight words as well as words to decode during reading across lessons.

### IMRA Reviewer Feedback ID 8115816

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** This could be improved if students had multiple opportunities to learn about decoding VC words.

**Page Number(s):** 5

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1yIMz3y82QwtFaekc2gcgQqnHDAABAe8F/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. Students have multiple opportunities to apply their knowledge of VC words. VC words are included as sight words as well as words to decode during Making Words, Shared Reading, and Decoding Words in Decodable Texts across lessons.

### IMRA Reviewer Feedback ID 8146511

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Reviewer Feedback:** In theory, students are applying their spelling knowledge of VC by spelling 'at' once it is dictated to them (thus addressing the breakout). However, the word 'to' is not a VC word. This would be greatly improved if there were multiple opportunities for students to apply spelling knowledge of VC words.

**Page Number(s):** 6

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/1yIMz3y82QwtFaekc2gcgQqnHDAABAe8F/view?usp=sharing>

**Publisher Response:** Reject

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of VC words. VC words are included as sight words as well as words to encode during Making Words and Dictated Sentences across lessons.

## Publisher Submitted Changes

### Change ID 9662721

**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/1yv2eamKVBBtLcLKMpEMg9lXQ138VyjbG/view?usp=drive\\_link](https://drive.google.com/file/d/1yv2eamKVBBtLcLKMpEMg9lXQ138VyjbG/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 9756556

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Change Type:** Editorial Change

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

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1xikjCFiwrfz79632cB31-Zjlp8nqlrQ/view?usp=drive\\_link](https://drive.google.com/file/d/1xikjCFiwrfz79632cB31-Zjlp8nqlrQ/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/1xikjCFiwrfz79632cB31-Zjlp8nqlrQ/view?usp=drive\\_link](https://drive.google.com/file/d/1xikjCFiwrfz79632cB31-Zjlp8nqlrQ/view?usp=drive_link); the versions from the August submission are at [https://drive.google.com/file/d/1Uodbrrw6b6Tq37j5kMh7loqd9xrsUDk/view?usp=drive\\_link](https://drive.google.com/file/d/1Uodbrrw6b6Tq37j5kMh7loqd9xrsUDk/view?usp=drive_link).... The revised versions are at [https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-x?usp=drive\\_link](https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-x?usp=drive_link)....

### Change ID 9756546

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** Editorial Change

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

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/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/1iY0llniujWW\\_7JDxXXTpU6VGAR\\_2bYg/view?...](https://drive.google.com/file/d/1iY0llniujWW_7JDxXXTpU6VGAR_2bYg/view?...)

The document from the August submission is at <https://drive.google.com/file/d/1qm0Zewzbe4-hKfOgZQxwWOWZ0ljxOKKg/view?...>

The revised document is at <https://drive.google.com/drive/folders/1QSYveGBKhYcC875cwbMDByDzkVgfHHP...>

Change ID 9756551

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** Editorial Change

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

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/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/1UN532K\\_vfx7c6CWO0SM7kFn3hAZ4XbT1/view?....](https://drive.google.com/file/d/1UN532K_vfx7c6CWO0SM7kFn3hAZ4XbT1/view?....) The versions created in August can be reviewed in this folder:

<https://drive.google.com/drive/folders/1tjtUMslyHmKdpGKWpWtcZix0O0GrnIc....> The revised versions are available at <https://drive.google.com/drive/folders/1DsehMIRhqaBD9w3B90bmJGBb0L7Afyb....>

Change ID 9662736

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**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/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive_link)

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

**Updated URL:** [https://drive.google.com/file/d/1GqfY1yuDG74EbvIvXk3wZhmV2oSjDtHg/view?usp=drive\\_link](https://drive.google.com/file/d/1GqfY1yuDG74EbvIvXk3wZhmV2oSjDtHg/view?usp=drive_link)

**Updated Text:**

Delete text. See revision on PDF page 17 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 9662726

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** Editorial Change

**Current Page Number(s):** page 16 of print book

**Location:** End of first paragraph

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive_link)

**Original Text:** N/A

**Updated URL:** [https://drive.google.com/file/d/1X-i-166qfqd\\_X1TPnxDR4xwx6VKPHw6g/view?usp=drive\\_link](https://drive.google.com/file/d/1X-i-166qfqd_X1TPnxDR4xwx6VKPHw6g/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 Kindergarten.]

Change ID 9756541

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** Editorial Change

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

**Location:** Throughout

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/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/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?....> The August submission is located at <https://drive.google.com/drive/folders/1dRkWUN1wN4I1QmwLx35eCcTgHGpGVmZ....> The newest submission is located at <https://drive.google.com/drive/folders/1-9U9FQrdpZIVDAWiOgj7qiDKFzqfqY-...>

Change ID 9662766

**Component:** Stepping Together Lesson Modules for Kindergarten (2nd Edition) (9798888290422)

**Change Type:** New Content

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

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1xikjCFiwrfz79632cB31-Zjlp8nqlrQ/view?usp=drive\\_link](https://drive.google.com/file/d/1xikjCFiwrfz79632cB31-Zjlp8nqlrQ/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1Uodbrrw6b6Tq37j5kMh7loqd9xrsUDk/view?usp=drive\\_link](https://drive.google.com/file/d/1Uodbrrw6b6Tq37j5kMh7loqd9xrsUDk/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 9662746

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** New Content

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

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/view?usp=drive\\_link](https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/view?usp=drive_link)

**Updated Text:**

Add new Appendix C: ELPS Language Objectives Aligned with Stepping Together Lesson Components. See PDF page 93 of the new PDF.

Change ID 9662731

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** New Content

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

**Location:** N/A

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/view?usp=drive\\_link](https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/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 9662751

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** New Content

**Current Page Number(s):** Page 111 of PDF (page a-43 of print book)

**Location:** References

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDxIOYzg63W/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/view?usp=drive\\_link](https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/view?usp=drive_link)

**Updated Text:**

Add in new references from the new text that was added in the new Introduction. See PDF page 115 of the new PDF.

Change ID 9662741

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** New Content

**Current Page Number(s):** Pages a-1 to a-20 of print book (pages 69-88 of PDF)

**Location:** Appendix A

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXIOYzg63W/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/view?usp=drive\\_link](https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmV2oSjDtHg/view?usp=drive_link)

**Updated Text:**

Insert ELPS throughout the appendix. See PDF pages 72-91 of the new PDF.

Change ID 9662756

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**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/1ZaBd4gypZB31o4fey0gM1GDXIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXIOYzg63W/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1Uodbbrrw6b6Tq37j5kMh7loqd9xrsUDk/view?usp=drive\\_link](https://drive.google.com/file/d/1Uodbbrrw6b6Tq37j5kMh7loqd9xrsUDk/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/1iY0llniujWW\\_7JDxXXTpU6VGAR\\_2bYg/view?...](https://drive.google.com/file/d/1iY0llniujWW_7JDxXXTpU6VGAR_2bYg/view?...)

The revised document is at <https://drive.google.com/file/d/1qm0Zewzbe4-hKfOgZQxwWOwZ0ljxOKKg/view?...>

Change ID 9662761

**Component:** Stepping Together Teaching Guide for Kindergarten (2nd Edition) (9798888290415)

**Change Type:** New Content

**Current Page Number(s):** PDF page 69 (page 58 of print book)

**Location:** last paragraph

**Original URL:** [https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXIOYzg63W/view?usp=drive\\_link](https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXIOYzg63W/view?usp=drive_link)

**Original Text:** New Content

**Updated URL:** [https://drive.google.com/file/d/1Uodbbrrw6b6Tq37j5kMh7loqd9xrsUDk/view?usp=drive\\_link](https://drive.google.com/file/d/1Uodbbrrw6b6Tq37j5kMh7loqd9xrsUDk/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/1UN532K\\_vfx7c6CWO0SM7kFn3hAZ4XbT1/view?....](https://drive.google.com/file/d/1UN532K_vfx7c6CWO0SM7kFn3hAZ4XbT1/view?....) The new versions can be reviewed in this folder: <https://drive.google.com/drive/folders/1jtUMslyHmKdpGKWpWtcZix0O0Grnlc...>

**Public Alleged Factual Errors**

- None

**Public Suitability Flags**

- None

**Public Comments**

- None