IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Savvas Learning Company, LLC	*Texas myView Literacy (Print and Digital), Grade 3*

Subject	Grade Level
English Language Arts And Reading	Grade 3

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **100%**

Quality Review Overall Score: **496 / 513**

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	9	9
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	27	0

Count of Publisher Submitted Changes   **12**

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 000194](#)
- [IMRA Reviewer Positive Suitability ID 000198](#)
- [IMRA Reviewer Positive Suitability ID 000211](#)
- [IMRA Reviewer Positive Suitability ID 000235](#)
- [IMRA Reviewer Positive Suitability ID 000283](#)
- [IMRA Reviewer Positive Suitability ID 000285](#)
- [IMRA Reviewer Positive Suitability ID 000286](#)
- [IMRA Reviewer Positive Suitability ID 000289](#)
- [IMRA Reviewer Positive Suitability ID 000300](#)

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000194

Component: People Who Change U.S. History (Reader) (9781486907625)

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

Page Number(s): 7
Location: This reader includes information on our national heritage, including founding documents of the United States.
Link: https://reader.savvasrealize.com/book/21IIM30ZWUH/view/single/page/5

IMRA Reviewer Positive Suitability ID 000198

Component: Lesson Plan: Sonia Sotomayor (N/A)

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

Page Number(s): All
Location: Entire page
Link: https://www.savvasrealize.com/content/viewer/standalone/loader/view/e1c6c0e3-4d0e-3c66-9094-8983cee40a9a/76/nonscorable?programId=549dcfc0-15aa-305a-87a6-2e775502e1f6&programVersion=90&programName=myView%2520Literacy%25202020%2520Texas%2520Grade%25203&loc

IMRA Reviewer Positive Suitability ID 000211

Component: Texas myView Literacy Grade 3, (8 Year Student Digital License) (9780134922478)

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

Page Number(s): Reader-complete text
Location: Realize Reader: Sonia Sotomayor
Link: https://reader.savvasrealize.com/book/1X5GT0KRSXD/view/single/page/3

IMRA Reviewer Positive Suitability ID 000235

Component: Texas myView Literacy Grade 2, Teacher Edition 2.1 (9780328990764)

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 1 p. T13ELL Targeted SupportRevised to read as follows:ELL Targeted Support: MediaUse 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. [BEGINNER/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/HIGH ADVANCED]

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 000283

Component: Texas myView Literacy Grade 3, Teacher Edition 3.4 (9780328990849)

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

Page Number(s): T287
Location: Revised content created to align precisely with requirements. See Unit 4 Week 4 p. T287 ELL Targeted Support: Revise By Adding Connecting Words
Link: https://reader.savvasrealize.com/book/RT7OZK8OW3/view/single/page/1659

IMRA Reviewer Positive Suitability ID 000285

Component: Texas myView Literacy Grade 3, Teacher Edition 3.5 (9780328990856)

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

Page Number(s): T285
Location: Revised content created to align precisely with requirements. See Unit 5 Week 4 p. T285 ELL Targeted Support: Edit for Possessive Case
Link: https://reader.savvasrealize.com/book/RT7OZK8OW3/view/spread/page/822

IMRA Reviewer Positive Suitability ID 000286

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

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

Page Number(s): T53
Location: Close Read note: Analyze Plot and Setting. Students are asked to underline details and descriptions of characters that help them analyze the resolution.
Link: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=916

IMRA Reviewer Positive Suitability ID 000289

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9780328941704)

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

Page Number(s): 216–217
Location: New Student Edition material emailed to IMRA. For p. 216 labeled "Fact-Finding in the Field:" new content for top paragraph, new content for EXAMPLE (middle of page). For p. 217: new content for top paragraph (Collaborate), new content for last paragraph
Link: https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/index.html

IMRA Reviewer Positive Suitability ID 000300

Component: Texas myView Literacy Grade 3, (8 Year Student Digital License) (9780134922478)

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

Page Number(s): 10-11

Location: In the grade 3 digital supplemental text is evdence 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://reader.savvasrealize.com/book/21IIM30ZWUH/view/single/page/7

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9548816

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: To address a variety of sources, you may consider including having students access another resource as part of the example and "Collaborate" activity. For example, consult a gardening book to identify and gather information about which plants grow in this environment.

Page Number(s): pp. 216-217
Location: N/A
URL to Content: N/A

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9505646

Component: Texas myView Literacy Grade 3, Teacher Edition 3.2 (9798213425451)

Reviewer Feedback: Consider using the term "central idea" to replace "main idea" or add as a synonym.

Page Number(s): T146
Location: N/A
URL to Content: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=606&bbv=0&pcode=

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9501551

Component: Texas myView Literacy Grade 3, Teacher Edition 3.4 (9798213425475)

Reviewer Feedback: Model applying the meaning of idiom in context and confirming for accuracy of interpretation. Idioms are challenging and must be learned individually. Explaining how you process through this confirmation of meaning would be helpful.

Page Number(s): T312
Location: N/A
URL to Content: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1581

Publisher Response: Accept without change

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Savvas Learning Company, LLC, English Language Arts And Reading, Grade 3, Texas myView Literacy (Print and Digital), Grade 3

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9501631

Component: Texas myView Literacy Grade 3, Teacher Edition 3.4 (9798213425475)

Reviewer Feedback: To use idioms in text, have students apply the learned idioms from the text in new contexts and encourage to use in their own compositions.

Page Number(s): T320
Location: N/A
URL to Content: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1589

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9471881

Component: Texas myView Literacy Grade 3, Teacher Edition 3.1 (9798213425444)

Reviewer Feedback: The ELPS listed is not 2.b.1

Page Number(s): TE p.214
Location: N/A
URL to Content: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=243

Publisher Response: Accept without change

Thank you for taking the time to comment.We will check the citation and verify it is correct.

IMRA Reviewer Feedback ID 9471926

Component: Texas myView Literacy Grade 3, Teacher Edition 3.1 (9798213425444)

Reviewer Feedback: ELPS 3.J.ii is not listed.

Page Number(s): TE pp. T12-T13
Location: N/A
URL to Content: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=49

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9149296

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Also provide opportunities for students to spell this type of words through dictation--model how you think through the process of spelling words with more than 1 syllable--spelling one syllable at a time, then reading to check. Choose words to reinforce previous spelling patters or morphemes.

Page Number(s): Unit 1 Week 1: p. 51
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=58

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9156491

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Provide an example as part of the explanation.

Page Number(s): Unit 1 Week 2: p. 80
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=87

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9152111

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Identify the academic vocabulary word you want them to use to find the meaning of. This may create misunderstandings for this task.

Page Number(s): Unit 1 Week 3: p. 119
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=126

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9199101

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Show specific text examples of central idea and supporting details as part of explanation.

Page Number(s): Unit 1 Week 4: p. 132
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=139

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 8995386

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: It would be better to reference the HFW list you're pulling from here in the teacher materials.

Page Number(s): Unit 1 Week 5: p. 200
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=207

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9201521

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: This method of modeling with specific steps for the teacher including questioning is very helpful. Then it follows same steps for students to practice which supports success. Great job here!

Page Number(s): Unit 1 Week 5: p. 201
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=208

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9150956

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Be sure to provide explicit and systematic handwriting instruction before expecting this level of task. Students need to have letters modeled for where to start and directionality for each cursive letter. Model and monitor this practice for all letters, grouping for similar approach strokes. Then making connections between the cursive letters must also be modeled and monitored for each different type of connector. Muscle memory requires lots of practice.

Page Number(s): Unit 1 Week 5: p. 205
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=212

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9149406

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Again, provide opportunities to spell dictated words that follow this pattern.

Page Number(s): Unit 2 Week 1: p. 263
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=270

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9152491

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Identify for the student which academic vocabulary word to focus on. This may lead to misunderstanding of the target skill.

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_G3_SE/html/html5forpc.html?page=336

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9149616

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: This pattern can be challenging for spelling since the final e is silent. Model and practice dictating words--talking through the process to spell these long vowel options. Connect to previous spelling patterns for long vowels. Make lists of words for each spelling pattern.

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_G3_SE/html/html5forpc.html?page=376

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9239011

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: This and all the previous citations could really be improved by giving the student specific examples

Page Number(s): Unit 2 Week 4: p. 372
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=379

Publisher Response: Accept without change

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Savvas Learning Company, LLC, English Language Arts And Reading, Grade 3, Texas myView Literacy (Print and Digital), Grade 3

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9202051

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Providing specific examples of print features in text would be helpful in addition to defining what they are.

Page Number(s): Unit 2 Week 5: p. 378-379
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=385

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9150061

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (9798213425239)

Reviewer Feedback: Encourage students to look for patterns within contractions. What patterns do I see in spelling? What patterns do I notice with pronunciation?

Page Number(s): Unit 2 Week 5: p. 405
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=412

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9153021

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: Include how these words are used in a sentence. Give examples for each prefixed word.

Page Number(s): Unit 3 Week 1: p. 50
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=477

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9150336

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: Make the connection to meaning as students learn to spell these prefixes. The meaning of prefixes unlocks the meaning of lots of words. Explain how to use the meaning of the prefix to determine the meaning of the whole word. Explain and give examples of how to use the prefixed words in sentences in various contexts.

Page Number(s): Unit 3 Week 1: p. 53
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=480

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9209896

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: It would be helpful to provide a list of genres to pick from.

Page Number(s): Unit 3 Week 2: p. 93
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=520

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9197941

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: Provide specific examples of sound devices and explain why poets use them. You have an example of rhyme scheme only. Add additional examples of other sound devices and why they are used.

Page Number(s): Unit 3 Week 5: p. 182
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=609

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9212086

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: The provided example with color coding different parts of structure to point out is very clear and explicit.

Page Number(s): Unit 4 Week 3: p. 328
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=755

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9215646

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: Providing a chart of HFW organized by initial sound (rather than alphabetically by letter) would make a helpful and user-friendly reference.

Page Number(s): Unit 4 Week 5: p. 402
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=829

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9126096

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: It would be helpful to explain that some of these final stable syllables can act as a suffix and carry meaning. For example for the word, sensative, -ive is a suffix added to base sense. Also looking at related words helps develop word awareness...sense, senses, sensable, sensative, sensation, etc...

Page Number(s): Unit 5 Week 5: p. 604
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=1031

Publisher Response: Accept without change

Thank you for taking the time to comment.

IMRA Reviewer Feedback ID 9149876

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (9798213425246)

Reviewer Feedback: When possible, include the connection to meaning of these syllables/suffixes. Knowing the meaning of the words they are spelling allows students to use the word more accurately and develop better word awareness. Make connections to the related words with common base for example finalize, final, finally, etc...

Page Number(s): Unit 5 Week 5: p. 607
Location: N/A
URL to Content: https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G3_SE/html/html5forpc.html?page=1034

Publisher Response: Accept without change

Thank you for taking the time to comment.

Publisher Submitted Changes

Change ID 9668481

Component: myView Grade 3 Langauge Awareness Handbook (digital only, no ISBN)

Change Type: Editorial Change
Current Page Number(s): p. 55 (PDF p. 64 of 250)_
Location: Word Study: Vowel Patterns (middle of the page) and related Language Objective

Original URL: https://www.savvasrealize.com/content/viewer/standalone/loader/view/c73793f0-6769-33c6-bd3f-62edede38a6b/75/nonscorable?programId=549dcfc0-15aa-305a-87a6-2e775502e1f6&programVersion=0&programName=myView%20Literacy%202020%20Texas%20Grade%203&backUrl=https%3A//www.savvasrealize.com/dashboard/program/549dcfc0-15aa-305a-87a6-2e775502e1f6/0

Original Text: Word Study: Vowel Patterns

REVIEW Tell students that the vowel patterns ei, eigh are pronounced in a single sound, although the sound varies in different words.

GUIDE PRACTICE Write on the board: eight, weigh, weight, ceiling, receipt, either, neither, height. Underline the vowel patterns ei and eigh

and model how to decode and pronounce each word, focusing on the different vowel sounds. Guide students to use their fingers to underline

the vowel patterns as they pronounce each word.

ON THEIR OWN Have students decode and pronounce the words on p. 492 of the Student Interactive. Then challenge students to look for

words with the vowel patterns ei, eigh in the text.

LANGUAGE OBJECTIVE Learn relationships between sounds and letters.

Updated URL: https://us-school.pk12ls.com/school/8332b062-de3b-4489-86dc-3ef0a5e19c1b/0055_MyView20_LAH03_U05W02.pdf

Updated Text:
 Word Study: Vowel Patterns
REVIEW Guide students to recognize that the vowel patterns ei and eigh are pronounced as a single sound, although the sound varies in different words.
GUIDE PRACTICE Display these newly acquired vocabulary words on the board: eighty, eighteen, weigh, weightless, height, ceiling, neighbor, receive. Underline the vowel patterns ei and eigh and model how to decode and pronounce each word, focusing on the different vowel sounds. Guide students to use their fingers to underline
the vowel patterns as they pronounce each word.
ON THEIR OWN take turns challenging each other to find and pronounce words with the vowel pattern. Ask: how does recognizing this vowel pattern help you read other vocabulary new to you?
LANGUAGE OBJECTIVE: Recognize vowel patterns in newly acquired vocabulary.

Change ID 9668421

Component: myView Grade 3 Student Edition Unit 1 (9798213425239)

Change Type: Editorial Change
Current Page Number(s): p. 216
Location: top of page, Fact-Finding in the Field

middle of page, Example

Original URL: https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpc.html?page=223

Original Text: FACT FINDING IN THE FIELD Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural surroundings. It allows you to identify and gather relevant information and gain firsthand knowledge. You can then demonstrate understanding of the information you gathered.

EXAMPLE Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They went to the lot to do field research. They took pictures and then demonstrated their understanding of how to improve the land by drawing a plan of the garden they want. What information would you add to their research?

Updated URL: https://us-school.pk12ls.com/school/f9e860c6-5f75-4c4c-953f-8a114acd047b/0216_000216_0328941700.pdf

Updated Text:
FACT FINDING IN THE FIELD Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural surroundings. To focus your field research, Identify and gather relevant information from a variety of sources before you go. You can then demonstrate understanding of the information you gathered.
EXAMPLE Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They identified and gathered a variety of relevant information before they went to the lot to do field research. They took pictures and then dcreated a plan of the garden they want. What information would you add to their research?

Change ID 9668426

Component: myView Grade 3 Student Edition Unit 1 (9798213425239)

Change Type: Editorial Change
Current Page Number(s): p. 217
Location: top of page, Collaborate

Original URL: https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpc.html?page=223

Original Text: COLLABORATE

Ask an adult to take you and your partner to the park or playground you want to improve. Take photos and write notes to identify and gather information and evidence. Demonstrate an understanding of the information you gathered by suggesting improvements that could be made to the park or playground. With your partner, discuss ideas from your notes and photos that will be important for your letter.

Discuss your research results. How did the field research help to

support your opinion? Do you need to add more specific information?

Updated URL: https://us-school.pk12ls.com/school/9c226e6a-b888-43e5-baae-33bb7beb00ab/0217_000217_0328941700.pdf

Updated Text:

 COLLABORATE

Ask an adult to take you and your partner to the park or playground you want to improve. Identifying and gathering information from a variety of sources, such as articles, photos, maps, and books before you go will help inform your notes and photographs at the park. With your partner, discuss ideas from your notes and photos that will be important for your letter.

Discuss your research results. How did identifying and gathering information from a variety of sources prior to your research help you? How did the field research help to support your opinion? Do you need to add more specific information?

Change ID 9668431

Component: myView Grade 3 Student Edition Unit 4 (9798213425246)

Change Type: Editorial Change
Current Page Number(s): p. 413
Location: top of page, Collaborate

Original URL: https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpc.html?page=839

Original Text: COLLABORATE

With your partner, review your research plan and your

goals. Work together following rules, norms, and protocols, such as

each person choosing one goal. Use the Library of Congress Web site to

recognize characteristics of multimodal and digital texts for your research.

Then use those texts to identify and gather relevant facts, details, and

images for your poster.

Updated URL: https://us-school.pk12ls.com/school/c9f55644-f362-449c-bb00-d4b31dc6564f/0413_000413_0328941719.pdf

Updated Text:

 COLLABORATE With your partner, review your research plan and your goals. Work together following rules, norms, and protocols, such as each person choosing one goal. Use the Library of Congress Web site to recognize characteristics of multimodal and digital texts for your research. Then identify and gather relevant facts, details, and images from a variety of sources to complete your poster.

Change ID 9668451

Component: myView Grade 3 Teacher Edition Unit 1 (9798213425444)

Change Type: Editorial Change
Current Page Number(s): p. T380
Location: Teaching Point, paragraph 2

Model and Practice, bullet 1

Collaborate

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=421

Original Text: TEACHING POINT

Paragraph 2: There is a variety of information at a site that can be identified and gathered. Tell students to look at the whole site, but then identify all the different sources of relevant, or meaningful, information that can be gathered to help with their project. They need to understand the information they gather and why it is helpful for their project.

MODEL AND PRACTICE

Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. They go to the lot to study the area and collect information. They take photos and measurements. They use their field research to draw a plan for the community garden.

COLLABORATE

Send a letter home with students explaining the project and

encouraging parents and guardians to visit a park or playground with students.

Have students write notes to identify and gather relevant information and

evidence from a variety of sources. Tell them to record their field research on

p. 217 of the Student Interactive. For students who are unable to visit a park or

playground, have them develop a field research plan about the information they

would want to collect. Have students show understanding of the information

gathered by discussing with their team why it is important to their project.

Updated URL: https://us-school.pk12ls.com/school/35696ed2-6423-4d7a-871c-d9d2ef87e600/0408_T00380_0328990817.pdf

Updated Text:
 TEACHING POINT
Paragraph 2 Explain that before doing field research, students should identify and gather information from a variety of sources about their topic. Tell them that photographs, books, articles, maps, and other forms of media can help them focus on data they'll want to collect for their research. Point out that students should focus their searches on key words and ideas in order to identify and gather the most relevant information.
MODEL AND PRACTICE
Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. Before they go, they identify and gather pertinent articles, photos, and maps to help them. They use their field research to draw a plan for the community garden.
COLLABORATE
Send a letter home with students explaining the project and encouraging parents and guardians to help their student identify and gather relevant information and evidence from a variety of sources before they do their field research. Tell them to record their field research on p. 217 of the Student Interactive. For students who are unable to visit a park or

playground, have them develop a field research plan about the information they would want to collect. Have students show understanding of the information gathered by discussing with their team why it is important to their project.

Change ID 9668456

Component: myView Grade 3 Teacher Edition Unit 1 (9798213425444)

Change Type: Editorial Change
Current Page Number(s): p. T381
Location: bottom of page

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=421

Original Text: Student Edition pp. 216-217 were updated, so the thumbnail of the Student Edition change was updated in the TE.

Updated URL: https://us-school.pk12ls.com/school/77407d1b-3a02-42c5-9bb8-34c121ca4659/0409_T00381_0328990817.pdf

Updated Text:
 Student Edition pp. 216-217 were updated, so the thumbnail of the Student Edition change was updated in the TE.

Change ID 9668466

Component: myView Grade 3 Teacher Edition Unit 3 (9798213425468)

Change Type: Editorial Change
Current Page Number(s): p. T151
Location: ELL Targeted Support, left column

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1013

Original Text: SPEAK ABOUT CHARACTERS

By creating a strong historical fiction character, a writer helps readers get a sense of what it

was like to live in a different time. Help students use plot and character vocabulary in context to

speak about the characters in their historical fiction. Have students draw a picture of their main

character. Ask students to name their character. Use sentence frames to help them describe the

character, such as: My character lives in ___. She likes to ___. Her job is ___. BEGINNING

Provide pairs with a list of questions that will help them describe their main character. Have partners take turns asking and answering

questions. Create questions such as: What was a regular day like for your character? What did your character do for fun? What strengths does your character have? Work with students to incorporate some of these ideas into their stories. INTERMEDIATE

Challenge students to include details about their main character that show inner qualities, such as, courage, determination, or loyalty. Have students tell a partner how these qualities will help the character solve the problem in the story. ADVANCED/ADVANCED HIGH

Updated URL: https://us-school.pk12ls.com/school/59f36cfc-3eb8-4886-a61f-0a53a096b31a/0177_T00151_0328990833.pdf

Updated Text:
SPEAK ABOUT CHARACTERS
Writers create strong historical fiction characters to help readers get a sense of what it was like to live in a different time and place. Guide students to orally describe their historical character to a partner, using some of the high-frequency words they learned for describing a character, setting, and objects: person, friendly, clothes, independent, community, lives, responsibilities, weather.
Have students draw a picture of their historical character. Ask students to name their character. Then, have students use sentence frames to help describe their character. My character lives in _____. This person likes to _____. My character's job is _____. BEGINNING
Provide pairs with a list of questions that will help them describe their historical character. Remind students that high-frequency words are words that they see, hear, or say most often. Encourage partners to refer to the list of high-frequency words as they answer questions about their character, including the character's appearance, clothes, and the setting in which they live. INTERMEDIATE
Challenge students to include specific details about their character's appearance and inner qualities, such as independent, friendly, loyal. Have students describe their character, using high-frequency words. ADVANCED/ADVANCED HIGH

Change ID 9668436

Component: myView Grade 3 Teacher Edition Unit 3 (9798213425468)

Change Type: Editorial Change
Current Page Number(s): p. T59
Location: top of page Apply Option 1

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=921

Original Text: OPTION 1 My Turn

Have students annotate the text using the other Close Read notes for Analyze Plot and Setting and then use the text evidence from their annotations to complete the chart on SI p. 46.

Updated URL: https://us-school.pk12ls.com/school/7049a272-7ccf-4dfe-83bc-26283af2fd30/0085_T00059_0328990833.pdf

Updated Text:
OPTION 1 My Turn
Have students annotate the text using the other Close Read notes for Analyze Plot and Setting. Then have them use the text evidence from their annotations analyze plot elements, including the sequence of events, the conflict, and the resolution, by completing the chart and answering the question at the bottom ofon SI p. 46.

Change ID 9668471

Component: myView Grade 3 Teacher Edition Unit 4 (9798213425475)

Change Type: Editorial Change
Current Page Number(s): p. T287
Location: ELL Targeted Support, left column

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1555

Original Text: REVISE BY ADDING CONNECTING WORDS

Reread a familiar story. Then have students write about and discuss who their favorite character is, using connecting words to explain why.

Provide the following sentence frame: My favorite character is _____ because ___. In a class discussion, brainstorm possible answers, and then ask students to write the complete sentence by filling in the blanks with their answers. BEGINNING

Have pairs of students write the name of one of the characters and words that describe what they like about the character. Then have partners discuss which connecting words to use to combine a few of their phrases into one or two sentences. INTERMEDIATE

Have pairs of students discuss their character, using as many connecting words as possible. Have each student write their ideas and trade with their partner for peer review of appropriate connecting words and appropriate sentence length. ADVANCED/ADVANCED HIGH

Updated URL: https://us-school.pk12ls.com/school/a20ef16c-849f-4d06-9778-3aff2dbacbad/0313_T00287_0328990841.pdf

Updated Text:
 REVISE BY ADDING CONNECTING WORDS
Reread a familiar story. Then have students talk about one of their favorite characters in the story, using connecting words. Display a list of connecting words for students to refer to, such as however, since, because, for example, or for instance.
Guide students to practice speaking about their favorite character, using the following sentence stems: My favorite character is _____ because_____. For example, I like when _____. Brainstorm other possible responses to help students accurately and easily use connecting words. BEGINNING
Have student pairs name their favorite character from the story. Then, have partners use connecting words to describe why the character is their favorite. Have students practice speaking in longer sentences by using connecting words, such as because, however, for instance, also, and in addition. INTERMEDIATE
Have pairs discuss their character, using a variety of connecting words. First, have each student write some of their ideas on paper. Then, have students work with their partner to accurately combine ideas and details about their favorite character, using connecting words. ADVANCED/ADVANCED HIGH

Change ID 9668441

Component: myView Grade 3 Teacher Edition Unit 4 (9798213425475)

Change Type: Editorial Change
Current Page Number(s): p. T370
Location: middle of the page, Collaborate

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1643

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024

Savvas Learning Company, LLC, English Language Arts And Reading, Grade 3, Texas myView Literacy (Print and Digital), Grade 3

Original Text: COLLABORATE

Have students interact with the Library of Congress Web site to identify and gather relevant information from digital texts and media on their topics. Have students demonstrate understanding of the information gathered by taking notes and recording their results on the notecards on p. 413. Encourage them to refer to p. 412 as they work. Students can often find more specific information by carefully selecting their search terms. As students work collaboratively with partners, have them follow agreed-upon rules, norms, and protocols.

Updated URL: https://us-school.pk12ls.com/school/e33c4b51-c655-4103-bb9f-7a216aaeec99/0398_T00370_0328990841.pdf

Updated Text:
 COLLABORATE
Have students interact with the Library of Congress Web site to identify and gather relevant information from a variety of digital texts and media, such as maps, photographs, and articles, on their topics. Have students demonstrate understanding of the information gathered by taking notes and recording their results on the notecards on p. 413. Encourage them to refer to p. 412 as they work. Students can often find more specific information by carefully selecting their search terms. As students work collaboratively with partners, have them follow agreed-upon rules, norms, and protocols.

Change ID 9668446

Component: myView Grade 3 Teacher Edition Unit 4 (9798213425475)

Change Type: Editorial Change
Current Page Number(s): p. T371
Location: bottom right

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1643

Original Text: Student Edition p. 413 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL: https://us-school.pk12ls.com/school/02e087b0-891e-42c4-a968-c8b2299a57cf/0399_T00371_0328990841.pdf

Updated Text:
 Student Edition p. 413 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Change ID 9668476

Component: myView Grade 3 Teacher Edition Unit 5 (9798213425482)

Change Type: Editorial Change
Current Page Number(s): p. T285
Location: ELL Targeted Support, right column

Original URL: https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1965

Original Text: EDIT FOR PUNCTUATION MARKS

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Savvas Learning Company, LLC, English Language Arts And Reading, Grade 3, Texas myView Literacy (Print and Digital), Grade 3

Display these sentences: The rabbits ears are soft. He is furry and he is dirty. He is the babys toy. Help students replace the underlined words with the possessive nouns rabbit's and baby's. Model how to create contractions with the words he is. BEGINNING

Add this sentence to those above: I will give him a wash! Help students replace the underlined words with the possessive nouns. Model how to create contractions with the words he is and I will. INTERMEDIATE

Provide pairs with a list of three nouns and two sets of words that can be made contractions. Have them write the possessive form of the nouns and write the contractions. ADVANCED

Have individual students write a poem about an animal, using at least three possessive nouns and four c contractions. ADVANCED HIGH

Updated URL: https://us-school.pk12ls.com/school/15365928-a671-4989-aff6-9323e0ae41da/0311_T00285_032899085X.pdf

Updated Text:
 EDIT FOR POSSESSIVE CASE
Remind students that possessive nouns show ownership, as in the teacher's computer. Point out that the possessive case of most singular nouns, whether common or proper, is formed by adding 's. Guide students to practice writing possessive nouns by using phrases in the possessive case.
Display this sentence: This is the bedroom of Amanda. Model for students how to rewrite the sentence in the possessive case. Say: In this English sentence, we can simplify the noun phrase by adding 's after Amanda and deleting the word of. Display: This is Amanda's bedroom. On the board, write: The bone of the dog. The lunch of Carmen. Have student pairs practice writing in the possessive case. BEGINNING
Have student pairs take turns rewriting the noun phrases in the possessive case. Display the following sentences: This is the paper of Sam. The parents of Dave and Jack are here. The music in the elevator is slow. After students rewrite their sentences, have them read them aloud to the partner to compare how the possessive case is made. INTERMEDIATE
Have individual students practice writing a paragraph in which they turn the following nouns and also some pronouns into the possessive case: classroom, office, story, someone, everybody. After students complete their sentences, have them switch papers with a partner to confirm accuracy. ADVANCED

Public Alleged Factual Errors
- None

Public Suitability Flags
- None

Public Comments

Public Comment ID 9645221

Comment: I do not want religion taught in our school systems, except in the area of teaching all world religions as a scholarly enquiry into religion and culture around the globe. The constitution separation of church and state is very important and stresses the belief in religious freedom. I believe in the importance of religious freedom for all. I do not want teachers imposing their religion on my children in schools.
Component: Texas myView Literacy Grade 3, Teacher Edition 3.1 (9798213425444)
Page Number(s): N/A
Location: N/A

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URL to Content: N/A

Submitted By: Stephanie Chapman, 77006

Publisher Response: Accept without change

Thank you for taking the time to comment.

Public Comment ID 9648326

Comment: Concern for teaching Bible stories in the public classes. We should refrain from pushing ideologies and agendas on our students, unless we open the door to teach ALL ideologies. Let's still with curriculum that will set our children up for successful careers in the future. The Bible can be taught on Sunday at Churches families choose to go to, not public schools.
Component: Texas myView Literacy Grade 3, Teacher Edition 3.1 (9798213425444)
Page Number(s): 238
Location: N/A

URL to Content: N/A

Submitted By: Christy Fair, 78738

Publisher Response: Accept without change

Thank you for taking the time to comment.

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