

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Savas Learning Company, LLC	Texas myView Literacy (Print and Digital), Grade 2
Subject	Grade Level
English Language Arts And Reading	Grade 2

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	100%
Quality Review Overall Score:	522 / 536

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	7	7
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	2	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	39	0

Count of Publisher Submitted Changes **4**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	2

All Feedback Items from IMRA Reviewers Remaining After Update

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

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- [IMRA Reviewer Positive Suitability ID 000193](#)
- [IMRA Reviewer Positive Suitability ID 000197](#)
- [IMRA Reviewer Positive Suitability ID 000210](#)
- [IMRA Reviewer Positive Suitability ID 000221](#)
- [IMRA Reviewer Positive Suitability ID 000237](#)
- [IMRA Reviewer Positive Suitability ID 000282](#)
- [IMRA Reviewer Positive Suitability ID 000299](#)

Factual Errors Remaining After Updates

- [IMRA Reviewer Error ID 8533631](#)
- [IMRA Reviewer Error ID 8531451](#)

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000193

Component: Texas myView Literacy Student Interactive (9780328990764)

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

Page Number(s): 106-125

Location: All of these pages collectively help students understand the free enterprise system.

Link: https://us-school.pk12ls.com/school/623194df-d925-477c-83ec-f271572811be/TX_myV_2020_G2_SE/TX_myV_2020_G2_SE/index.html

IMRA Reviewer Positive Suitability ID 000197

Component: Unit 1 - Week 3 (9780328941681)

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

Page Number(s): pp 106-125

Location: Whole page - informational text over communities

Link: https://us-school.pk12ls.com/school/623194df-d925-477c-83ec-f271572811be/TX_myV_2020_G2_SE/TX_myV_2020_G2_SE/index.html

IMRA Reviewer Positive Suitability ID 000210

Component: Texas myView Literacy Grade 2, (8 Year Student Digital License) (9780134922461)

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

Page Number(s): Student Reader-Complete text

Location: Realize Reader: A People's Leader

Link: <https://reader.savasrealize.com/book/29ZBCMYJY66/view/single/page/2>

IMRA Reviewer Positive Suitability ID 000221

Component: Texas myView Literacy Grade 2, Teacher Edition 2.5 (9780328990801)

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

Page Number(s): T347

Location: Content to be revised as follows:Apply: With adult assistance, have students use strategies to analyze structures of informational text.Option 1: Have students work with an adult or partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to explain how these features help them read informational text.Option 2: With adult assistance, have students use a concept map to chart one central idea and its supporting details in the informational text they are reading. Ask students to write the central idea in the center of the map and then fill in the details.

Link: <https://reader.savasrealize.com/book/QX921XOG0D/view/single/page/1881>

IMRA Reviewer Positive Suitability ID 000237

Component: Texas myView Literacy Grade 2, Teacher Edition 2.2 (9780328990771)

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

Page Number(s): T13

Location: New content emailed to IMRA. See myView Teacher's Edition Unit 2 p. T13 ELL Targeted Support Revised to read as follows:ELL Targeted Support: Media Have students use their prior knowledge of nature to build and reinforce language attainment. Replay the video to explain and clarify new words and ideas. Encourage students to respond orally, using their prior knowledge to help them answer questions about the video.

[BEGINNER/INTERMEDIATE]Assign pairs to replay the video. Have them pause often to ask questions and clarify meanings of new words and ideas as they build and reinforce language attainment. [ADVANCED/ADVANCED HIGH]

Link: https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/index.html

IMRA Reviewer Positive Suitability ID 000282

Component: Texas myView Literacy Grade 3, Teacher Edition 3.3 (9780328990832)

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

Page Number(s): T151

Location: Revised content created to align precisely with requirements. See Unit 3 Week 3 p. T151 ELL Targeted Support: Speak About Characters

Link: <https://reader.savvasrealize.com/book/RT7OZK8OW3/view/single/page/292>

IMRA Reviewer Positive Suitability ID 000299

Component: Texas myView Literacy Student Print Consumable 2.1, Grade 2 (9780134922461)

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

Page Number(s): 3-14

Location: In the grade 2 digital supplemental text is evidence of promoting American patriotism, Texas history, and the free enterprise system, understanding that the importance of patriotism and democratic principles of our state and national heritage, including founding documents of the United States.

Link: <https://www.savvasrealize.com/dashboard/program/c2b8ace6-de1f-3dc6-9392-5cd5e0bf7234/93/tier/b7517f95-848e-3580-ac9d-ace2f85cca48/93/tier2/de3879b1-e2a5-3a87-b283-afd661b6ecd2/93/item/7ab9458a-b0ec-3e31-90d5-5c2a5eb61d35/94/cv>

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 8533631

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Page Number(s): Unit 2 Week 3: p. 330

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=337

Description of Error: A noun is a person, place, thing, OR IDEA

Publisher Response: Reject

This is not an error

IMRA Reviewer Error ID 8531451

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Page Number(s): Unit 3 Week 5: p. 211

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=638

Description of Error: Nouns are people, places, things, AND IDEAS.

Publisher Response: Reject

This is not an error

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9536586

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: To keep this activity from being merely a copying task, have students underline the letters that spell the /i/ sound in each word. Also, adding a dictation of words and sentences that contain the /i/ sound will require students to more deeply apply this skill. This would be an effective routine to use for each new phonics concepts: explain, model, practice with word sort, then dictate words/sentences to apply.

Page Number(s): Additional Practice Spelling: p. 147

Location: N/A

URL to Content: https://us-school.pk12ls.com/school/623194df-d925-477c-83ec-f271572811be/TX_myV_2020_G2_SE/TX_myV_2020_G2_SE/html/html5forpc.html?page=1176

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9536726

Component: Texas myView Literacy Grade 2, Teacher Edition 2.4 (9798213425420)

Reviewer Feedback: When modeling and practicing connections between cursive letters, there are different connecting strokes required depending on the letters. Pointing out these differences, introducing 1 at a time, with lots of practice will support the muscle memory needed to write fluently. Not all schools have a separate handwriting program so this addition would help support this skill.

Page Number(s): p T78 - T79

Location: N/A

URL to Content: https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=1493

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9537801

Component: Texas myView Literacy Grade 2, Teacher Edition 2.2 (9798213425406)

Reviewer Feedback: This particular citation does a great job of using genre characteristics to make predictions and understand the text. The "Model and Practice" does not focus on main events of the story, but the identification of main events seems to be addressed with the focus on strategy as a part of the discussion of all read alouds.

Page Number(s): p. T182

Location: N/A

URL to Content: https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=667

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9536951

Component: Texas myView Literacy Grade 2, Student Digital License (9798213423457)

Reviewer Feedback: I really like this routine. Routines are so helpful for teachers and students to know the steps for learning something new. The only suggestion I would make is with the letters in the boxes on the side. If you think of those as "sound boxes", then for each sound you would use one box and put the letter or letters that spell that sound. That would support the verbage you used in the routine. For example in the word THAN, you would only need 3 boxes since /th/ is 1 sound spelled with 2 letters.

Page Number(s): RRC pp. 87-90

Location: N/A

URL to Content: https://us-school.pk12ls.com/school/a34f69a8-3fd4-4af8-bd48-b62bc61ca1ca/MV20_Reading_Routines_Companion_STAR_G2/MV20_Reading_Routines_Companion_STAR_G2/index-h5.html?page=1#page=102

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9538156

Component: Texas myView Literacy Grade 2, Teacher Edition 2.2 (9798213425406)

Reviewer Feedback: The side bar explains that texts can have different organizational structures like cause and effect. But the activity is simply an example of cause/effect relationship in the text, not how the text itself is organized. Look at a larger part of the text or the text as a whole to determine the organizational structure. Use headings to help identify the structure.

Page Number(s): T44

Location: N/A

URL to Content: https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=529

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8179261

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: It would be helpful to also practice spelling words with digraphs--choose between witch/which, when/win for those digraphs that are just 1 way to spell that sound (ch/tch, w/wh)

Page Number(s): Additional Practice: Phonics, p. 4

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=1131

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9124006

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: The pictures are not clear what the word should be--may be interpreted in several ways but the SE is for multisyllabic words so be sure to clarify. For example: fencepost or post or gate?

Another picture that is not clear: baseball bat or just bat which is not a multisyllabic word.

Page Number(s): Unit 1 Week 1: p. 16

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=23

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8160561

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: I recommend providing practice opportunities for mapping each sound to its spelling for these high-frequency words, rather than having students memorize them as whole units. In addition to using the words in sentences, ensure students can identify sound-to-letter mapping, especially for learning any irregular spellings within these words.

Page Number(s): Unit 1 Week 1: p. 19

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=26

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8190051

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Possibly add a few examples for students to reference

Page Number(s): Unit 1 Week 2: p. 85

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=92

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8113056

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: If you want to underline, I suggest you underline digraphs and trigraphs so students see that as one sound unit. For blends, if you want students to underline, then underline each consonant in the blend so there is no confusion that each consonant is sounded.

Page Number(s): Unit 1 Week 3: p. 93

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=100

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8109411

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: on the word CHICK, may want to note that CK is also a digraph.

Page Number(s): Unit 1 Week 4: p. 131

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=138

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8176091

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: For trigraphs, it is a common pattern that they follow short vowels. It would be helpful to describe this common pattern. Also, the W tends to distort the vowel sound following it so may not want to use the word WATCH as example word.

Page Number(s): Unit 1 Week 4: p. 131

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=138

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8096391

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Would prefer to see the teacher-side of these lessons

Page Number(s): Unit 1 Week 5: p. 160

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=167

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8236056

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: It would be helpful to include narrative on the awareness that suffix -ed has 3 different pronunciations although spelled in the same way: Folded, walked, crammed. This should be addressed to support decoding and encoding of this suffix in addition to the meaning.

Page Number(s): Unit 1 Week 5: p. 189

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=196

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8238436

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Include attention to spelling patterns when adding suffixes to basewords: doubling, dropping e, changing y to i. Needs lots of practice with this.

Page Number(s): Unit 1 Week 5: p. 189

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=196

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8565191

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: While TEXTBOOKS are secondary sources, regular books can also be considered primary sources. It may be important to make this distinction

Page Number(s): Unit 1 Week 6: p. 205

Location: Secondary Sources Chart

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=212

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8751306

Component: Texas myView Literacy Grade 2, Teacher Edition 2.1 (9798213425390)

Reviewer Feedback: Language structure is how words are used in a sentence including patterns that show grammar. This not how you are using the term. You are referring to orthographic patterns (spelling patterns).

Page Number(s): Unit 1: Page T319

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_TE/html/html5forpc.html?page=356

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8393081

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Have a spot or chart that has the students to write down a few questions they have before they read

Page Number(s): Unit 2 Week 1: p. 224

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=231

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8504821

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Include the vocabulary "graphics" with photos

Page Number(s): Unit 2 Week 2: p. 280

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=287

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8447761

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: add the word "main" before events

Page Number(s): Unit 2 Week 3: p. 324

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=331

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8175536

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Maybe use the teacher's guide here so there's actual examples how teaching the kids how to spell

Page Number(s): Unit 2 Week 3: p. 329

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=336

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8531181

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Include specific elements in the description.

Page Number(s): Unit 2 Week 4: p. 369

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=376

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8128646

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (9798213425215)

Reviewer Feedback: Maybe link the teacher instructions instead

Page Number(s): Unit 2 Week 6: p. 416

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=423

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8726261

Component: Texas myView Literacy Grade 2, Teacher Edition 2.2 (9798213425406)

Reviewer Feedback: For these strategies, I recommend you guide the teacher to start support with the activity for the beginner and move on to the activities in the more advanced levels as students are able and needed to meet the proficiency level of their peers. The beginner level activity would be enhanced with a sound to spelling mapping component (use sound boxes to map sounds to letters).

Page Number(s): Unit 2: Page T189

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_TE/html/html5forpc.html?page=674

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8750761

Component: Texas myView Literacy Grade 2, Teacher Edition 2.2 (9798213425406)

Reviewer Feedback: Instead of the word "circumlocution" in the directions, say "support students with clear and concise word choice".

Page Number(s): Unit 2: Page T425

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_TE/html/html5forpc.html?page=914

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8442921

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Perhaps add a personal connection to the chart instead of simply stating, "I made a connection to...". It would also be helpful to provide an example of a connection to other texts and model the thinking process.

Page Number(s): Unit 3 Week 2: p. 85

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=512

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9124546

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: On the chart, be sure to have students explain "I made a connection to...by....". Explaining how they made a connection is fully reaches the SE.

Page Number(s): Unit 3 Week 2: p. 85

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=512

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8240241

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Include explicit instruction for spelling changes when adding suffix to basewords (not just notice---but teach the pattern).

Page Number(s): Unit 3 Week 2: p. 89

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=516

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8437971

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Provide example of text and how word choice creates clear mental images.

Page Number(s): Unit 3 Week 3: p. 129

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=556

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8167011

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Please ad examples.

Page Number(s): Unit 3 Week 3: p. 96

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=523

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8115761

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Explicitly state what a is diphthong along with the diphthongs of focus.

Page Number(s): Unit 3 Week 4: p. 140

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=567

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8444376

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Ensure students are making connections by including the type of connection on the chart.

Page Number(s): Unit 3 Week 4: p. 163

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=590

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8479776

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Provide an example of synthesizing for students since synthesizing is a very abstract concept.

Page Number(s): Unit 4 Week 3: p. 355

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=782

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8405031

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Suggestion to have have the content vocabulary words used in the sentence starter....for example "I Know..." I confirm....

Page Number(s): Unit 4 Week 4: p. 399

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=826

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8576121

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: possible bold key words like days, etc

Page Number(s): Unit 4 Week 4: p. 405

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=832

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8525561

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Include the specific text elements in the instruction.

Page Number(s): Unit 5 Week 3: p. 576

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=1003

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8430356

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Be more explicit with instructions on how predictions can be based on text structure. Give examples.

Page Number(s): Unit 5 Week 3: p. 577

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=1004

Publisher Response: Accept without change

Thank you for taking the time to comment. The Teacher's Edition for this lesson provides more explicit instruction.

IMRA Reviewer Feedback ID 8378856

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (9798213425222)

Reviewer Feedback: Text should include a clear definition for the prefix re-

Page Number(s): Unit 5 Week 4: p. 621

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_SE/html/html5forpc.html?page=1048

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8752001

Component: Texas myView Literacy Grade 2, Teacher Edition 2.1 (9798213425390)

Reviewer Feedback: All words are learned by making the connections between the sounds and spellings, whether the sound to spelling is regular or irregular. Instead of saying "Some of these words cannot be sounded out or some of these words must be memorized" say instead that "some of these words contain an unusual spelling. Let's notice how each sound is spelled in this word." This process connects the phonemes to the graphemes which is necessary for a word to become orthographically mapped and identified by sight (sight word).

Page Number(s): o Unit 1 Week 1: p. T27

Location: N/A

URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G2_TE/html/html5forpc.html?page=64

Publisher Response: Accept without change

Thank you for taking the time to comment.

Publisher Submitted Changes

Change ID 9668521

Component: myView Grade 2 Teacher Edition Unit 1 (9798213425437)

Change Type: Editorial Change

Current Page Number(s): p. T13

Location: Top of page, ELL Targeted Support

Original URL: https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=49

Original Text: ELL Targeted Support

Prior Knowledge

Use the following supports to help students tap into their prior experiences to understand the unit video.

Help students relate the video content to their own experiences. Use their responses to ask targeted questions about word meanings in English. BEGINNING/INTERMEDIATE

Have students use English words to describe how the video content relates to their own experiences.
ADVANCED/ADVANCED HIGH

ELPS 1.A.2 Use prior experiences to understand meanings in English.

Updated URL: https://us-school.pk12ls.com/school/28fba321-3cc5-453a-83f2-cecc10ac3e1c/0039_T00013_0328990760.pdf

Updated Text:

ELL Targeted Support

Use the unit video to tap into students' prior experiences with neighborhoods. Have them listen closely to derive meaning from the media to build and reinforce language attainment.

Replay and pause the video to explain new words and clarify ideas. Guide students to relate their own experiences as they answer simple questions about the video. BEGINNING/INTERMEDIATE

Assign partners to replay the video, taking turns retelling what they heard. Have them share their prior experiences and answer questions about words and ideas to build and reinforce language attainment. ADVANCED/ADVANCED HIGH

ELPS 1.A.2 Use prior experiences to understand meanings in English.

ELPS 2.F.ii Listen to and derive meaning from a variety of media to build and reinforce language attainment.

Change ID 9668526

Component: myView Grade 2 Teacher Edition Unit 2 (9798213425390)

Change Type: Editorial Change

Current Page Number(s): p. T13

Location: Top of page, ELL Targeted Support

Original URL: https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=497

Original Text: ELL Targeted Support

Prior Knowledge

To help students understand the video,

use the supports below to help them access their prior knowledge.

Have students identify familiar words in the video. Help them use this prior knowledge to define these words in English. BEGINNING/INTERMEDIATE

Have students identify familiar English words in the video, use this prior knowledge to briefly define them, and use the words in sentences. ADVANCED/ADVANCED HIGH

ELPS 1.A.1 Use prior knowledge to understand meanings in English.

Updated URL: https://us-school.pk12ls.com/school/c4b0cc6f-0826-457f-b4e6-cff7055220c0/0039_T00013_0328990779.pdf

Updated Text:

ELL Targeted Support

Have students use their prior knowledge of nature to build and reinforce language attainment.

Replay the video to explain and clarify new words and ideas. Encourage students to respond orally, using their prior knowledge to help them answer questions about the video. BEGINNING/INTERMEDIATE

Assign pairs to replay the video. Have them pause often to ask questions and clarify meanings of new words and ideas as they build and reinforce language attainment. ADVANCED/ADVANCED HIGH

ELPS 1.A.1 Use prior knowledge to understand meanings in English.

3.J.ii Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment.

Change ID 9668501

Component: myView Grade 2 Teacher Edition Unit 5 (9798213425406)

Change Type: Editorial Change

Current Page Number(s): p. T347

Location: Top of page, Formative Assessment Options

Apply

Option 1

Option 2

Original URL: https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=2235

Original Text: Apply

Have students use the strategies to analyze informational text.

OPTION 1 Have students work with a partner to refer to the Anchor

Chart on p. 635 and discuss the features listed. Tell them to explain

how these features help them read informational text.

OPTION 2 Use Independent Text Have students use a concept

map to chart one main idea and its supporting details in the

informational text they are reading. Ask them to write the main idea

in the center of the map and then fill in spokes with the details.

Updated URL: https://us-school.pk12ls.com/school/9eedabc0-d7b6-443a-9cfc-606d558c4188/0373_T00347_0328990809.pdf

Updated Text:

Apply

With adult assistance, have students use strategies to analyze structures of informational text.

OPTION 1 Have students work with an adult or partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to explain how these features help them read informational text.

OPTION 2 With adult assistance, have students use a concept map to chart one central idea and its supporting details in the informational text they are reading. Ask them to write the central idea in the center of the map and then fill in the details.

Change ID 9668506

Component: myView Grade 2 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/64f8147c-4a31-41ed-a589-b2b2b970cd72/G2_RRC_TX1.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 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.