

***myView Literacy* Publisher’s Response**  
**Grades 3-5**

Savas Learning Company is extremely pleased with the “All Green” rating across all gateways for all grade levels. *myView Literacy* is a comprehensive, interactive English language arts solution that provides a balanced approach to the teaching of reading, writing, speaking, and listening and thinking using a collection of authentic reading texts and collaborative writing workshops.

Below, we provide additional information on select indicators in the Grades 3-5 review.

**Indicator 1d**

Materials support students' increasing literacy skills over the course of the school year. (Series of texts should be at a variety of complexity levels appropriate for the grade band.)

**Savas Learning Company Response**

We assert that students strengthen their literacy skills over the entire course of the school in the *myView Literacy* solution.

Each unit of study in *myView Literacy* focuses on a genre appropriate for the grade, such as informational text, fiction, persuasive text, as well as a number of subgenres within these genres. The texts in these units were carefully chosen as exemplars of each genre, and appropriate literacy skills were assigned to each text to allow students to read and deeply comprehend the text.

All of the texts in Grades 3-5 fall within a complexity level band appropriate for the grade, with some texts near the low end and some near the higher end. Because of this variety, students are provided instruction on how to approach these texts through two close read lessons. The emphasis of these lessons is to "unlock" the text; students cite key text evidence to demonstrate knowledge and understanding of the text. These transferable skills become tools that students can use to comprehend other texts, whether they are texts chosen independently or other texts in *myView Literacy*.

## **Indicator 2C**

Materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

### **Savas Learning Company Response**

Savas Learning Company strongly believes that the *myView Literacy* solution consistently delivers questions that promote deeper understanding of text. In addition to the Unit Essential Question and the weekly question, students also respond to a series of Close Read questions within each text.

These questions are in service to the Close Read Lesson 3 and Close Read Lesson 4 skills instruction and require students to go back to the text and cite text evidence. Each Close Read lesson has students synthesize the text evidence they either highlighted or underlined and use this evidence to support a response through a variety of reporting methods, e.g., charts, short responses, *etc.*

There are also paired selections in which students are expected to respond to Close Read instruction requiring analysis and synthesis of knowledge across two texts. Again, students use text evidence they highlighted or underlined in order to construct a response supported by this evidence.

## **Indicator 3A**

Materials are well designed and take into account effective lesson structure and pacing.

### **Savas Learning Company Response**

Savas Learning Company strongly disagrees with the findings related to this indicator, as points were not allocated based on the EdReports rubric. EdReports acknowledged that lessons in *myView Literacy* are well designed and stated “careful attention to time allotments ***may be necessary*** to ensure all portions of the lesson are taught”. Because of this rubric language, Savas Learning Company asserts that *myView Literacy* materials should have been awarded at least one point.

The materials in *myView Literacy* are well-designed with pacing appropriate to fit an English Language Arts block. The pacing of daily lessons in *myView Literacy* is based on the best practice of 120-180 minutes per day of reading/writing instruction across Grades K-5. Research recommends the use of an uninterrupted, 90-minute block as the foundation for a strong literacy program, therefore the pacing allows for increased time on task in Grades 3-5.

The Grades 3-5 curriculum is divided into five units, with each unit taking place over six weeks. The Teacher's Edition and Small Group Professional Development Guide provide extensive information about all components of the unit and specific details for each lesson component. Suggested time frames and ranges for each component of a lesson are provided on the Unit and Weekly Planning pages. Time is built into the schedule each day for whole class instruction, small group instruction, independent practice, collaborative group work, and reflection.

### **Grades 3-5 Suggested Daily Times**

#### Reading Workshop

Shared Reading	35-50 min.
Reading Bridge	5-10 min.
Small Group	20-30 min.

Total Time for Reading Workshop: 60-90 minutes

#### Writing Workshop

Minilesson	10 min.
Independent Writing	30-40 min.
Writing Bridge	5-10 min.

Total Time for Writing Workshop: 45-60 minutes

### **Indicator 3B**

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

#### **Savas Learning Company Response**

Savas Learning Company asserts that teachers are professionals and can make the appropriate choices for their students, whom they know best. As such, the organization of *myView Literacy* provides the right balance of predictable structure and flexibility to allow teachers to make reasonable adjustments to planning and pacing based on a school or classroom's unique situation. No publisher's solution could accurately accommodate for all the various disruptions that may occur in a school year.

The pacing of lessons was designed to allow for maximum student understanding with the content completed in the amount of time listed in the Suggested Weekly Plan. Please refer to 3A for information regarding pacing.

*myView Literacy* includes five units of instruction with six weeks in each unit, for a total of 150 days of instruction. This was done to ensure viability to be covered within one school year without modification, taking into consideration time for reteaching and intervention, in addition to disruptions due to state testing, holidays, snow days, field trips, and other school and district commitments.

*For schools requiring less than 150 days of instruction:* The Flexible Option feature through the Reading and Writing Bridge sections allow educators to use professional judgment to match lessons to particular classes of students. During Writing Workshop, the Writing Fast Track identifies standards-based lessons for those teachers who have limited time to teach writing.

*For schools requiring more than 150 days of instruction:* Options such as Quest and uEngineerIt! extension activities, the online minilesson bank, and practice activities in the Resource Download Center provide a wealth of opportunities for additional instruction.

**Indicator 3H**

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

**Savas Learning Company Response**

In every unit Teacher's Edition, the Unit Skills Overview pages provide teachers with a detailed view of all of the skills taught within that unit and the CCSS that correspond to those specific skills for both Reading and Writing.

The Teacher's Edition also provides a weekly planner that identifies the CCSS to be addressed across five days of instruction. Teachers can easily plan across the unit and/or the week noting the CCSS in the context of the *myView Literacy Curriculum*.

All items on the Unit, Middle-of-Year, and End-of-Year Tests are aligned to skills and the Common Core State Standards. By identifying which items a student answered incorrectly and referring to the Item Analysis Charts, teachers may be able to determine specific areas in which the student needs additional help. For example, if the student answers six questions incorrectly, four of which are based on interpreting literary elements such as plot and character, teachers may want to plan additional instruction for the student in this area. Teachers can closely monitor students' performance patterns and create a standards-based report to assess and monitor student progress in regard to specific ELA/literacy standards.

Weekly Standards Practice powerpoints (exit tickets) assess student learning each week in academic vocabulary, word study and language and conventions. Teachers have daily opportunities to monitor student progress against the CCSS.