

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Savas Learning Company, LLC	Texas myView Literacy (Print and Digital), Grade 1
Subject	Grade Level
English Language Arts And Reading	Grade 1

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>100%</b>
<b>Quality Review Overall Score:</b>	<b>496 / 511</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	5	5
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	1	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	21	0

**Count of Publisher Submitted Changes** **11**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	2

## 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

- [IMRA Reviewer Positive Suitability ID 000248](#)
- [IMRA Reviewer Positive Suitability ID 000181](#)
- [IMRA Reviewer Positive Suitability ID 000244](#)
- [IMRA Reviewer Positive Suitability ID 000245](#)
- [IMRA Reviewer Positive Suitability ID 000261](#)

### 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

#### IMRA Reviewer Positive Suitability ID 000248

**Component:** Texas myView Literacy Teacher Edition (9780328990740)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** 1374-1375

**Location:** Unit 4 Making History pp 1374-1375

**Link:** [https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX\\_myV\\_2020\\_G1\\_TE/TX\\_myV\\_2020\\_G1\\_TE/index.html](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/index.html)

**Page Number(s):** 716-957

**Location:** Unit 4 Making History-SE pp 716-957

**Link:** [https://us-school.pk12ls.com/school/f823c0a2-1c93-454d-99fe-571968e94d51/TX\\_myV\\_2020\\_G1\\_SE/TX\\_myV\\_2020\\_G1\\_SE/index.html](https://us-school.pk12ls.com/school/f823c0a2-1c93-454d-99fe-571968e94d51/TX_myV_2020_G1_SE/TX_myV_2020_G1_SE/index.html)

**Page Number(s):** digital platform

**Location:** Fourth of July, When I Live at the White House

**Link:** <https://reader.savvasrealize.com/book/2J848NCZY2C/view/single/page/1>

#### IMRA Reviewer Positive Suitability ID 000181

**Component:** Component Title: Texas myView Literacy Grade 1, Teacher Edition 1.5 (9780328990757)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** 1374-1375

**Location:** In the Realize Reader there is a book called Fourth of July and the text supports patriotism.

**Link:** [https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX\\_myV\\_2020\\_G1\\_TE/TX\\_myV\\_2020\\_G1\\_TE/index.html](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/index.html)

#### IMRA Reviewer Positive Suitability ID 000244

**Component:** Savvas Texas myView Literacy (9780328990757)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** Unit 4 T266-T277

**Location:** The two books, "What is the Story of Our Flag?" and "The First American Flag"

**Link:** [https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX\\_myV\\_2020\\_G1\\_TE/TX\\_myV\\_2020\\_G1\\_TE/index.html](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/index.html)

#### IMRA Reviewer Positive Suitability ID 000245

**Component:** Unit 4 Making History (9780328990757)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** 1374-1375

**Location:** Unit 4; Unit Overview; Making History

**Link:** [https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX\\_myV\\_2020\\_G1\\_TE/TX\\_myV\\_2020\\_G1\\_TE/index.html](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/index.html)

### IMRA Reviewer Positive Suitability ID 000261

**Component:** Unit 4, Making History, What is the Story of Our Flag (9780328990740)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** 1636-1642

**Location:** Teacher's Edition, Unit 4, Week 4, Lesson 2- Introduce the Text, TE T266

**Link:** [https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX\\_myV\\_2020\\_G1\\_TE/TX\\_myV\\_2020\\_G1\\_TE/index.html](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/index.html)

### IMRA Reviewer Factual Errors

#### IMRA Reviewer Error ID 9631011

**Component:** N/A (9798213423082)

**Page Number(s):** T76 Unit 3 Week 1 Lesson 2 Reading-Writing Workshop Bridge

**Location:** Teacher's Edition

**URL to Content:** <https://reader.savvasrealize.com/book/QX77NJACHF/view/spread/page/1160>

**Description of Error:** The FOCUS statement reads, "FOCUS Explain that digraphs are two consonant that together spell a single sound."

I believe consonant should be plural in this sentence, reading "two consonants"

**Publisher Response:** Accept

Thank you for taking the time to comment. We have revised this activity to remove the typographical error. You can review the correction here: <https://us-school.pk12ls.com/school/f1e376a9-d365-4027-9ebe-bf15c377c31...>

### IMRA Reviewer Feedback

#### IMRA Reviewer Feedback ID 8542916

**Component:** Texas myView Literacy Grade 1, Teacher Edition 1.5 (9798213425383)

**Reviewer Feedback:** The intermediate ELL support encourages the use of three-cueing, which is illegal in Texas.

**Page Number(s):** ELL Targeted Support Unit 1: Page T254

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=291](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_TE/html/html5forpc.html?page=291)

**Publisher Response:** Accept

Thank you for taking the time to comment. We have revised this activity to clearly avoid any potential references to three-cueing, which is prohibited when students are attempting to decode a word. You can see new content on page T254 here: <https://us-sch>

#### IMRA Reviewer Feedback ID 8553201

**Component:** Texas myView Literacy Grade 1, Teacher Edition 1.5 (9798213425383)

**Reviewer Feedback:** The ELPS citation reference at the bottom of the ELL supports does not include 4.C.iii.

**Page Number(s):** ELL Targeted Support Unit 2: Page T327

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=812](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_TE/html/html5forpc.html?page=812)

**Publisher Response:** Accept without change

Thank you for taking the time to comment. We cited the main ELPS citation but some cover more than one ELPs

#### IMRA Reviewer Feedback ID 9474626

**Component:** Texas myView Literacy Grade 1, Teacher Edition 1.5 (9798213425383)

**Reviewer Feedback:** On "Flexible Option" Lesson 4, there are words provided orally for students to spell. This satisfies the breakout. However, all of the other spelling practices include word banks, which are not opportunities for authentic spelling practice. This would address the TEKS in a better way if teachers were provided a list of words to dictate.

**Page Number(s):** p.T364

**Location:** N/A

**URL to Content:** [https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX\\_myV\\_2020\\_G1\\_TE/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=2187](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/html/html5forpc.html?page=2187)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8506316

**Component:** Texas myView Literacy Grade 1, Teacher Edition 1.3 (9798213425369)

**Reviewer Feedback:** This activity is weak language attainment. It would be more beneficial for students to re-voice their thinking after taking notes.

**Page Number(s):** Unit 3 Week 6: pp. T404-T405

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=1331](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_TE/html/html5forpc.html?page=1331)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8621716

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.1 (9798213425161)

**Reviewer Feedback:** This lesson could be upgraded with a list of words in isolation focused on the words instead of a matching activity.

**Page Number(s):** Additional Practice: Phonics, p. 7

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=1212](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=1212)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8997651

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.1 (9798213425161)

**Reviewer Feedback:** The activity for providing text evidence is weak. Although students are given vague prompts to provide evidence about a character, the activity lacks specific instructions for students to provide evidence towards a claim. Leaving the activity in this way will provide many misconceptions.

**Page Number(s):** Unit 1 Week 1: p. 41

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=50](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=50)

**Publisher Response:** Accept without change

Thank you for taking the time to comment. Explicit instruction that limits student misconceptions is provided in the TE.

#### IMRA Reviewer Feedback ID 8707021

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.1 (9798213425161)

**Reviewer Feedback:** The standard uses the term "central idea" but throughout the materials both "main idea" and "central idea" are used. It would be beneficial for students if the language was consistent throughout the materials.

**Page Number(s):** Unit 1 Week 6: p. 226

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=235](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=235)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8623441

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.2 (9798213425178)

**Reviewer Feedback:** More consonant blends need to be present for authentic practice.

**Page Number(s):** Unit 2 Week 1: p. 22

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=269](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=269)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

### IMRA Reviewer Feedback ID 8706001

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.2 (9798213425178)

**Reviewer Feedback:** Use consistent language when referring to the central idea; currently, "main idea" and "central idea" are used interchangeably. Additionally, while the TEKS use "supporting evidence," the materials frequently refer to "supporting detail." Maintaining consistency in language would benefit students and help avoid confusion.

**Page Number(s):** Unit 2 Week 1: p. 24

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=271](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=271)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

### IMRA Reviewer Feedback ID 8708856

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.2 (9798213425178)

**Reviewer Feedback:** The TEKS says supporting evidence not the supporting detail. This needs to be consistent.

**Page Number(s):** Unit 2 Week 1: p. 41

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=288](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=288)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

### IMRA Reviewer Feedback ID 8632706

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.2 (9798213425178)

**Reviewer Feedback:** A Word Bank is not necessary for Tier 1 spelling.

**Page Number(s):** Unit 2 Week 2: p. 83

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=330](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=330)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

### IMRA Reviewer Feedback ID 8715326

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.2 (9798213425178)

**Reviewer Feedback:** Forest is the only word in the second sentence that helps students determine what "natural" means. This is a very high level context clue.

**Page Number(s):** Unit 2 Week 3: p. 115

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=362](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=362)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8722541

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.2 (9798213425178)

**Reviewer Feedback:** Students would benefit from using consistent language from the TEKS and help avoid confusion as they are just learning this concept. The materials use "opinion letter" instead of "persuasive text" as used in the TEKS

**Page Number(s):** Unit 2 Week 6: p. 212

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=459](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=459)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8492646

**Component:** Texas myView Literacy Grade 1, Teacher Edition 1.2 (9798213425352)

**Reviewer Feedback:** The explanation needs to give some examples of specific vocabulary words that should be used during this activity.

**Page Number(s):** Unit 2: Page T363

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=848](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_TE/html/html5forpc.html?page=848)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8733106

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.3 (9798213425185)

**Reviewer Feedback:** A more grade-appropriate orthographic spelling pattern could have been chosen instead of contest.

**Page Number(s):** Unit 3 Week 4: p. 174

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=643](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=643)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.



#### IMRA Reviewer Feedback ID 8624641

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.4 (9798213425192)

**Reviewer Feedback:** It says "identify", but students aren't asked to explicitly identify by highlighting or pointing.

**Page Number(s):** Unit 4 Week 1: p. 18

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=727](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=727)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8637611

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.4 (9798213425192)

**Reviewer Feedback:** No procedures are provided for students or teachers on how to use a dictionary. It is extremely presumptuous to tell first graders to "find four words in a dictionary".

**Page Number(s):** Unit 4 Week 1: p. 59

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=768](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=768)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 9013341

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.4 (9798213425192)

**Reviewer Feedback:** This task asks students to develop a narrative piece, however there is vague prompting for students to write with details. The prompt asks students to write the events, but it would be more beneficial to ask students to write events "using details" so that the task aligns to the TEK more efficiently.

**Page Number(s):** Unit 4 Week 2: p. 109

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=818](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=818)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8570636

**Component:** Texas myView Literacy Grade 1, Teacher Edition 1.4 (9798213425376)

**Reviewer Feedback:** Compound sentences are a third-grade TEKS

**Page Number(s):** Unit 4: Page T374

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=1743](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_TE/html/html5forpc.html?page=1743)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8620031

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.5 (9798213425208)

**Reviewer Feedback:** This is extremely complex for first grade students. More scaffolds need to be provided.

**Page Number(s):** Unit 5 Week 5: p. 177

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=1138](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=1138)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

#### IMRA Reviewer Feedback ID 8632866

**Component:** Texas myView Literacy Grade 1, Student Print Consumable 1.5 (9798213425208)

**Reviewer Feedback:** Spelling practice does not require a word bank.

**Page Number(s):** Unit 5 Week 5: p. 205

**Location:** N/A

**URL to Content:** [https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=1166](https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_SE/html/html5forpc.html?page=1166)

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

### Publisher Submitted Changes

#### Change ID 9668616

**Component:** myView Grade 1 Language Awareness Handbook (digital only, no ISBN)

**Change Type:** Editorial Change

**Current Page Number(s):** p 21 (PDF p. 30 of 242)

**Location:** Top of Page, Foundational Skills Focus: High Frequency Words

Review and Guide Practice

**Original URL:** <https://www.savvasrealize.com/content/viewer/standalone/loader/view/4064a60b-7183-3786-b969-dfae375f692/95/nonscorable?programId=3976bfc3-0f28-3911-9c21-4a3ed06298b7&programVersion=0&programName=myView%20Literacy%202020%20Texas%20Grade%201&backUrl=https%3A//www.savvasrealize.com/dashboard/program/3976bfc3-0f28-3911-9c21-4a3ed06298b7/0>

**Original Text:** REVIEW This week students learn the high-frequency words jump,

she, what, take, and walk. Guide students to recognize, say, and write the words.

**GUIDE PRACTICE** Remind students that high-frequency words appear very often in texts they read. Write the high frequency words on the board. Point to the words and say them aloud. Have students repeat after you. Then have them say aloud the words as you point to each one. Erase the words, and invite students to write them.

**Ask:** Where do you see or hear these words? Encourage students to give examples by naming a text or saying a sentence with the word.

**Model** an example and provide sentence frames to guide them:

I use the word she to talk about my friend Lisa. I use the word jump to tell\_\_\_\_\_.

**Updated URL:** [https://us-school.pk12ls.com/school/892a1f58-b6c8-4c69-b751-f4dc154583eb/0021\\_MyView20\\_LAH01\\_U02W02.pdf](https://us-school.pk12ls.com/school/892a1f58-b6c8-4c69-b751-f4dc154583eb/0021_MyView20_LAH01_U02W02.pdf)

**Updated Text:**

**REVIEW:** Remind students that high-frequency words are words that they see, hear, or say most often. Students will use high-frequency words from this unit to describe a person, place, and object.

**GUIDE PRACTICE:** Write the following high-frequency words on the board: jump, she, take, walk, what, see, saw, look, three, help, they. Guide students to use these high-frequency words to describe the characters and actions from the story *The Stems* on pages 59-61 of the Student Interactive. Have student pairs take turns using the high-frequency words to talk about Jack, his mom, their home, and the plants they are growing. Afterwards, ask students to draw and label a picture of one of their sentences.

Change ID 9668571

**Component:** myView Grade 1 Student Edition (9798213425185)

**Change Type:** Editorial Change

**Current Page Number(s):** p. 236

**Location:** Turn and Talk bottom of page

**Original URL:** [https://us-school.pk12ls.com/school/f823c0a2-1c93-454d-99fe-571968e94d51/TX\\_myV\\_2020\\_G1\\_SE/TX\\_myV\\_2020\\_G1\\_SE/html/html5forpc.html?page=705](https://us-school.pk12ls.com/school/f823c0a2-1c93-454d-99fe-571968e94d51/TX_myV_2020_G1_SE/TX_myV_2020_G1_SE/html/html5forpc.html?page=705)

**Original Text:** Turn and Talk: Find the word pull in the picture dictionary. Use the picture to tell what the word means.

**Updated URL:** [https://us-school.pk12ls.com/school/f178d6fb-1424-4ac6-9449-4870a45f15bd/0236\\_000236\\_0328941654.pdf](https://us-school.pk12ls.com/school/f178d6fb-1424-4ac6-9449-4870a45f15bd/0236_000236_0328941654.pdf)

**Updated Text:**

Turn and Talk: Find the word pull in the picture dictionary. Use the picture to tell what the word means. Use the word pull in a sentence.

## Change ID 9668621

**Component:** myView Grade 1 Teacher Edition (9798213425369)

**Change Type:** Editorial Change

**Current Page Number(s):** p. T254

**Location:** ELL Targeted Support, bottom of page

**Original URL:** [https://assets.savas.com/file-vault/flipbooks/texasreview/literacy/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=291](https://assets.savas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_TE/html/html5forpc.html?page=291)

**Original Text:** ELL Targeted Support

Confirm Understanding

Explain to students that words and visuals can support their understanding of characters in realistic fiction. Have students use a realistic fiction leveled reader. Tell partners to read the leveled reader. Have students enhance and confirm their understanding of a character by asking them to reread words, phrases, or sentences that tell about a character and point out details in the pictures. BEGINNING

Have students enhance and confirm their understanding of a character in the leveled reader by asking them to use the pictures and context to describe the character. INTERMEDIATE

Have partners use pictures and context in the leveled reader to discuss a character. ADVANCED

Have students read the leveled reader and use pictures and context to develop and then share a short description of a character. ADVANCED HIGH

**Updated URL:** [https://us-school.pk12ls.com/school/90aa4aa7-ea97-48a4-bf2b-64d9e759ff8d/0280\\_T00254\\_032899071X.pdf](https://us-school.pk12ls.com/school/90aa4aa7-ea97-48a4-bf2b-64d9e759ff8d/0280_T00254_032899071X.pdf)

**Updated Text:**

ELL Targeted Support

Confirm Understanding

Explain to students that words and visuals can support their understanding of characters in realistic fiction. Have students use a realistic fiction reader. Tell partners to read the reader. Have students enhance and confirm their understanding of a character by asking them to reread words, phrases, or sentences that tell about a character and point out details in the pictures. BEGINNING

Have students enhance and confirm their understanding of a character in the reader by asking them to use context and pictures to describe the character. INTERMEDIATE

Have partners use context and picture to discuss a character. ADVANCED

Have students read the reader and use pictures and context to develop and then share a short description of a character. ADVANCED HIGH

## Change ID 9668576

**Component:** myView Grade 1 Teacher Edition (9798213425369)

**Change Type:** Editorial Change

**Current Page Number(s):** p. T431

**Location:** Bottom left of page, miniature of Student Edition p. 236

**Original URL:** [https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX\\_myV\\_2020\\_G1\\_TE/TX\\_myV\\_2020\\_G1\\_TE/html/html5forpc.html?page=1357](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/html/html5forpc.html?page=1357)

**Original Text:** Student Edition p. 236 was updated, so the thumbnail of the Student Edition page was updated in the TE.

**Updated URL:** [N/A](#)

**Updated Text:**

Student Edition p. 236 was updated, so the thumbnail of the Student Edition page was updated in the TE.

#### Change ID 9668581

**Component:** myView Grade 1 Teacher Edition (9798213425369)

**Change Type:** Editorial Change

**Current Page Number(s):** p.T76

**Location:** Lesson 2, Teach, Focus, first sentence

**Original URL:** <https://reader.sawwasrealize.com/book/QX77NJACHF/view/spread/page/1160>

**Original Text:** Explain that digraphs are two consonant that together spell a single sound.

**Updated URL:** [https://us-school.pk12ls.com/school/f1e376a9-d365-4027-9ebe-bf15c377c31e/0102\\_T00076\\_0328990736.pdf](https://us-school.pk12ls.com/school/f1e376a9-d365-4027-9ebe-bf15c377c31e/0102_T00076_0328990736.pdf)

**Updated Text:**

Explain that digraphs are two consonants that together spell a single sound.

#### Change ID 9668546

**Component:** myView Grade 1 Reading Routines Companion (digital only, no ISBN)

**Change Type:** New Content

**Current Page Number(s):** n/a

**Location:** n/a

**Original URL:**

**Original Text:** New Content

**Updated URL:** [https://us-school.pk12ls.com/school/210a4bcc-e7ec-488e-a6bb-115b1b4ccc21/G1\\_RRC\\_TX2.pdf](https://us-school.pk12ls.com/school/210a4bcc-e7ec-488e-a6bb-115b1b4ccc21/G1_RRC_TX2.pdf)

**Updated Text:**

n/a

#### Change ID 9668556

**Component:** myView Grade 1 Reading Routines Companion (digital only, no ISBN)

**Change Type:** New Content

**Current Page Number(s):** n/a

**Location:** n/a

**Original URL:**

**Original Text:** New Content

**Updated URL:** [https://us-school.pk12ls.com/school/fe812662-49cf-48d7-8e4e-ae86aec9b0e6/G1\\_RRC\\_TX4.pdf](https://us-school.pk12ls.com/school/fe812662-49cf-48d7-8e4e-ae86aec9b0e6/G1_RRC_TX4.pdf)

**Updated Text:**

n/a

Change ID 9668566

**Component:** myView Grade 1 Reading Routines Companion (digital only, no ISBN)

**Change Type:** New Content

**Current Page Number(s):** n/a

**Location:** n/a

**Original URL:**

**Original Text:** New Content

**Updated URL:** [https://us-school.pk12ls.com/school/f4b14005-fdb9-4328-ad84-eb0cf8bb58ff/G1\\_RRC\\_TX6.pdf](https://us-school.pk12ls.com/school/f4b14005-fdb9-4328-ad84-eb0cf8bb58ff/G1_RRC_TX6.pdf)

**Updated Text:**

n/a

Change ID 9668541

**Component:** myView Grade 1 Reading Routines Companion (digital only, no ISBN)

**Change Type:** New Content

**Current Page Number(s):** n/a

**Location:** n/a

**Original URL:**

**Original Text:** New Content

**Updated URL:** [https://us-school.pk12ls.com/school/c17f440f-b858-4aec-9a14-ac769ff3921c/G1\\_RRC\\_TX1.pdf](https://us-school.pk12ls.com/school/c17f440f-b858-4aec-9a14-ac769ff3921c/G1_RRC_TX1.pdf)

**Updated Text:**

n/a

Change ID 9668551

**Component:** myView Grade 1 Reading Routines Companion (digital only, no ISBN)

**Change Type:** New Content

**Current Page Number(s):** n/a

**Location:** n/a

**Original URL:**

**Original Text:** New Content

**Updated URL:** [https://us-school.pk12ls.com/school/6df77220-944a-4dc0-a04b-6c6448a311a0/G1\\_RRC\\_TX3.pdf](https://us-school.pk12ls.com/school/6df77220-944a-4dc0-a04b-6c6448a311a0/G1_RRC_TX3.pdf)

**Updated Text:**

n/a

Change ID 9668561

**Component:** myView Grade 1 Reading Routines Companion (digital only, no ISBN)

**Change Type:** New Content

**Current Page Number(s):** n/a

**Location:** n/a

**Original URL:**

**Original Text:** New Content

**Updated URL:** [https://us-school.pk12ls.com/school/5fd581a6-247a-4702-bbd7-44de010ec9e5/G1\\_RRC\\_TX5.pdf](https://us-school.pk12ls.com/school/5fd581a6-247a-4702-bbd7-44de010ec9e5/G1_RRC_TX5.pdf)

**Updated Text:**

n/a

### Public Alleged Factual Errors

- None

### Public Suitability Flags

- None

### Public Comments

Public Comment ID 9649106

**Comment:** I am writing to express my deep concern regarding the introduction of Christian religious content into the grade-school curriculum. While religious teachings play a significant role in many people's lives, public schools should remain a place for education rather than a platform for religious indoctrination. Per our Governor, "Public schools are for education, not indoctrination." By including specific religious content in the curriculum, the SBOE puts themselves in the place of imposing on the religious freedoms of both students and their families. The First Amendment guarantees the freedom of religion, which includes not only the right to practice one's faith but also the right to be free from the imposition of any particular religion by the government. Public schools should be a neutral space where students of all faiths--and those without religious beliefs--can learn in an inclusive environment. I urge the Texas Education Agency to reconsider this decision and ensure that our public schools remain a place for objective education, free from religious bias. The diversity of our state is one of our greatest strengths, and our public education system should reflect that by upholding the separation of church and state.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Sean Johnson, 78259

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

Public Comment ID 9651331

**Comment:** [https://assets.savvas.com/asset\\_mgr/current/201227/QR\\_Topics.pdf](https://assets.savvas.com/asset_mgr/current/201227/QR_Topics.pdf) Expository text with hands-on learning and layered Morphology The most effective way to teach reading and writing is using Lexile Measures. <https://hub.lexile.com/> <https://1drv.ms/w/s!AvrxINvWmOibjBRVt2fJEgM3DErz?e=Umt1aa>

**Component:** Texas myView Literacy Grade 1 (8 Year Student Digital License) (9780134922454)

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

**Location:** complete set level A sample

**URL to Content:** View Publisher Materials

**Submitted By:** Judith Eckert, 96766

**Publisher Response:** Accept without change

Thank you for taking the time to comment.