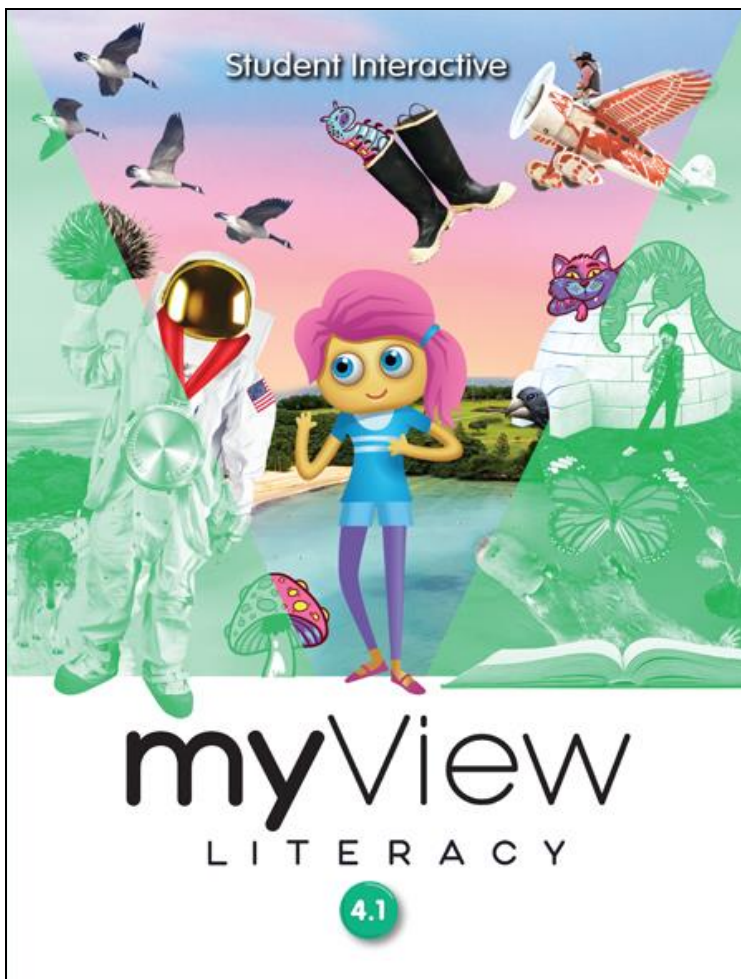


A Correlation of



**To the
English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 4**

A Correlation of myView Literacy, Grade 4, ©2020 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 4

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the ***English Language Arts/Literacy Grade-Level Instructional Materials Evaluation Tool***. Correlation includes program descriptions with supporting program references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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Table of Contents

NON-NEGOTIABLE 1: TEXT COMPLEXITY	4
NON-NEGOTIABLE 2: QUESTIONS AND TASKS	8
ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING	14
ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH	21
ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS.....	27
ALIGNMENT CRITERION V: LANGUAGE	32
ALIGNMENT CRITERION VI: SPEAKING AND LISTENING	39
ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	47

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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade four standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>The Reading Workshop in <i>myView Literacy</i> ©2020 creates opportunities for student success. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>Literacy Instruction is organized using sets of mini-lessons and text-dependent questions and tasks during reading. The questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep understanding of the knowledge and central ideas of the text.</p> <p>For examples see:</p> <p>Unit 1: Main Idea and Details, Characters, T116–T117</p> <p>Unit 2: Main Idea and Details, T26, T32, T36, T42–T43, T54–T55</p> <p>Unit 4: Theme, T120–T121</p> <p>Unit 5: Point of View, T106, T107, T114–T115</p>

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<p>NN1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout all levels of Pearson's <i>myView Literacy</i> ©2020 short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups.</p> <p>For examples see:</p> <p>Unit 1: <i>Life at the Top</i>, T228–T245 (Informational Text) <i>Barbed Wire Baseball</i>, T296–T323 (Biography)</p> <p>Unit 2: <i>Minn of the Mississippi</i>, T176–T189 (Fiction) <i>Butterfly Eyes and Other Secrets of the Meadow</i>, T240–T254 (Poetry)</p> <p>Unit 4: "La Culebra (The Snake)," T168–T185 (Drama) <i>The Secret of the Winter Count</i>, T236–T257 (Historical Fiction)</p>

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<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades three through five text complexity band with scaffolding as needed at the high end of the range.</p>	<p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, and Trade Books.</p> <p>Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers. Teachers can access thousands of additional leveled readers and texts on the Reading Spot App.</p> <p>Every lesson includes notes that support teachers in the classroom by embedding delivery and content supports in the design of each unit.</p> <p>For examples see:</p> <p>Unit 1: Reading Workshop, Whole Group: T90–T91, T92–T93, T98–T113, T116–T117, T120–T121</p> <p>Unit 2: Small Group, T26–T29, T52–T53, T56–T57</p> <p>Unit 3: Book Club, T227, T331, T374–T387;</p>

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<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>Students develop generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process. At the conclusion of the unit, students apply the list of words generated within the research Project-Based Inquiry.</p> <p>Unit 1: Academic Vocabulary, T62–T6 Develop Vocabulary, T176–T177 Spelling, T346–T347</p> <p>Unit 3: Vocabulary Skills/ Strategies: Synonyms & Antonyms, T120–T121</p> <p>Unit 4: Develop Vocabulary, T116–T117 Vocabulary Skills/ Strategies: Synonyms & Antonyms, T208–T209</p> <p>In addition, see Progress Check-Ups; Unit Tests; Middle-of-Year Test; End-of-Year Test; PearsonRealize.com <i>myView Literacy</i> Grades 3-5 include the Resource Download Center: Spelling; Word Study and the Professional Development Center: Vocabulary</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade four standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grade four, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myView Literacy</i> provides multiple pathways to help students address a wide variety of interests and are likely to foster independent reading.</p> <ul style="list-style-type: none"> • <i>Independent Reading</i> and <i>Independent Writing</i> options provide students opportunities to excel. • A <i>Project-Based Inquiry</i> completes each unit where students consider what they've learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers.

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<p>(Continued)</p>	<p>(Continued)</p> <p>For examples see:</p> <p>Unit 2: Leveled Readers: T10–T11, T172–T173</p> <p>Unit 3: Book Club, T227, T331, T374–T387; Project-Based Inquiry, T355–T373;</p> <p>Unit 4: Project-Based Inquiry, U4: T367–T385</p> <p>Unit 5: Independent Reading, U5: T116</p> <p>For examples of texts across subjects and themes see:</p> <p>Unit 2: <i>Feathers: Not Just for Flying</i>, T30–T51 (Informational Text) <i>Animal Mimics</i>, T102–T125 (Informational Text) <i>Minn of the Mississippi</i>, T176–T189 (Fiction)</p> <p>Unit 3: <i>Mama’s Window</i>, T90–T105 (Realistic Fiction) <i>Trombone Shorty</i>, T156–T177 (Autobiography) <i>Weslandia</i>, T228–T241 (Fiction) <i>The Circuit</i>, T243–T257 (Realistic Fiction)</p> <p>Unit 5: <i>Planet Earth</i>, T30–T45 (Informational Text) <i>Volcanoes</i>, T96–T111 (Informational Text)</p>
<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>Texts have been chosen in Pearson's <i>myView Literacy</i> ©2020 with the multicultural society that today's students inhabit. The authors, the illustrations, and the materials represent the rich cultural literary legacy throughout the world.</p> <p>Unit 1 <i>Barbed Wire Baseball</i>, T296–T323 (Biography)</p> <p>Unit 3: <i>Trombone Shorty</i>, T156–T177 (Autobiography) <i>Weslandia</i>, T228–T241 (Fiction) <i>The Circuit</i>, T243–T257 (Realistic Fiction)</p> <p>Unit 4: "La Culebra (The Snake), T168–T185 (Drama)</p>

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<p>1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:</p> <ul style="list-style-type: none"> • Stories, drama, prose, and poetry 	<p>Literature Selections:</p> <p>Unit 2: <i>Minn of the Mississippi</i>, T176–T189 (Fiction)</p> <p>Unit 3: <i>Out of My Mind</i>, T30–T39 (Realistic Fiction) <i>Mama’s Window</i>, T90–T105 (Realistic Fiction) <i>Weslandia</i>, T228–T241 (Fiction) <i>The Circuit</i>, T243–T257 (Realistic Fiction)</p> <p>Drama:</p> <p>Unit 4: “Too Much of a Good Thing,” T160–T161 (Drama) “La Culebra (The Snake),” T168–T185 (Drama)</p> <p>Poetry:</p> <p>Unit 2: <i>Butterfly Eyes and Other Secrets of the Meadow</i>, T240–T254 (Poetry)</p> <p>Unit 3: Poetry Collection, T308–T317 (Poetry)</p>
<ul style="list-style-type: none"> • Stories, myths, and traditional literature from diverse cultures 	<p>Genre:</p> <p>Unit 4: Traditional Literature, T24–T25; Tall Tales, T94–T95; Myth, T302–T303</p> <p>Selections:</p> <p>Unit 2: <i>Minn of the Mississippi</i>, T176–T189 (Fiction)</p> <p>Unit 3: <i>Weslandia</i>, T228–T241 (Fiction) <i>The Circuit</i>, T243–T257 (Realistic Fiction)</p> <p>Unit 4: <i>Can You Guess My Name?</i>, T30–T31 (Traditional Tales) <i>Thunder Rose</i>, T100–T117 (Tall Tale) <i>Pandora</i>, T308–T329 (Myth) <i>The Race to the Top</i>, T308–T329 (Myth)</p>

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<p>1d. The range of informational texts include selections that:</p>	
<ul style="list-style-type: none"> • Present historical events 	<p>Unit 1: <i>Reaching for the Moon</i>, T30–T47 (Autobiography) <i>Rare Treasure: Mary Anning and Her Remarkable Discoveries</i>, T98–T113 <i>Barbed Wire Baseball</i>, T296–T323 (Biography)</p> <p>Unit 3: <i>Trombone Shorty</i>, T156–T177 (Autobiography) <i>The Circuit</i>, T243–T257 (Realistic Fiction)</p> <p>Unit 4: <i>The Secret of the Winter Count</i>, T236–T257 (Historical Fiction)</p>
<ul style="list-style-type: none"> • Describe technical procedures 	<p>Unit 5: <i>The Top Ten Ways You Can Reduce Waste</i>, T162–T185 (Argumentative Text)</p>
<ul style="list-style-type: none"> • Present scientific ideas or concepts 	<p>Unit 2: <i>Feathers: Not Just for Flying</i>, T30–T51 (Informational Text) <i>Animal Mimics</i>, T102–T125 (Informational Text) <i>The Weird and Wonderful Echidna</i>, T306–T315 (Informational Text) <i>The Very Peculiar Platypus</i>, T316–T325 (Informational Text)</p> <p>Unit 5: <i>Planet Earth</i>, T30–T45 (Informational Text) <i>Volcanoes</i>, T96–T111 (Informational Text) <i>The Himalayas</i>, T236–T251 (Informational Text) <i>Trashing Paradise</i>, T302–T317 (Informational Text) <i>Bye Bye Plastic Bags on Bali</i>, T318–T321 (Video)</p>

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<ul style="list-style-type: none"> • Contain at least two texts on the same topic 	<p>Unit 1: <i>Reaching for the Moon</i>, T30–T47 (Autobiography) <i>Twins in Space</i>, T164–T177 (Magazine Article)</p> <p>Unit 2: <i>The Weird and Wonderful Echidna</i>, T306–T315 (Informational Text) <i>The Very Peculiar Platypus</i>, T316–T325 (Informational Text)</p> <p>Unit 3: <i>Weslandia</i>, T228–T241 (Fiction) <i>The Circuit</i>, T243–T257 (Realistic Fiction)</p> <p>Unit 5: <i>The Top Ten Ways You Can Reduce Waste</i>, T162–T185 (Argumentative Text) <i>Trashing Paradise</i>, T302–T317 (Informational Text) <i>Bye Bye Plastic Bags on Bali</i>, T318–T321 (Video)</p>
<ul style="list-style-type: none"> • Present first and secondhand accounts of the same event or topic 	<p>Unit 1: <i>Reaching for the Moon</i>, T30–T47 (Autobiography) <i>Twins in Space</i>, T164–T177 (Magazine Article)</p> <p>Unit 5: <i>Trashing Paradise</i>, T302–T317 (Informational Text) <i>Bye Bye Plastic Bags on Bali</i>, T318–T321 (Video)</p>
<ul style="list-style-type: none"> • Contain relevant visual representations of information 	<p>Unit 1: Explore the Map, T20–T21; Explore Infographics, T88–T89, T218–T219; Explore Media, T154–T155</p> <p>Unit 2: Explore Infographics, T20–T21, T230–T231, T296–T297; Explore Media, T92–T93</p> <p>Unit 3: Explore Infographics, T20–T21, T218–T219, T298–T299; Explore Media, T146–T147</p> <p>Unit 4: Explore Infographics, T298–T299; Explore Media, T20–T21</p> <p>Unit 5: Explore Infographics, T20–T21, T292–T293; Explore Media, T86–T87; Explore Diagrams, T152–T153</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>The collections of texts in <i>myView Literacy</i> include a rich mixture of literary and informative texts chosen for both content and grade level interest. Listening Comprehension texts, Text Selections, Leveled Readers, and Book Club Selections allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p> <p>For a complete listing of text complexity see: <i>PearsonRealize.com</i>, <i>myView Literacy: Grades 3-5: Text Complexity Charts</i>. <i>PearsonRealize.com</i> includes Leveled Readers for each grade. Clicking on the “info tab” for each title provides Lexile information, content area, and genre.</p> <p>For examples see:</p> <p>Unit 1: Leveled Readers, T10–T11, T26–T27</p> <p>Unit 2: Book Club, T382–T395; U5: T378–T391</p> <p>Unit 3: Listening Comprehension, T82–T83, T148–T149, T300–T301</p>

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<p align="center">ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING</p>	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Text for grade four students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author’s language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should require the student to begin comparing texts, authors, and opinions (CCSS).</i></p>	
<p>Literature and Informational Text</p>	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Referring to details and examples in a text when explaining what the text says and when making inferences 	<p>Unit 1: Close Read: Use Text Evidence, T27, T33, T41, T54–T55, T56–T57 First Read: Respond, T311 Evaluate Details, T168</p> <p>Unit 2: Read, T30, T102 Use Text Evidence, T173, T182, T196–T197 Synthesize Information, T309, T330</p> <p>Unit 3: Make Inferences About Characters, T27, T33, T46, T48 Whole Group, T49</p> <p>Unit 4: Infer Theme, T103 T120–T121, T241, T260–T261</p> <p>Unit 5: Make Inferences, T27, T33, T52, T54, T233, T241, T258, T260, T313, T315 Whole Group, T55, T261 First Read: Notice, T176 First Read: Respond, T177, T248 Use Text Evidence to Explain Concepts, T328–T32</p>
<ul style="list-style-type: none"> • Summarizing text 	<p>Unit 1: Summarize a Text, T293, T301, T330–T331, T332</p> <p>Unit 4: Summarize Literary Text, T165, T177, T192–T193, T194, T195</p> <p>Unit 5: Summarize, T159, T167, T192, T194</p>

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<p>• Determining the theme of a story or main idea of a text from key details</p>	<p>Unit 1: Analyze Main Idea and Details, T94, T100, T103, T104, T107, T110, T116–T117</p> <p>Unit 2: Main Idea and Details, T26, T32, T33, T36, T38, T40, T41, T43–T45, T47, T49, T54–T55, T368</p> <p>Unit 3: Author’s Craft: Theme, T175</p> <p>Unit 4: Drama: Genre and Theme, T162 Infer Theme, T96, T103, T105, T109, T111, T113, T114, T120–T121, T122, T232, T241, T244, T248, T251, T252, T254, T260, T262</p> <p>Unit 5: Main Idea and Details, T92, T98, T99, T102, T103, T106, T107, T114–T115 Explain Ideas, T232, T239, T254, T256</p>
<p>• Describing characters, settings, or events in depth</p>	<p>Unit 1: Setting, T80, T145</p> <p>Unit 2: Wrap-Up: Encounter, T169 Fiction, T170–T171 Identify Fiction, T174 Use Text Evidence, T196–T197, T198 Use Figurative Language, T210 Analyze Plot and Setting, T172, T178, T180, T183, T185, T187, T192–T193, T194</p> <p>Unit 3: Characters, T26, T27, T32, T33–T35, T36, T42–T43, T46, T48, T136, T137, T210, T234 Make Inferences About Characters, T27, T33, T46, T48 Plot, T71, T83, T86, T92, T100–T103, T108–T109, T239, T249 Analyze Plot and Setting, T97, T98, T102, T103, T138 Whole Group, T111</p> <p>Unit 4: Traditional Literature, T22–T23, T24–T25, T28 Characters, T27, T33–T35, T36, T39, T40, T43, T45, T52–T53, T54, T56 Drama, T162–T163, T166, T167, T190, T191 Write to Sources, T128</p>

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<p>• Explaining events, procedures, ideas, or concepts covered in historical, scientific, or technical reading selections, including what happened and why</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T38, T167, T298 Exploring Mars, T156 Analyze Main Idea and Details, T116–T117 Biography, T288 Analyze Text Structure, T167, T169, T171, T172, T174, T196–T197, T298, T326–T327, T328 Evaluate Details, T168, T170, T173 Respond, T167, T175</p> <p>Unit 2: Cross-Curricular Perspectives: Science, T37, T104, T113, T309 Explore the Primary Source, T166–T167 Analyze Text Structure, T104, T106, T108, T110, T112 Confirm or Correct Predictions, T104, T105, T107, T109, T111, T113</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, T158</p> <p>Unit 5: Use Text Evidence to Explain Concepts, T299, T307, T313, T328–T329, T330, T331 Explain Ideas, T254–T255</p>

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<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Determining the meaning of words and phrases as used in the text, including general academic and domain-specific words as well as those that allude to significant characters found in mythology (such as <i>Herculean</i>) 	<p>Unit 1: Develop Vocabulary, T46–T47, T246, T322–T323, T324 Whole Group, T247</p> <p>Unit 2: Develop Vocabulary, T50–T51, T98, T188–T189, T190, T236, T254–T255, T256, T324–T325, T326 First Read: Connect, T118 Academic Vocabulary: Language of Ideas, T166 Explain Poetic Language and Elements, T258–T259</p> <p>Unit 3: Preview Vocabulary, T30–T31 Develop Vocabulary, T152, T224 Close Read: Vocabulary in Context, T162 Context Clues, T192–T193 Figurative Language, T245, T249, T272–T273</p> <p>Unit 5: Vocabulary in Context, T40, T105, T238 Develop Vocabulary, T44–T45, T184–T185, T232, T250–T251 Understand Poetry, T76 Explore What Poetry Sounds Like, T77 Academic Vocabulary: Context Clues, T167, T170, T179, T200–T201 Parts of Speech, T336</p>

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<ul style="list-style-type: none"> • Explaining the differences between drama, prose, and poetry 	<p>Unit 2: Explain Poetic Language and Elements, T258–T259</p> <p>Unit 3: Poetry, T300, T302, T304, T306 Examine Poetic Elements, T322 Reflect and Share: Talk About It, T328</p> <p>Unit 4: Traditional Literature, T22–T23, T24–T25, T28 Drama, T160, T162, T164, T188–T189 Explain Elements of Drama, T188–T189, T190, T191</p> <p>Unit 5: Understand Poetry, T76 Explore What Poetry Sounds Like, T77 Explore What Poetry Looks Like, T78 Select A Genre, T220</p>
<ul style="list-style-type: none"> • Describing the overall structure of a text or structural elements of poems and drama 	<p>Unit 2: Fiction, T170–T171, T172, T174, T175 Analyze Poetry, T232, T234–T235, T238 First Read: Notice, T242, T243, T246, T250 Possible Teaching Point: Author's Craft, T251 Explain Poetic Language and Elements, T258–T259</p> <p>Unit 3: Poetry, T300, T302, T304, T306 Possible Teaching Point: Author's Craft, T314 Examine Poetic Elements, T322 Reflect and Share: Talk About It, T328</p> <p>Unit 4: Traditional Literature, T22–T23, T24–T25, T28 Drama, T160, T162, T164, T188–T189 Possible Teaching Point: Read Like a Writer: Author's Craft, T171 Explain Elements of Drama, T188–T189, T190, T191</p> <p>Unit 5: Understand Poetry, T76 Explore What Poetry Sounds Like, T77 Explore What Poetry Looks Like, T78 Select A Genre, T220</p>

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<ul style="list-style-type: none"> • Comparing and contrasting the point of view from which different stories are narrated, including first- and secondhand accounts of the same event or topic, or first- and third-person narrations of a story 	<p>Unit 3: Compare and Contrast Point of View, T224, T230, T232, T233, T238, T241, T247 T260–T261, T262–T263 Possible Teaching Point: Read Like a Writer: Author's Craft, T250</p>
<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Explaining how an author uses reasons and evidence to support points 	<p>Unit 2: Write to Sources, T266–T267 Unit 3: Argumentative Writing, T360 Differentiated Support: Intervention/Extend, T361 Unit 5: Analyze Argument, T156–T157, T158, T177, T182, T188–T189 Opinions and Claims, T364, T365 Peer Review, T374</p>
<ul style="list-style-type: none"> • Making connections between the text of a story or a drama and prose 	<p>Unit 3: Analyze Graphic Features, T196–T197, Possible Teaching Point: Read Like a Writer: Author's Craft, T239 Unit 4: Interact with Sources: Fairy Tales, T158–T159 Listening Comprehension: Drama, T160–T161 Author's Craft, T173, T174 Explain Elements of Drama, T188–T189, T190, T191</p>

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<p>• Interpreting information presented visually, orally, or quantitatively</p>	<p>Unit 1: Explore the Map, T20–T21 Informational Text, T222–T223 Analyze Text Features, T224, T230, T236, T248–T249, T250 Analyze Author’s Use of Graphics, T32, T42, T66–T67, T237, T264–T265, T266–T267 Explore the Infographic, T88–T89, T218–T219 Explore the Media, T154–T155</p> <p>Unit 2: Explore the Infographic, T20–T21, T230–T231, T296–T297 Print and Graphic Features, T34, T42, T70–T71, T72–T73 Analyze Photographs, T84 Explore the Media, T92–T93</p> <p>Unit 3: Explore the Media, T146–T147 Explore the Infographic, T20–T21, T218–T219</p> <p>Unit 4: Explore the Infographic, T299–T299 Explore Media, T20–T21</p> <p>Unit 5: Analyze Text Features, T34, T48–T49, T50–T51, T270–T271 Informational Texts and Video, T296–T297 Explore the Infographic, T20–T21, T292–T293 Explore Diagrams, T152–T153 Explore Media, T86–T87</p>
<p>• Comparing and contrasting the treatment of similar themes, topics, and patterns of events in literature</p>	<p>Unit 4: Synthesize Information About Characters, T56–T57, T58–T59 Reflect and Share, T60 Make Connections, T97, T124–T125 Guided Reading Instruction Prompts: Compare Texts, T165 Reflect and Share: Write to Sources, T268–T269 Analyze Myths, T332–T333</p>

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<ul style="list-style-type: none"> Integrating information from two texts on the same topic 	<p>Unit 1: Write to Sources, T256–T257 Compare Texts, T336, T337, T362</p> <p>Unit 2: Compare Texts, T64, T65, T99, T138 Write to Sources, T136–T137 Synthesize Information, T328–T329</p> <p>Unit 3: Compare Texts, T356</p> <p>Unit 5: Features, T360 Compare Across Texts, T360</p>
<p align="center">ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH</p>	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade four, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 1: Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p>Unit 2: Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p> <p>Unit 3: Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p> <p>Unit 4: Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365</p> <p>Unit 5: Poem, T72–T81, T138–T147, T212–T221, T278–T287, T348–T357</p>
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> Writing opinion pieces on topics or texts, supporting a point of view with reasons and information 	<p>Unit 4: Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365</p>
<ul style="list-style-type: none"> Writing informative/explanatory texts to examine a topic and convey ideas and information clearly 	<p>Unit 2: Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p>

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<ul style="list-style-type: none"> • Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events 	<p>Unit 1: Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p>Unit 3: Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p>
<p>3c. Reading materials can serve as models to explore writer’s craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level opinion, informational, and narrative writing.</p>	<p>Unit 1: Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p>Unit 2: Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p> <p>Unit 3: Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p> <p>Unit 4: Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365</p> <p>Unit 5: Poem, T72–T81, T138–T147, T212–T221, T278–T287, T348–T357</p>
<p>3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade four writing standards, including:</p>	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<p>Unit 1: Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p>Unit 2: Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p> <p>Unit 3: Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p> <p>Unit 4: Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365</p> <p>Unit 5: Poem, T72–T81, T138–T147, T212–T221, T278–T287, T348–T357</p>

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<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, and editing 	<p>Unit 1: Edit, T278–T280, T354–T355 Adding/Deleting Ideas for Coherence, T276, T277 Revise and Edit, T376–T377</p> <p>Unit 2: Edit, T288, T289, T290, T291, T355, T356, T357 Revise and Edit, T378–T379</p> <p>Unit 3: Edit, T289–T291, T349 Revise and Edit, T370–T371</p> <p>Unit 4: Edit, T290, T291, T292 Revise and Edit, T382–T383</p> <p>Unit 5: Adding/Deleting Ideas for Coherence, T352 Revise, T283, T284 Edit, T285, T286 Revise and Edit, T374–T375</p>
<ul style="list-style-type: none"> • Using technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills Materials should also guide the teaching of specific components of grade four writing standards 1-3 (See CCSS). 	<p>Unit 1: Conduct Research: Field Research, T368–T369 Extend Research: Incorporate Media, T374–T375</p> <p>Unit 2: Compose with Multimedia, T224 Publish and Celebrate, T358 Conduct Research: Library Databases, T370–T371 Extend Research: Incorporate Media, T376–T377</p> <p>Unit 3: Conduct Research: Search Engines, T362–T363 Extend Research: Incorporate Media, T368–T369</p> <p>Unit 4: Use Technology to Produce Writing, T152–T153 Use Technology to Cooperate, T220–T221 Extend Research: Create a Strong Media Message, T380–T381</p> <p>Unit 5: Extend Research: Online Archives, T372–T373 Customize It!, T374 Conduct Research, T366</p>

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<p>3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including:</p>	
<ul style="list-style-type: none"> • Investigating different aspects of a topic 	<p>Unit 1: Inquire: Introduce the Project, T364–T365 Refine Research: Primary and Secondary Sources, T372–T373</p> <p>Unit 2: Inquire: Introduce the Project, T366–T367 Refine Research: Develop a Bibliography, T374–T375</p> <p>Unit 3: Inquire: Introduce the Project, T358–T359 Refine Research: Avoiding Plagiarism, T366–T367</p> <p>Unit 4: Inquire: Introduce the Project, T370–T371 Explore and Plan, T372 Refine Research: Creating a Bibliography, T378–T379</p> <p>Unit 5: Inquire: Introduce the Project, T362–T363 Explore and Plan: Opinions and Claims, T364 Refine Research: Primary and Secondary Sources, T370–T371</p>

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<ul style="list-style-type: none"> • Recalling relevant information from experiences or gathering information from print and digital sources 	<p>Unit 1: Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359 Explore Primary Sources, T286–T827 Refine Research: Primary and Secondary Sources, T372–T373</p> <p>Unit 2: Explore Primary Sources, T166–T167 Conduct Research: Library Databases, T370–T371</p> <p>Unit 3: Conduct Research: Search Engines, T362–T363</p> <p>Unit 4: Explore Primary Sources, T226–T227</p> <p>Unit 5: Inquire: Introduce the Project, T362–T363 Conduct Research: Expert Assistance, T366–T367 Refine Research: Primary and Secondary Sources, T370–T371 Extend Research: Online Archives, T372–T373</p>
<ul style="list-style-type: none"> • Taking notes and categorizing information 	<p>Unit 1: Conduct Research: Field Research, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373</p> <p>Unit 2: Conduct Research: Library Databases, T370–T371 Refine Research: Develop a Bibliography, T374–T375</p> <p>Unit 3: Conduct Research: Search Engines, T362–T363 Refine Research: Avoiding Plagiarism, T366–T367</p> <p>Unit 4: Conduct Research: Request Information, T374–T375 Refine Research: Creating a Bibliography, T378–T379</p> <p>Unit 5: Conduct Research: Expert Assistance, T366–T367</p>

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<ul style="list-style-type: none"> • Providing a list of sources 	<p>Unit 2: Refine Research: Develop a Bibliography, T374–T375</p> <p>Unit 3: Refine Research: Avoiding Plagiarism, T366–T367</p> <p>Unit 4: Refine Research: Creating a Bibliography, T378–T379</p>
<ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, or research 	<p>Unit 1: Respond and Analyze: My View, T46–T47, T112–T113, T176–T177, T244–T245, T322–T323</p> <p>Unit 2: Respond and Analyze: My View, T50–T51, T124–T125, T324–T325</p> <p>Unit 3: Respond and Analyze: My View, T176–T177</p> <p>Unit 5: Respond and Analyze: My View, T44–T45, T110–T111, T184–T185, T250–T251, T320–T321</p>

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ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<i>Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade four includes an explicit and systematic focus on phonics and practice in applying phonics for students who are struggling. Building word analysis skills and fluency must also be contextualized within the materials (CCSS).</i>	
4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade four <i>Reading Standards for Foundational Skills</i> by providing instruction in phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)	<p>Unit 1: Suffixes, T33, T41, T43, T64–T65, T130–T131 Academic Vocabulary: Related Words, T39, T62–T63 Fluency, T48, T52, T56, T114, T118, T122, T178, T182, T186, T246, T250, T254, T324, T328, T332 Word Study: Syllable Patterns, T173, T194–T195, T200–T201, T262–T263 Prefixes, T341</p> <p>Unit 2: Academic Vocabulary: Related Words, T43, T66–T67 Fluency, T52, T56, T60, T126, T130, T134, T190, T194, T198, T256, T260, T264, T326, T330, T334 Word Study: Prefixes, T68–T69, T75 Word Study: Roots, T272–T273</p> <p>Unit 3: Syllable Patterns, T233, T240, T246, T254, T274–T275, T335, T341</p> <p>Unit 4: Word Study: Prefixes, T44, T67, T274–T275, T274–T275, T280–T281, T353 Fluency, T50, T54, T58, T118, T122, T126, T186, T190, T194, T258, T262, T266, T330, T334, T338 Suffixes, T106, T134–T135, T140–T141, T203 Syllable Patterns, T208, T233, T274–T275</p> <p>Unit 5: Fluency, T46, T50, T54, T112, T116, T120, T186, T190, T194, T252, T256, T260, T322, T326, T330 Word Study: Roots, T62–T63 Prefixes, T246, T269, T274–T275, T345 Word Study: Suffixes, T106, T128–T129, T134–T135, T209 Syllable Patterns, T165, T169, T177, T202–T203, T269, T275</p>

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<p>4b. Materials include a variety of opportunities for students to develop and apply word analysis and decoding skills, including:</p>	
<ul style="list-style-type: none"> • Understanding grade-level vocabulary using an integrated approach (including affixes, multi-syllable words, etc.) 	<p>Unit 1: Suffixes, T33, T41, T43, T64–T65, T130–T131 Academic Vocabulary: Related Words, T39, T62–T63 Word Study: Syllable Patterns, T173, T194–T195, T200–T201, T262–T263 Prefixes, T341</p> <p>Unit 2: Academic Vocabulary: Related Words, T43, T66–T67 Word Study: Prefixes, T68–T69, T75 Word Study: Roots, T272–T273</p> <p>Unit 3: Syllable Patterns, T233, T240, T246, T254, T274–T275, T335, T341</p> <p>Unit 4: Word Study: Prefixes, T44, T67, T274–T275, T274–T275, T280–T281, T353 Suffixes, T106, T134–T135, T140–T141, T203 Syllable Patterns, T208, T233, T274–T275</p> <p>Unit 5: Word Study: Roots, T62–T63 Prefixes, T246, T269, T274–T275, T345 Word Study: Suffixes, T106, T128–T129, T134–T135, T209 Syllable Patterns, T165, T169, T177, T202–T203, T269, T275</p>

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<p>• Understanding multisyllabic words in context and out of context</p>	<p>Unit 1: Vocabulary in Context, T34, T108, T166, T242, T311 Context Clues, T166, T192–T193 Word Study: Syllable Patterns, T173, T194–T195, T200–T201, T262–T263</p> <p>Unit 2: Vocabulary in Context, T34, T122, T248, T314 Context Clues, T184, T204–T205 Word Study: Prefixes, T68–T69, T75 Word Study: Roots, T272–T273</p> <p>Unit 3: Vocabulary in Context, T37, T162, T246, T315 Context Clues, T192 Syllable Patterns, T233, T240, T246, T254, T274–T275, T335, T341</p> <p>Unit 4: Syllable Patterns, T208, T233, T274–T275 Vocabulary in Context, T104, T175, T239, T324 Academic Vocabulary: Context Clues, T178, T200–T201</p> <p>Unit 5: Syllable Patterns, T165, T169, T177, T202–T203, T269, T275 Vocabulary in Context, T40, T105, T173, T238, T305 Context Clues, T167, T170, T179, T200</p>

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<p>• Self-correcting using word recognition skills and context clues, rereading text purposefully as needed</p>	<p>Unit 1: Develop Vocabulary, T26, T94, T160, T224 Vocabulary in Context, T34, T108, T166, T242, T311 Context Clues, T166, T192–T193 First Read: Connect, T242</p> <p>Unit 2: Vocabulary in Context, T34, T122, T248, T314 Related Words, T43, T48, T66–T67 Context Clues, T184, T204–T205</p> <p>Unit 3: Develop Vocabulary, T26, T152, T224, T304 Vocabulary in Context, T37, T162, T246, T315 Context Clues, T192</p> <p>Unit 4: Vocabulary in Context, T104, T175, T239, T324 Develop Vocabulary, T26, T96, T304 Academic Vocabulary: Context Clues, T178, T200–T201</p> <p>Unit 5: Vocabulary in Context, T40, T105, T173, T238, T305 Develop Vocabulary, T232 Context Clues, T167, T170, T179, T200</p>
<p>• Developing fluency with grade-level regular and irregular spelling patterns</p>	<p>Unit 1: Spelling, T70–T71, T136–T137, T200–T201, T268–T269, T346–T347</p> <p>Unit 2: Spelling, T75, T149, T213, T279, T349 Edit, T288–T290, T356, T357</p> <p>Unit 3: Spelling, T63, T201, T281, T341</p> <p>Unit 4: Spelling, T73, T141, T209, T281, T353 Use Technology to Produce Writing, T152</p> <p>Unit 5: Spelling, T69, T135, T209, T275, T345</p>

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<p>4c. Materials provide regular practice in reading grade-level prose and poetry with accuracy, at an appropriate rate, and with appropriate expression.</p>	<p>Unit 1: Fluency, T48, T52, T56, T114, T118, T122, T178, T182, T186, T246, T250, T254, T324, T328, T332</p> <p>Unit 2: Fluency, T52, T56, T60, T126, T130, T134, T190, T194, T198, T256, T260, T264, T326, T330, T334</p> <p>Unit 3: Fluency, T40, T44, T48, T106, T110, T114, T178, T182, T186, T258, T262, T266, T318, T322, T326</p> <p>Unit 4: Fluency, T50, T54, T58, T118, T122, T126, T186, T190, T194, T258, T262, T266, T330, T334, T338</p> <p>Unit 5: Fluency, T46, T50, T54, T112, T116, T120, T186, T190, T194, T252, T256, T260, T322, T326, T330</p>
<p>4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).</p>	<p>Unit 1: Matching Texts to Learning (Leveled Readers), T26–T27, T94–T95, T160–T161, T224–T225, T292–T293 Read, T30, T98, T164, T296 Spotlight on Genre, T92–T93, T290–T291</p> <p>Unit 2: Matching Texts to Learning (Leveled Readers), T26–T27, T98–T99, T172–T173, T236–T237, T302–T303 Read, T30, T176, T240, T306 Read and Compare, T316</p> <p>Unit 3: Matching Texts to Learning (Leveled Readers), T26–T27, T86–T87, T152–T153, T224–T225, T304–T305 Read, T30, T90, T156, T228, T308 Read and Compare, T242</p> <p>Unit 4: Matching Texts to Learning (Leveled Readers), T26–T27, T96–T97, T164–T165, T232–T233, T304–T305 Read, T30, T100, T168, T236</p> <p>Unit 5: Matching Texts to Learning (Leveled Readers), T26–T27, T92–T93, T158–T159, T232–T233, T298–T299 Read, T30, T96, T162, T236, T302</p>

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ALIGNMENT CRITERION V: LANGUAGE	
<i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i>	
Conventions of Standard English	
5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade four are designed to help build student understanding and use of:	
<ul style="list-style-type: none"> • Relative pronouns 	For related material see: Unit 1: Pronouns, T280 Unit 3: Pronouns: T292 Unit 4: Pronouns, T74–T75, T142
<ul style="list-style-type: none"> • Progressive verb tenses 	Unit 3: Progressive Verbs, U3:T282–T283
<ul style="list-style-type: none"> • Modal auxiliaries such as <i>can, may, or must</i> to convey various conditions 	Unit 3: Auxiliary Verbs, T342–T343 Unit 4: Auxiliary Verbs, T74
<ul style="list-style-type: none"> • Correct ordering of adjectives within sentences 	For supporting content please see: Unit 1: Adjectives, T278 Unit 2: Adjectives, Unit 4: Adjectives, T142–T143, T210, T282–T283, T354–T355 Unit 5: Adjectives, T70, T285
<ul style="list-style-type: none"> • Prepositional phrases 	Unit 3: Prepositions, T64–T65 Prepositions and Prepositional Phrases, T130 Edit for Prepositional Phrases, T290 Unit 5: Edit for Prepositional Phrases, T286

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<ul style="list-style-type: none"> • Complete sentences and editing fragments and run-ons 	<p>Unit 1: Complete Sentences, T202–T203, T270 Lessons 2–5: Fix Run–On Sentences, T270–T271 Fix Run–On Sentences, T348 Fix Sentence Fragments, T348–T349 Writing Workshop, T349 Edit for Punctuation, T355</p> <p>Unit 2: Fix Sentence Fragments, T76 Compound Sentences, T76–T77, T150 Edit Complete Sentences, T356</p>
<ul style="list-style-type: none"> • Correct spelling and capitalization 	<p>Unit 1: Spelling, T70–T71, T136–T137, T200–T201, T268–T269, T346–T347</p> <p>Unit 2: Spelling, T75, T149, T213, T279, T349 Edit for Capitalization, T288 Edit for Nouns (Proper), T357</p> <p>Unit 3: Spelling, T63, T201, T281, T341 Edit for Capitalization, T349 Peer Review, T370</p> <p>Unit 4: Spelling, T73, T141, T209, T281, T353 Edit Nouns (Proper), T292</p> <p>Unit 5: Spelling, T69, T135, T209, T275, T345 Capitalization Rules, T136–T137, T210–T211, T276</p>
<ul style="list-style-type: none"> • Commas and quotations marks to mark direct speech or quotations 	<p>Unit 1: Edit for Punctuation Marks, T355</p> <p>Unit 3: Compose Dialogue, T210 Edit for Punctuation, T289 Refine Research: Paraphrasing and Quoting, T366</p> <p>Unit 5: Lessons 2–5: Dialogue Punctuation, T346–T347</p>

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<ul style="list-style-type: none"> • Commas before a coordinating conjunction in a compound sentence 	<p>Unit 2: Edit for Conjunctions, T285 Coordinating Conjunctions, T290</p> <p>Unit 3: Edit for Conjunctions, T287 Coordinating Conjunctions, T291</p>
<p>Knowledge of Language</p>	
<p>5b. The materials support instruction on:</p>	
<ul style="list-style-type: none"> • Choosing words and phrases to convey ideas precisely 	<p>Unit 1: Use Concrete Words and Phrases, T147 Compose with Sensory Details, T148 Develop Vocabulary, T46–T47, T112–T113, T176–T177, T244–T245, T322–T323</p> <p>Unit 2: Develop Vocabulary, T50–T51, T124–T125, T188–T189, T254–T255, T324–T325 Whole Group, T191 Write for a Reader, T276–T277 Use Precise Language and Vocabulary, T287</p> <p>Unit 3: Develop Vocabulary, T38–T39, T104–T105, T176–T177, T256–T257 Peer Review, T370</p> <p>Unit 4: Develop Vocabulary, T48–T49, T116–T117, T184–T185, T256–T257, T328–T329</p> <p>Unit 5: Explore What Poetry Looks Like, T78 Select Punctuation, T218 Develop Vocabulary, T44–T45, T110–T111, T184–T185, T250–T251, T320–T321 Read Like a Writer, T130–T131, T183 Add and Delete Ideas for Coherence and Clarity, T352</p>

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<ul style="list-style-type: none"> • Choosing punctuation for effect 	<p>Unit 1: Edit for Punctuation Marks, T355</p> <p>Unit 3: Compose Dialogue, T210 Edit for Punctuation, T289 Refine Research: Paraphrasing and Quoting, T366</p> <p>Unit 5: Select Punctuation, T218 Dialogue Punctuation, T346–T347</p>
<ul style="list-style-type: none"> • Differentiating between contexts that call for formal and informal English 	<p>Unit 2: Celebrate and Reflect (formal presentation), T380</p> <p>Unit 3: Write for a Reader, T364 Revise and Edit, T370</p> <p>Unit 4: Write for a Reader, T376 Customize It!, T382</p> <p>Unit 5: Conduct Research: Expert Assistance, T366 Student Interactive: Reach Out to a Pro, T367</p>
Vocabulary Acquisition and Use	
5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:	
<ul style="list-style-type: none"> • Using context clues to unlock the meaning of words 	<p>Unit 1: Develop Vocabulary, T26, T94, T160, T224 Vocabulary in Context, T34, T108, T166, T242, T311 Context Clues, T166, T192–T193 First Read: Connect, T242</p> <p>Unit 2: Vocabulary in Context, T34, T122, T248, T314 Related Words, T43, T48, T66–T67 Context Clues, T184, T204–T205</p> <p>Unit 3: Develop Vocabulary, T26, T152, T224, T304 Vocabulary in Context, T37, T162, T246, T315 Context Clues, T192</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Vocabulary in Context, T36, T104, T175, T239, T324 Develop Vocabulary, T26, T96, T304 Academic Vocabulary: Context Clues, T178, T200–T201</p> <p>Unit 5: Vocabulary in Context, T40, T105, T173, T238, T305 Develop Vocabulary, T232 Context Clues, T167, T170, T179, T200</p>
<p>• Using Greek or Latin affixes and roots as clues to the meaning of words</p>	<p>Unit 1: Preview Vocabulary, T296 Suffixes, T33, T41, T43, T64–T65, T130–T131</p> <p>Unit 2: Word Study: Prefixes, T68–T69, T75 Word Study: Greek Roots, T245, T253, T272–T273 Word Study: Roots, T272–T273 Latin Roots, T343 Spelling Spell Words with Greek Roots, T278–T279 Word Study: Latin Roots, T322</p> <p>Unit 3: Spell Related Words, T62–T63 Related Words, T56–T57</p> <p>Unit 4: Word Study: Prefixes, T44, T66–T67, T274–T275, T274–T275, T280–T281, T353 Suffixes, T106, T134–T135, T140–T141, T203</p> <p>Unit 5: Roots, T43, T62–T63, T68–T69 Suffixes, T128–T129, T134–T135</p>

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<p>• Consulting reference materials to determine pronunciation or the meaning of words</p>	<p>Unit 1: Develop Vocabulary, T48, T49, T179, T247, T324 Use Independent Text (use digital dictionary), T177 How to Use a Glossary, T394–T395</p> <p>Unit 2: First Read: Notice (Glossary) & Read Like a Writer: Analyze Print Features, T123 Develop Vocabulary, T126, T127, T257, T328 Academic Vocabulary, T140, How to Use a Glossary, T396–T397</p> <p>Unit 3: Develop Vocabulary, T40 Related Words, T54, T120 How to Use a Glossary, T388–T389</p> <p>Unit 4: Related Words, T64 Academic Vocabulary, T344 Develop Vocabulary, T256 How to Use a Glossary, T400–T401</p> <p>Unit 5: Writing Workshop, T137 How to Use a Glossary, T392–T393</p>

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<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Unit 1: Figurative Language, T102, T132–T133, T134–T135, T242, T260–T261 Read Like a Writer: Author's Craft, T319</p> <p>Unit 2: Figurative Language, T36, T180, T182, T185, T208–T209, T210–T211, T274–T275 Poetry, T234–T235, T238 Explain Poetic Language, T247</p> <p>Unit 3: Figurative Language, T34, T99, T272–T273 Poetry, T302–T303, T306 Examine Poetic Elements, T310, T320–T321 Visualize to Understand, T312 Literary Devices, T336–T337, T338–T339</p> <p>Unit 4: Similes, T114 Figurative Language, T246 Analyze Author's Craft, T276–T277, T278–T279</p> <p>Unit 5: Figurative Language, T36, T102, T238, T240, T266–T267 Compose with Similes and Metaphors, T144</p>

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ALIGNMENT CRITERION VI: SPEAKING AND LISTENING	
<i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness, as outlined in the standards (see IMET). If grade four students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts, and ask questions when they don't understand or need more clarification (CCSS).</i>	
6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:	
<ul style="list-style-type: none"> • Come to a discussion prepared 	<p>Unit 1: Respond and Analyze: My View, T46–T47, T112–T113, T176–T177 Reflect and Share: Talk About It, T58–T59, T334–T335</p> <p>Unit 2: Respond and Analyze: My View, T50–T51, T124–T125, T254–T255, T324–T325 Reflect and Share: Talk About It, T62–T63, T336–T337</p> <p>Unit 3: Respond and Analyze: My View, T38–T39, T104–T105, T176–T177, T316–T317 Reflect and Share: Talk About It, T50–T51, T268–T269, T330–T331 Interact with Sources: Explore the Infographic, T218–T219</p> <p>Unit 4: Respond and Analyze: My View, T48–T49, T116–T117, T184–T185, T256–T257 Reflect and Share: Talk About It, T60–T61, T340–T341</p> <p>Unit 5: Respond and Analyze: My View, T44–T45, T184–T185, T250–T251, T320–T321 Reflect and Share: Talk About It, T56–T57, T332–T333</p>

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<ul style="list-style-type: none"> • Follow agreed upon rules/roles 	<p>Unit 1: Reflect and Share: Talk About It, T58–T59, T334–T335 Listening Comprehension, T22, T90, T156, T220 Book Club Options, T381</p> <p>Unit 2: Listening Comprehension, T94, T168, T232, T298 Reflect and Share: Talk About It, T62–T63, T336–T337 Book Club Options, T383 Turn, Talk, and Share, T166</p> <p>Unit 3: Reflect and Share: Talk About It, T50–T51, T268–T269, T330–T331 Listening Comprehension, T22, T148, T220, T300 Book Club Options, T375</p> <p>Unit 4: Listening Comprehension, T22, T92, T300 Reflect and Share: Talk About It, T60–T61, T340–T341 Book Club Options, T387</p> <p>Unit 5: Reflect and Share: Talk About It, T56–T57, T332–T333 Listening Comprehension, T22, T88, T228, T294 Book Club Options, T379</p>

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<p>• Pose and respond to specific questions to clarify or follow up on information</p>	<p>Unit 1: Generate Questions (examples), T98, T101, T164, T166, T171, T228 Respond and Analyze: My View, T46–T47, T112–T113, T176–T177, T244–T245, T322–T323 Reflect and Share: Talk About It, T58–T59, T334–T335 Listening Comprehension, T22–T23, T90–T91, T156–T157, T220–T223, T288–T289</p> <p>Unit 2: Generate Questions (examples), T46, T102, T105, T109, T114, T120, T176, T180 Reflect and Share: Talk About It, T62–T63, T336–T337 Respond and Analyze: My View, T50–T51, T188–T189, T254–T255, T324–T325 Listening Comprehension, T22–T23, T94–T95, T168–T169, T232–T233, T298–T299</p> <p>Unit 3: Generate Questions (examples), T98, T156, T165, T228, T234, T238 Reflect and Share: Talk About It, T50–T51, T268–T269, T330–T331 Respond and Analyze: My View, T176–T177 Listening Comprehension, T22–T23, T82–T83, T148–T149, T220–T221, T300–T301</p> <p>Unit 4: Generate Questions (examples), T47, T100, T105, T108, T168, T171 Reflect and Share: Talk About It, T60–T61, T340–T341 Respond and Analyze: My View, T184–T185 Listening Comprehension, T22–T23, T92–T93, T160–T161, T228–T229, T300–T301</p> <p>Unit 5: Generate Questions (examples), T98, T103, T105, T109, T162, T164, T166 Reflect and Share: Talk About It, T56–T57, T332–T333 Listening Comprehension, T22–T23, T88–T89, T154–T155, T228–T229, T294–T295</p>

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<ul style="list-style-type: none"> • Review key ideas and explain their own ideas 	<p>Unit 1: Respond and Analyze: My View, T46–T47, T112–T113, T176–T177 Reflect and Share: Talk About It, T58–T59, T334–T335 Whole Group, T61 Turn, Talk, and Share, T20, T159</p> <p>Unit 2: Respond and Analyze: My View, T50–T51, T124–T125, T254–T255, T324–T325 Reflect and Share: Talk About It, T62–T63, T336–T337 Turn, Talk, and Share, T97, T166</p> <p>Unit 3: Respond and Analyze: My View, T38–T39, T104–T105, T176–T177, T316–T317 Reflect and Share: Talk About It, T50–T51, T268–T269, T330–T331 Explore the Media, T146–T147 Turn, Talk, and Share, T25</p> <p>Unit 4: Respond and Analyze: My View, T48–T49, T116–T117, T184–T185, T256–T257 Reflect and Share: Talk About It, T60–T61, T340–T341 Write to Sources, T196 Whole Group, T199 Turn, Talk, and Share, T25</p> <p>Unit 5: Respond and Analyze: My View, T44–T45, T110–T111, T184–T185, T250–T251, T320–T321 Reflect and Share: Talk About It, T56–T57, T332–T333 Turn, Talk, and Share, T91</p>

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<p>• Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases</p>	<p>Unit 1: Develop Vocabulary, T46–T47, T112–T113, T176–T177, T244–T245, T322–T323 Academic Vocabulary, T20–T21, T88–T89, T154–T155, T218–T219, T286–T287 Whole Group, T247</p> <p>Unit 2: Develop Vocabulary, T50–T51, T124–T125, T188–T189, T254–T255, T324–T325 First Read: Connect, T118 Academic Vocabulary, T20–T21, T92–T93, T166–T167, T230–T231, T296–T297</p> <p>Unit 3: Develop Vocabulary, T38–T39, T104–T105, T176–T177, T256–T257 Academic Vocabulary, T20–T21, T80–T81, T146–T147, T218–T219, T298–T299 Close Read: Vocabulary in Context, T162 Context Clues, T192–T193</p> <p>Unit 4: Academic Vocabulary, T20–T21, T90–T91, T158–T159, T226–T227, T298–T299 Develop Vocabulary, T48–T49, T116–T117, T184–T185, T256–T257, T328–T329</p> <p>Unit 5: Vocabulary in Context, T40, T105, T238 Develop Vocabulary, T44–T45, T110–T111, T184–T185, T250–T251, T320–T321 Academic Words, T20–T21, T86–T87, T152–T153, T226–T227, T292–T293 Academic Vocabulary: Context Clues, T167, T170, T179, T200–T201 Parts of Speech, T336</p>

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<p>6b. <i>Presentation of Knowledge and Ideas</i>. Materials provide a language framework for student planning of effective presentations, focusing on:</p>	
<ul style="list-style-type: none"> • How to report on a topic using evidence to present findings from their research 	<p>Unit 1: Extend Research: Incorporate Media, T374–T375 Celebrate and Reflect, T378–T379</p> <p>Unit 2: Compose with Multimedia, T224 Extend Research: Incorporate Media, T376–T377 Celebrate and Reflect, T380–T381</p> <p>Unit 3: Extend Research: Incorporate Media, T368–T369 Celebrate and Reflect, T372–T373</p> <p>Unit 4: Extend Research: Create a Strong Media Message, T380–T381 Celebrate and Reflect, T384–T385</p> <p>Unit 5: Extend Research: Online Archives, T372–T373 Celebrate and Reflect, T376–T377</p>
<ul style="list-style-type: none"> • How to tell a story or recount an experience in an organized manner 	<p>Unit 1: Reflect and Share: Talk About It, T58–T59, T334–T335</p> <p>Unit 2: Reflect and Share: Talk About It, T62–T63, T336–T337</p> <p>Unit 3: Reflect and Share: Talk About It, T50–T51, T268–T269, T330–T331</p> <p>Unit 4: Reflect and Share: Talk About It, T60–T61, T340–T341</p> <p>Unit 5: Reflect and Share: Talk About It, T56–T57, T332–T333</p>

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<p>• How to use appropriate facts and relevant details to support main ideas and themes</p>	<p>Unit 1: Conduct Research: Field Research, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373</p> <p>Unit 2: Explore Primary Sources, T166–T167 Conduct Research: Library Databases, T370–T371 Refine Research: Develop a Bibliography, T374–T375</p> <p>Unit 3: Conduct Research: Search Engines, T362–T363 Refine Research: Avoiding Plagiarism, T366–T367</p> <p>Unit 4: Explore Primary Sources, T226–T227 Conduct Research: Request Information, T374–T375 Refine Research: Creating a Bibliography, T378–T379</p> <p>Unit 5: Conduct Research: Expert Assistance, T366–T367 Refine Research: Primary and Secondary Sources, T370–T371</p>
<p>• How to speak in complete sentences when appropriate to the task and situation clearly and at an acceptable pace</p>	<p>Unit 1: Fluency, T48, T52, T56, T114, T118, T122, T178, T182, T186, T246, T250, T254, T324, T328, T332</p> <p>Unit 2: Fluency, T52, T56, T60, T126, T130, T134, T190, T194, T198, T256, T260, T264, T326, T330, T334</p> <p>Unit 3: Fluency, T40, T44, T48, T106, T110, T114, T178, T182, T186, T258, T262, T266, T318, T322, T326</p> <p>Unit 4: Fluency, T50, T54, T58, T118, T122, T126, T186, T190, T194, T258, T262, T266, T330, T334, T338</p> <p>Unit 5: Fluency, T46, T50, T54, T112, T116, T120, T186, T190, T194, T252, T256, T260, T322, T326, T330</p>

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<p>• How to differentiate between contexts for formal English and situations where informal discourse is appropriate</p>	<p>Unit 2: Celebrate and Reflect (formal presentation), T380</p> <p>Unit 3: Write for a Reader, T364 Revise and Edit, T370</p> <p>Unit 4: Write for a Reader, T376 Customize It!, T382</p> <p>Unit 5: Conduct Research: Expert Assistance, T366 Student Interactive: Reach Out to a Pro, T367</p>

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<p>ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS</p>	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of all grade four students, the materials must include supports for students to comprehend texts at the grades three through five complexity band as required, and at the high end of this complexity band with scaffolding. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i></p>	
<p>7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:</p>	
<ul style="list-style-type: none"> • Academic language 	<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Unit 1: Develop Vocabulary, T176–T177; Spelling, T346–T347</p> <p>Unit 3: Vocabulary Skills/ Strategies, Synonyms & Antonyms, T120–T121</p> <p>Unit 4: Develop Vocabulary, T116–T117; Spelling, T208–T209</p>

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<ul style="list-style-type: none"> • Linguistic frames for student talk and writing 	<p>The Teacher’s Edition includes many opportunities of linguistic frames and sentence frames to spark discussion and comprehension. These activities can help students at all levels achieve understanding and success.</p> <p>Examples of Sentence Frames, Unit 1: T35, T58, T254 Unit 2: T24, T188 Unit 3: T306 Unit 4: T162</p>
<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>The <i>Reading-Writing Bridge</i> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. <i>Possible Teaching Points</i> connected to the selections highlight grammar and conventions instruction opportunities. The <i>Language & Conventions</i> bridge consists of five lessons with flexible options connected to the Writing Workshop. This section prepares students with tools they need to become more effective writers.</p> <p>Unit 3: Language & Conventions: Auxiliary Verbs, T342–T343; Progressive Verb Tenses, T282–T283; Unit 4: Pronouns, T74–T75</p>

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<p>7b. The materials include student supports such as:</p>	
<ul style="list-style-type: none"> • Multiple digital and media versions of texts 	<p>The collections of texts in <i>myView Literacy</i> are organized around central themes such as Networks, Adaptations, Diversity, Impacts, and Systems. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>For examples see: Unit 2: Leveled Readers Library, T10–T11</p>
<ul style="list-style-type: none"> • Illustrations 	<p>Examples of Illustrations:</p> <p>Unit 1: Illustrations (First Read), T39, T45, T305, T306, T314, T315, T316 Analyze Author’s Use of Graphics, T32, T42</p> <p>Unit 2: Illustrations (First Read), T36</p> <p>Unit 3: Illustrations (First Read), T93, T166</p> <p>Unit 4: Graphic Features, U4: T36, T109</p>
<ul style="list-style-type: none"> • Graphs and charts 	<p>Examples of Graphs and Charts:</p> <p>Unit 1: Use Graphs, T375 Charts, TT91, T99, T117, T121, T181</p> <p>Unit 2: Use Graphs, U2: T97, T129, T197</p>

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<ul style="list-style-type: none"> • Maps and photographs 	<p>Examples of Maps and Photographs:</p> <p>Unit 1: Explore the Map, T20–T2; Cross-Curricular Perspectives: Map, T232; Photographs: First Read (Photographs), T243</p> <p>Unit 2: Photographs: First Read (Photographs), T105, T111, T113, T114;</p> <p>Unit 5: Explore the Map, T92–T93; Map, T38, T39, T239; Explore the Infographic, T20–T2; Photographs: First Read (Photographs), T41</p>
<ul style="list-style-type: none"> • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the First Read questions, in which students explore the content of the selections. Close Reading questions in the Student Edition and Teacher’s Edition offer clues to meaning and vocabulary assistance.</p> <p>For examples see:</p> <p>Unit 3: First Read, T93, T164, T165, T167, T168, T169;</p> <p>Unit 4: Close Read, T43, T45, T46</p>
<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The all-in-one Teacher’s Edition has everything need for planning and instruction. Grade 4 includes 5 Teacher Edition volumes that include explicit instructional directions that are clearly goals and objectives. Clear Learning Goals and Objectives are included throughout the volumes. Instructional directions include Close Read activities; First Read activities; Comprehension, Writing, Word Study activities; and before and after reading response activities.</p> <p>For examples see:</p> <p>Unit 3: Learning Goal, T302; Objectives, T308, T310, T312, T314, T316, T320</p>

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<ul style="list-style-type: none"> • Strategies to gradually increase difficulty as students' comprehension skills strengthen 	<p>Students have opportunities to increase their reading abilities and comprehend increasingly complex texts over the course of the school year. Text-dependent tasks, strategies, and questions during reading are carefully sequenced to develop a coherent understanding of the text and lead students into deeper comprehension of the knowledge and central ideas of the text. The Skills Overview for each unit includes a list of skills for the Reading Workshop, Writing Workshop, and the Reading-Writing Workshop Bridge.</p> <p>Assessment includes <i>Cold Reads for Fluency and Comprehension</i>: passages of three different levels of accuracy and allows teachers to assess comprehension and reading rate.</p> <p>For examples see: Unit 1: Fluency: Accuracy, T118, T182, T246, T254, T328; Skills Overview, T6–T7 Unit 3: Skills Overview, T6–T7</p>
<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher's Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myView Literacy</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>

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<p>• Clear and detailed teacher directions and guidance for introducing new concepts and skills</p>	<p><i>myView Literacy</i> ©2020 creates opportunities for student success with the Reading Workshop. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>For examples see: Unit 5: Introduce the Text, T162–T163; First Read Teacher’s Edition Side Notes, T164, T167, T169; Close Read Teacher’s Edition Side Notes, T165, T166, T171, T173, T179; Respond and Analyze, T184–T185; Reading Workshop: Close Read, T188–T189, T192–T193; Reflect and Share, T196–T197</p>
<p>• Clear guidance for documenting student progress toward meeting grade-level standards</p>	<p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Assess Understanding; Observational Assessments; Conferencing Checklists; and Rubrics.</p> <p>Progress Check-Ups allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, Spelling, and Writing activities.</p> <p>For examples see: Unit 1: Quick Checks, T47; Assess Understanding, T14; Rubrics, T361; Spelling, T130-T131 Unit 2: Comprehension, T54-T55, T58-T59; Spelling, T342-T343 Unit 5: Rubrics, T359; Quick Checks, T263; Assess Understanding, T130</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>In addition, the <i>Data-Driven Assessment Guide</i> provides easy to use guidance, strategies, and tools for all types of literacy assessment.</p>
<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myView Literacy</i> ©2020 is a comprehensive print and digital language arts program integrating the latest research in the field with a student-centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>myView is on the award-winning Pearson Realize™</p> <p>For examples see: digital platform, where you can share content and rosters seamlessly with Google Classroom™.</p> <p>Unit 2: Leveled Readers Library, T10-T11</p>

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<p>7e. The materials include assessments along with:</p> <ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myView Literacy</i> ©2020 includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Baseline Tests</i> determine each students' starting profile to guide and form instruction. • <i>Unit Tests</i> monitor Student progress on skill sand standards taught in a unit. • <i>Middle-of-Year Test</i> monitor student progress on skills and standards taught in Units 1-3. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>Assessment Overview, all volumes, xviii–xix</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>Week 6 of each unit is a culminating <i>Project-Based Inquiry</i> where the students apply their understanding of the Unit Them and Essential Question to a collaborative weekly project. The Project-Based Inquiry combines inquiry and research skills to create a real-world, authentic product supporting social-emotional development in learners.</p> <p>For examples see:</p> <p>Unit 1: Project-Based Inquiry: Create a Brochure that a place should be a designated of historical value, T364–T379</p> <p>Unit 3: Project-Based Inquiry: Create a persuasive letter about accessible playground equipment, T358–T373</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myView Literacy</i> ©2020 offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club.</p> <p>The Leveled Readers for each unit include a range of reading levels and interests. There is a rich variety of genres, including informational text, realistic fiction, animal fantasy, and more. Matching Texts to Learning pages each week include suggested texts and instruction aligned to the week's instruction and genre.</p>

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<p>(Continued)</p>	<p>(Continued) For examples see: Unit 1: Leveled Readers, T10–T11, T94–T95 Unit 2: Reading Workshop: Whole Group, T306–T323, T326–T327, T330, T331, T334–T335 Unit 3: Book Club, T227, T307, T374–T387; Small Group, T232–T235, T246–T247, T250– T251, T254–T255</p>
<p>• Reading selections and questions that progress in a logical sequence for gradual release²</p>	<p>Every lesson, every day, regardless of content, includes assessment of students’ progress and needs.</p> <p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and opportunities to monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferencing Checklists; and Assess Understanding.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Baseline Tests</i> determine each students’ starting profile to guide and form instruction. • <i>Unit Tests</i> monitor Student progress on skill sand standards taught in a unit. • <i>Middle-of-Year Test</i> monitor student progress on skills and standards taught in Units 1-3. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>For examples see: Unit 1: Quick Check, T159, T177, T181, T189; Assess Understanding, T141 Unit 2: Assess Prior Knowledge, T278 Unit 5: Assess Understanding, T130</p>

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<p>• Enrichment tasks for students who are on target for meeting grade-level expectations</p>	<p><i>myView Literacy</i> provides multiple pathways for students who are meeting grade-level expectations to personalize and maximize their learning experience.</p> <ul style="list-style-type: none"> • The Teacher’s Edition includes <i>Advanced and Advanced High</i> activities where teachers can challenge students reading and writing above grade level. • <i>Independent Reading</i> and <i>Independent Writing</i> options provide advanced students opportunities to excel. • A <i>Project-Based Inquiry</i> completes each unit where students consider what they’ve learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers. <p>For examples see: Unit 1: Leveled Readers, T160-T161 Unit 3: Advanced High, T369 Unit 4: Advanced, T192; Book Club, T386-T399 Unit 5: Independent Reading, T116</p>

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<p>• Steps to take when evidence suggests that students are starting to fall behind</p>	<p>Not all students learn the same way or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myView Literacy</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>Support in the Teacher’s Edition includes Small Group Instruction, providing differentiating instruction to engage all students. Minilessons fill in the strategy gaps and support English language learners’ language proficiency. The Intervention Activity helps with striving readers and workshops include opportunities to develop independent self-sustained readers.</p> <p><i>myView Literacy</i> features Leveled Readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. <i>myView Literacy</i> provides embedded ELL Targeted Support and dual language resources. ELL strategies support English language acquisition during whole group minilessons or in strategy groups.</p> <p>Our companion intervention resources connect to the week’s instruction. These products include: Small Group Guide, Leveled Reader Teacher’s Guide, <i>myFocus</i> Intervention Teacher’s Guide, and the <i>myFocus</i> Reader. <i>SuccessMaker</i> provides customized adaptive intervention that aligns to the <i>myView Literacy</i> scope and sequence.</p> <p>For examples see: Unit 1: ELL Targeted Support, T226 Unit 2: Small Group Instruction, T126-T127 Unit 3: ELL Targeted Support, T28 Unit 4: Small Group Instruction, T266-T267; Intervention Activity, T190 Unit 5: Intervention Activity, T28</p>