

An Alignment of
myView Literacy
Kindergarten, ©2020



To the
West Virginia Evaluation Criteria
Kindergarten

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NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II –English Language Arts - Grade Kindergarten

Equity, Accessibility and Format –This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES –by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The <i>myView Literacy</i> program includes literature selections that reflect our multicultural society. The literature selections and the illustrations and photographs represent a wide range of ethnic groups, nationalities, and cultures. The literature selections provide opportunities for students to read literature by and about people representing our culturally diverse society.</p> <p>Student Edition / Teacher Edition Examples: Unit 1: <i>Mission Accomplished!</i> T34–T41; <i>Too Many Places to Hide</i> T90–T97; <i>A Visit to the Art Store</i> T258–T265 Unit 2: <i>Run, Jump, and Swim</i> T258–T265 Unit 3: <i>The Best Story</i> T210–T217 Unit 4: <i>Uncovering the Past</i> T90–T97; <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> T202–T209; <i>Tempura, Tempera</i> T258–T265 Unit 1: Images, T35, T36, T37, T38, T39, T91, T92, T93, T94, T95 Unit 2: Images, T259, T260, T261, T262, T263 Unit 4: Images, T90, T91, T92, T93, T94, T95</p>

		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p><i>myView Literacy</i> avoids stereotyping in presenting literature about groups. The program also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges.</p> <p>Student Edition / Teacher Edition Examples: Unit 1: <i>Mission Accomplished!</i> T34–T41; <i>Too Many Places to Hide</i> T90–T97; <i>A Visit to the Art Store</i> T258–T265 Unit 2: <i>Run, Jump, and Swim</i> T258–T265 Unit 3: <i>The Best Story</i> T210–T217 Unit 4: <i>Uncovering the Past</i> T90–T97; <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> T202–T209; <i>Tempura, Tempera</i> T258–T265 Unit 5: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T190–T195</p>
		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The <i>myView Literacy</i> resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction. Students and teachers have tools to annotate, circle, highlight and interact with text. Teachers can select and assign digital assets to students and provide feedback.</p> <p>Student Edition / Teacher Edition Examples: Units 1-5: Workshop Resources, vi–vii; Digital Resources, xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9</p>
		<p>4. BIAS The instructional resource is free of political bias.</p>	<p><i>myView Literacy</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p>Student Edition / Teacher Edition Examples: Unit 1: Essential Question, T2, T7, T10, T424; <i>A Visit to the Art Store</i> T258–T265 Unit 2: <i>Run, Jump, and Swim</i> T258–T265 Unit 4: Essential Question, T2, T7, T10; <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> T202–T209; <i>Tempura, Tempera</i> T258–T265 Unit 5: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T190–T195</p>

		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>myView Literacy</i> does not reference the Common Core academic standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T26, T138, T250 Unit 4: Learning Goal, T24, T82, T138, T194</p>
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GENERAL EVALUATION CRITERIA

2021 -2027
Group II –English Language Arts

Grade Kindergarten

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:									
College- and Career- Readiness Skills										
Thinking and Problem-Solving Skills										
<i>English Language Arts Content:</i>										
<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online.</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>									

<p>(Continued) Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Project-Based Inquiry, T442–T443, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453 Unit 2: Project-Based Inquiry, T442–T443, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453 Unit 3: Project-Based Inquiry, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461 Unit 4: Project-Based Inquiry, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453, T454–T455 Unit 5: Project-Based Inquiry, T426–T427, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437</p>	<p>(Continued) 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>				
<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question. Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion.</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>				

<p>(Continued)</p> <p>Students respond to and analyze text, synthesize information to make connections, and evaluate text evidence to justify oral and written responses. They are taught to use Academic Vocabulary, the language of instruction, to engage in collaborative conversations.</p> <p>Both quantitative and qualitative measures of Text Complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection found in the Student Interactive can be found on Savvas Realize™, the digital platform for <i>myView Literacy</i>. Charts are located in the Teacher's Edition as well as online.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T424; Academic Vocabulary, T20, T188 Unit 2: Text Complexity, R2–R7 Unit 4: Essential Question, T2, T7, T10, T424; Academic Vocabulary, T20, T244 Unit 5: Weekly Questions, xvii, T177, T225, T234, T235, T277</p>	<p>(Continued)</p> <p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>					
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<p>In each lesson, there are questions and activities that promote connections to the world, such as the social studies or science cross curricular perspectives as well as reflect and share opportunities to participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Where Is Twister?</i>, T202–T209 Unit 2: <i>Run, Jump, and Swim</i>, T258–T265 Unit 3: <i>The Best Story</i>, T210–T217 Unit 4: <i>Uncovering the Past</i>, T90–T97; <i>Grandma’s Phone</i>, T146–T153; <i>Changing Laws</i>, <i>Changing Lives: Martin Luther King, Jr.</i>, T202–T209; <i>Tempura, Tempura</i>, T258–T265 Unit 5: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T190–T195</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>					
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<p>For each week, <i>myView Literacy</i> offers a launch text and anchor text. To fully comprehend any text, students must participate in discussions about the texts as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Units 1-5: Opinion Writing, WW1–WW47; Unit 1: Small Group Activities, Collaborative Activities, T31, T63, T101, T165; Unit 2: Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235; <i>Do We Need This?</i> T146–T153; Persuasive Writing: Project–Based Inquiry, T450–T461; Unit 4: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T202–T209; Unit 5: Collaborate and Discuss, T434–T435; <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T190–T195; Persuasive Writing: Project–Based Inquiry, T426–T437</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>						
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Information and Communication Skills/English Language Arts For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

Many questions direct students to look back at the text to find support for their answer. Close Read notes provide students daily opportunities to respond in the text to further develop text meaning.

Student Edition / Teacher Edition
Examples:

Unit 2: Close Read, T37, T93, T95, T149; Respond and Analyze, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265;

Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291;

Unit 5: Close Read, T39, T89, T193; Respond and Analyze, T40–T41, T92–T93, T144–T145, T202–T203, T254–T255

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

The Student Interactive provides learners with the opportunity to annotate text and complete Reading activities in meaningful ways as they work as a whole group, in small groups, or independently. Students record understandings and make connections as they close read selections. As they synthesize these understandings about how authors create engaging reads, they are preparing to apply what they learn to the task of authoring their own texts.

Digital literacy instruction is a key component of myView Literacy. Students are taught to use search engines to conduct research and how to evaluate sources of information.

6. make informed choices about sources and information; and

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Conduct Research: Ask a Librarian, T446–T447; Refine Research: Take Notes, T448–T449</p> <p>Unit 2: Conduct Research: Sources, T446–T447; Refine Research: Take Notes, T448–T449</p> <p>Unit 3: Conduct Research: Use a Library Database, T454–T455; Refine Research: Take Notes, T456–T457</p> <p>Unit 4: Conduct Research: Conduct an Interview, T448–T449; Refine Research: Take Notes, T450–T451</p> <p>Unit 5: Conduct Research: Look Online, T430–T431; Refine Research: Take Notes, T432–T433</p>	<p>(Continued)</p> <p>6. make informed choices about sources and information; and</p>						
<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question.</p> <p>Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion. Project-Based Inquiry allows students to use outside resources focusing on local and global issues.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>						

<p><i>MyView Literacy</i> provides students with opportunities to share their unit writing projects and their Week 6 projects with classmates, the school community, and through targeted and safe interactions in the broader community. Quest, an alternative Week 6 Social Studies project, and uEngineer It!, an alternative Week 6 Science project, expose students to varied issues and topics across content areas.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Conduct Research: Ask a Librarian, T446–T447; Refine Research: Take Notes, T448–T449</p> <p>Unit 2: Conduct Research: Sources, T446–T447; Refine Research: Take Notes, T448–T449</p> <p>Unit 3: Conduct Research: Use a Library Database, T454–T455; Refine Research: Take Notes, T456–T457</p> <p>Unit 4: Conduct Research: Conduct an Interview, T448–T449; Refine Research: Take Notes, T450–T451</p> <p>Unit 5: Conduct Research: Look Online, T430–T431; Refine Research: Take Notes, T432–T433; Celebrate, T389–T390</p> <p>Digital Resources: Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p>	<p>(Continued)</p> <p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>						
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Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The Project-Based Inquiry at the end of each unit in *myView Literacy* is another opportunity for formal presentations and reflection on texts read. The Project-based Inquiry students complete at the end of the unit is a culminating project that encourages students to look back at all of the texts they read in the unit and reflect on the Unit Essential Question and theme. The PBI combines inquiry and research skills to create a real-world, authentic hands-on product aligned to the standards while supporting social emotional development in all learners. Students present their research findings at the end of the project. To accompany the teacher resources, teachers will find an oral presentation rubric to help evaluate student presentations. These rubrics are also provided in student-friendly formats to help them prepare for their presentation.

Student Edition / Teacher Edition

Examples:

Unit 2: Project Based Inquiry: Inquire: Introduce the Project, T442–T443; Explore and Plan: Introduce Informational Writing, T444–T445; Conduct Research: Sources, T446–T447; Refine Research: Take Notes, T448–T449; Collaborate and Discuss: Revise and Edit, T450–T451; Celebrate and Reflect, T452–T453

Unit 4: Project Based Inquiry: Inquire: Introduce the Project, T444–T445; Explore and Plan: Informational Writing, T446–T447; Conduct Research: Conduct an Interview,

- 8. conduct academically appropriate research, validate sources, and report ethically on findings;

<p>(Continued) T448–T449; Refine Research: Take Notes, T450–T451; Collaborate and Discuss: Revise and Edit, T452–T453; Celebrate and Reflect, T454–T455</p>	<p>(Continued) 8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>				
<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital format</p> <p>In Writing Workshop, students are encouraged to use technology to draft and share their work as well as to publish their written work. Students learn how to incorporate media into their presentations. Through peer reviews and feedback, they learn the impact of multimodal presentations.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9 Unit 2: Conduct Research: Sources, T446–T447 Unit 4: Respond and Analyze, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; Unit 5: Leveled Readers, T184–T185, T242–T243; Digital Tools, T370–T371, T374–T375, T378; Explore Digital Tools to Produce Writing, T366–T367</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>				

<p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion.</p> <p>The focus of instruction in speaking and listening is on participating effectively in discussions (one-on-one, group, and teacher-led) with diverse partners about substantive topics, and on presenting information effectively.</p> <p>In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills. At the end of each unit, a Project-Based Inquiry assignment allows students time to collaborate with peers and share their presentations.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Book Club, T454–T471; Unit 2: Book Club, T454–T471; Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235; Unit 3: Book Club, T462–T479; Project-Based Inquiry, T450–T461; Unit 5: Book Club, T438–T455; Project-Based Inquiry, T426–T437</p>	<p>10. engage in self-directed inquiry;</p>				
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<p>The daily reading block is divided into whole group, small group, and independent learning activities. Students have multiple opportunities to participate in classroom discussions and Turn, Talk ,and Share activities during whole class instruction. During Assess and Differentiate, students are working with their classmates in small strategy groups or at learning centers. During independent reading, partner reading is supported.</p> <p>Learning to work collaboratively is a tenet of <i>myView Literacy</i>. Students are taught how to present to a group, listen attentively, and respond appropriately. Students learn to work collaboratively with a group in both Writing Club and Book Club. Week 6 Project-Based Inquiry provides students with multiple opportunities to collaborate as they plan and develop their projects, participate in Peer Review, and practice their presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Book Club, T454–T471; Collaborate and Discuss: Tell Your Opinion, T450–T451; Turn and Talk, T137, T249 Unit 2: Book Club, T454–T471; Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235; Collaborate and Discuss: Revise and Edit, T450–T451; Turn and Talk, T25 Unit 3: Book Club, T462–T479; Project–Based Inquiry, T450–T461; Collaborate and Discuss: Revise and Edit, T458–T459 Unit 4: Writing Club, T345 Unit 5: Book Club, T438–T455; Project–Based Inquiry, T426–T437; Collaborate and Discuss: Tell and Show Your Opinion, T434–T435</p>	<p>11. work collaboratively; and</p>				
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<p><i>myView Literacy</i> offers instruction that allows students to work together in whole group activities, in small group, in peer collaborative activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help students understand the task, complete the task, and share the information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Units 1-5: Opinion Writing, WW1–WW47 Unit 1: Small Group Activities, Collaborative Activities, T31, T63, T101, T165; Unit 2: Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235; <i>Do We Need This?</i> T146–T153; Unit 4: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> T202–T209; Unit 5: Collaborate and Discuss, T434–T435; <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T190–T195</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>				
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Developmentally Appropriate Instructional Resources and Strategies For student mastery of college- and career- readiness standards, the instructional resources

In the *myView Literacy* Teacher's Editions and Resource components, teachers will find abundant practice and authentic application in both print and digital formats. Review and assessment occur on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today's digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness).

Student Edition / Teacher Edition

Examples:

Unit 1-5: Unit Goals, T5, T12;
Unit 1: Learning Goal, T26, T138, T250; Objectives, T10, T22, T34, T56;
Unit 4: Objectives, T74, T78, T102, T122

13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.

myView Literacy provides frequent and sustained opportunities for students to practice the foundational skills to become active and engaged learners. The program uses the latest technologies to allow for regular and frequent practice of all foundational skills. Phonics and Phonological Awareness instruction is developmentally sequenced and includes practice pages, letter, word, and picture cards. In grades K-2, a decodable story/text in the Student Interactive helps students develop fluency, and shows them the utility of what they are learning.

A Foundational Skills and Word Study Scope and Sequence (English & Spanish) is provided in the *myView* Foundational Skills brochure pages 10–22.

14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Blend and Segment Onset and Rime, T120–T121, T130–T131, T158–T159, T176–T177, T288–T289</p> <p>Unit 3: Decodable Story, T58– T59, T120–T121, T176–T177, T232–T233, T288– T289, T446–T447; Medial Vowel Sounds, T76–T77, T278–T279, T434–T435, T440–T441, T448–T449</p> <p>Unit 5: Short Vowels, T32–T33, T46–T47, T136–T137, T150–T151; Long Vowels, T32–T33, T46–T47, T136–T137, T150–T151</p>	<p>(Continued)</p> <p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>				
<p>Students take ownership of their learning through focused instruction in relevant contexts that helps them develop independent reading, writing, speaking, listening, and thinking skills in the context of meaningful projects. In addition, the program uses the social nature of learning and collaboration to engage students and encourage active learning. Student voice and choice are present in collaborative activities, presentation opportunities, creative expression opportunities, and selection of independent reading texts that align with student interests and learning styles</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Conduct Research: Ask a Librarian, T446–T447; Refine Research: Take Notes, T448–T449</p> <p>Unit 2: Conduct Research: Sources, T446–T447; Refine Research: Take Notes, T448–T449</p> <p>Unit 3: Conduct Research: Use a Library Database, T454–T455; Refine Research: Take Notes, T456–T457</p> <p>Unit 4: Conduct Research:</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>				

<p>(Continued) Conduct an Interview, T448–T449; Refine Research: Take Notes, T450–T451 Unit 5: Conduct Research: Look Online, T430–T431; Refine Research: Take Notes, T432–T433</p>	<p>(Continued)</p> <p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>							
<p>Throughout every unit, students utilize academic vocabulary as they develop knowledge about language to make connections between reading and writing. They are immersed in instruction that allows them to read like a writer and write for a reader. Language objectives are integrated with reading and writing objectives throughout the daily ELA/Reading block lessons. Fluency is addressed in Listening Comprehension, and presentation skills are an integral part of writing and research projects.</p> <p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion. In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Fluency, T44, T62, T100; Shared Read: Vocabulary: Antonyms, T94; Academic Vocabulary, T12–T13; Read Like a Writer, Write for a Reader: Author’s Craft, T218–T219</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>							

<p>(Continued)</p> <p>Unit 2: Read Like a Writer: Writer’s Craft, T218–T219; Write for a Reader: Writer’s Craft, T218–T219</p> <p>Unit 4: Read Like a Writer: Analyze Third-Person Text, T162–T163; Reflect and Share: Talk About It, T266–T267, T178–T179, T190–T191</p> <p>Unit 5: Shared Read: Vocabulary: Antonyms, T91</p>	<p>(Continued)</p> <p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>				
<p>Focused conversations are a centerpiece of the program’s daily educational experience. Each student uses his or her schema to make connections and put new information into a meaningful context. Students develop the ability to express ideas and a logical point of view. Through academic discourse, they put forth knowledge that is accurate and relevant to the issues under discussion.</p> <p><i>myView Literacy</i> allows students to apply, develop, and expand their personal schemas through reading, listening, and viewing a variety of genres and media. First read strategies encourage students to draw on their prior knowledge to make connections to the text so their reading is more meaningful. Through think aloud strategies, students learn how active listeners make connections to improve comprehension. Robust digital assets expand the multisensory capacity of the proven instruction. Each unit begins with a theme-related video, allowing students to build initial knowledge to successfully access upcoming new content.</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>				

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Matching Texts to Learning: Make Connections, T253; Introduce the Unit, T10–T11; Introduce the Text: First Read Strategies, T34–T35</p> <p>Unit 2: Matching Texts to Learning: Make Connections, 141</p> <p>Unit 3: Matching Texts to Learning: Make Connections, T261; Close Read, T269; Make Connections, T290–T291</p>	<p>(Continued)</p> <p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>				
<p><i>myView Literacy</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are easily noted at point of use on Teacher’s Edition pages. <i>myView Literacy’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction.</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Explore Infographics, T20–T21, T132–T133, T188–T189;</p> <p>Unit 2: Explore Infographics, T20–T21, T76–T77, T132–T133, T188, T188–T189;</p> <p>Unit 3: Explore Infographics, T20–T21, T78–T79, T196–T197, T252–T253;</p> <p>Unit 4: Explore Infographics, T20–T21, T76–T77, T188–T189;</p> <p>Unit 5: Connect Text and Illustrations, T37, T48–T49; Explore Infographics, T72–T73, T176–T177, T234–T235</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>				

<p>Each day at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. <i>myView Literacy</i> instructional resources offer opportunities for students to build an understanding of sequencing from ordering of events to retelling, summarizing, paraphrasing, and synthesizing texts. Information such as timelines and infographics can be accessed visually as students explore the Interact with Sources feature. Students read procedural texts and learn to recognize different text structures, including chronological text structure and signal words. Cross-Curricular Perspectives for Social Studies and Science benefit students' understanding of sequencing of time and events, both across history and within a text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Describe Plot, T84, T93, T104–T105; Unit 2: Interact with Sources, T76–T77 Unit 3: Describe Plot, T260, T271, T280–T281, T320–T321, T348–T349 Unit 4: Plot, T312–T313, T340–T341, T344; Interact with Sources, T132–T133</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>							
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<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 2: Project Based Inquiry: Inquire: Introduce the Project, T442–T443; Explore and Plan: Introduce Informational Writing, T444–T445 Conduct Research: Sources, T446–T447; Refine Research: Take Notes, T448–T449; Collaborate and Discuss: Revise and Edit, T450–T451; Celebrate and Reflect, T452–T453</p> <p>Unit 4: Project Based Inquiry: Inquire: Introduce the Project, T444–T445 Explore and Plan: Informational Writing, T446–T447; Conduct Research: Conduct an Interview, T448–T449; Refine Research: Take Notes, T450–T451; Collaborate and Discuss: Revise and Edit, T452–T453; Celebrate and Reflect, T454–T455</p>	<p>20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>				
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myView Literacy includes a balanced representation of cultures and groups in multiple settings, occupations, and lifestyles. Social diversity is integrated throughout the lessons. Using authentic texts to deliver instruction provides an engaging and relevant learning experience for students. Our goal is that readers will be able to both see themselves in the literature and see the lives of other people who don't look like them. Savvas' solutions include content that builds positive images of gender roles and special population groups. We strive to include only the highest quality literature that has been recommended by master teachers around the nation for representing the most basic democratic, moral, and economic values that all Americans embrace.

Student Edition / Teacher Edition

Examples:

Unit 1: *Mission Accomplished!*

T34–T41 (Realistic Fiction)

Unit 2: *Animals on the Move*

T34–T41 (Informational Text); *Open Wide!* T202–T209 (Informational Text)

Unit 3: *How Anansi Got His Stories*

T34–T43 (Folktale); *The Gingerbread Man* and *The Story of Cornbread Man* T92–T103 (Fairytale)

Unit 4: *Cars Are Always Changing*

T34–T41 (Narrative Nonfiction);

Changing Laws, Changing Lives:

Martin Luther King, Jr. T202–T209 (Narrative Nonfiction)

Unit 5: *A Desert in Bloom* T86–T93

(Informational Text)

21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:
 - Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter.
 - Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level.

<p>Students develop academic word knowledge with generative vocabulary that is content or topic-area based in <i>myView Literacy</i>. 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><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 2: Academic Vocabulary: Context Clues, T151, T138–T139; Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 3: Academic Vocabulary, T146–T147; Develop Vocabulary, T42–T43, T104–T105, T160–T161, T216–T217, T272–T273</p> <p>Unit 4: Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 5: Academic Vocabulary: Context Clues, T130–T131; Develop Vocabulary, T40–T41, T92–T93, T144–T145, T202–T203, T254–T255</p>	<p>22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>					
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<p>During the Writing Block, teachers and students focus on the skills and practices necessary to write effectively. As students begin putting their thoughts on the page, teachers are encouraged to create and share their own writing. These various examples of writing—authentic, teacher, and student—serve as approximations of good writing in the various stages of the writing process. Teachers select focused minilessons flexibly to tailor their instruction to students' needs and interests. Collaborative conversations guide students as they work to communicate effectively for specific audiences and purposes. Conferring (teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout the blocks.</p> <p>The elements of the writing process are addressed in depth through the Writing Block component of the program. The block's central focus is to develop independent writers. To that end, students will progress through the following tasks:</p> <p>Modeled/Interactive Writing. Teachers model the writing and thought processes within a Think Aloud and through the Writing Minilessons. Teachers are supported with minilessons that immerse students in the genre of writing and understand the basic tenets of writing in that genre.</p> <p>Shared Writing. Shared Writing is a collaborative time where teachers and students engage in a discussion about the topic or text. The block minilessons help guide this shared writing activity.</p>	<p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>						
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<p>(Continued)</p> <p>Guided Writing. Explicit instruction in the minilessons or use of the conferring prompts help with the explicit instruction to support guided Independent Writing. Each day, time is set aside for students to write independently and practice. During this time, teachers can also conduct one-to-one conferences to review and explore student work and work on specific writing skills individual students may need. Conferring prompts and conferring checklists are provided for the teacher to help guide those important conferring opportunities.</p> <p>The following examples show the range of genres taught during the <i>myView Literacy</i> Writing blocks: <i>Fiction, Personal Narrative, Poetry, Procedural texts/how-to books, Historical Fiction, Opinion Essay, Realistic Fiction, Informational Article Writing.</i></p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Opinion Writing, WW2–WW3, WW4, WW16, WW24 Unit 2: List, T304–T305, T308–T309, T312–T313, T316–T317, T320–T321, T327, T328–T329, T332–T333, T336–T337, T340–T341, T344, T352–T353, T356–T357, T360–T361, T364–T365, T368 Unit 3: Fiction, T312–T313, T316–T317, T320–T321, T324–T325, T328, T336–T337, T340–T341, T344–T345, T348–T349, T352, T359, T360–T361, T364–T365, T368–T369, T372–T373, T376 Unit 4: Reflect and Share: Write to Sources, T122–T123, T234–T235 Unit 5: Reflect and Share: Write to Sources, T62–T63, T166–T167; Opinion Writing, WW1a–WW47</p>	<p>(Continued)</p> <p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>					
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<p><i>myView Literacy</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Confering Checklists; Rubrics; Progress Check-Ups; and Assess Understanding. To help striving students, <i>myFocus Intervention</i> is referenced within the Small Group pages as a Tier 2 solution. These activities provide teachers with suggested reteaching activities for students in need of more support in skill practice and application. Every lesson includes an intervention activity. <i>myFocus Intervention</i> is integrated with <i>myView Literacy</i>. <i>myFocus Intervention</i> provides focused instruction in Foundational Skills (Phonological Awareness, Phonics, Spelling, Vocabulary, and Fluency) and Reading, Writing, and Language (Reading Literature, Reading Informational Text, Writing, Language and Conventions, and Inquiry and Research). The lessons are skills-based, allowing teachers to flexibly select lessons based on the needs of students. The Teacher's Guide includes integrated student blackline masters and Checkpoint Assessments for ongoing formative assessment. To accompany the lessons in <i>myFocus Intervention</i>, students work from <i>myFocus Reader</i> (grades 1-5; in Kindergarten students use decodable readers). On days when instruction includes the <i>myFocus Reader</i> or the Decodable Book, students are applying and practicing the skills taught during whole group instruction.</p>	<p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>				
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<p>(Continued) <i>myFocus Reader</i> is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the <i>myFocus Reader</i> is found on Realize. <i>myFocus Intervention TG</i>, <i>myFocus Reader</i>, and online teaching support are available in English and Spanish.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Quick Check, T33, T49, T67; Assess Prior Knowledge, T11; Intervention Activity, T42, T62; Unit 3: Describe Plot, T260, T271, T280–T281, T320–T321, T348–T349 Unit 5: Main Idea and Details, T89, T108–T109, T133, T141, T142, T160–T161</p>	<p>(Continued) 24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>							
<p>Savvas Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on the platform provide a variety of content formats to meet diverse student needs. From Microsoft® Word documents, PDFs, interactive pieces with embedded audio, and digital tests to videos, this variety gives students flexibility to learn in a way that will help them retain information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9</p>	<p>25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>							

The Small Group professional development guide (print/online) builds pedagogical knowledge along with practical classroom activities and visuals. Savvas Learning Company's Professional Development offers the most comprehensive staff development solutions that range from product orientation to system-wide training on content, technology, skills, and issues. In partnership with your district, Savvas will provide a consistent collaborative framework to establish a customized and ongoing professional development system, utilizing a variety of formats, including on-site workshops, online programs, built-in support, video, and print-based reference materials. Our Curriculum Specialists have years of teaching and consulting experience, and each specialist is truly an expert. Savvas will provide on-site staff development after school, or in the form of half- or all-day workshops. Upon adoption, curriculum specialist presentations/trainings may be arranged through your local representative or regional office. Instructor-led webinars are available for registration. Online tutorials on teaching, learning, and assessing offer teachers training that will meet their own schedule. These tutorials are available 24 hours a day, 7 days a week. In addition, *myView Literacy* offers program, topic, and lesson professional development videos online on SavvasRealize.com.

Student Edition / Teacher Edition

Examples:

Unit 1: Expert's View, T160, T193, T446; Small Group Guide, T63, T109, T175

Unit 2: T160, T272, T446;

Unit 5: Expert's View, T12, T124, T426, T430

26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;

<p><i>myView Literacy</i> 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. 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, Trade Books and Songs and Poems Big Book. Students have access to the complete online Leveled Reader Library including online leveled support that includes background videos and interactive graphic organizers.</p> <p>For each weekly text selection, comprehension is first assessed with questions that build in cognitive rigor to check for understanding. The second read of the selection is a deeper dive; readers are guided by targeted minilessons relating to the genre of the text to focus on the information the text provides. Close Read questions guide students to annotate the text so their answers are substantiated with evidence from the text. This high-quality sequence of text-dependent questions allows students to discuss specific ideas in the text that are important to the meaning, explain and support their ideas, and transfer knowledge to analyze and compare texts and make connections to the broader world.</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>					
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<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: Describe Plot, T84, T93, T104–T105; Identify and Describe Characters, T28, T37, T39, T48–T49; Use Text Evidence, T58–T59 Unit 3: Ask and Answer Questions, T149, T157, T159, T178–T179 Unit 4: Main Idea and Details, T39, T58–T59, T84, T95, T104–T105, T141, T149, T151, T170–T171; Check for Understanding, T153; Reflect and Share, T178–T179 Unit 5: Ask and Answer Questions, T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330</p>	<p>(Continued)</p> <p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>							
<p>Within the <i>myView Literacy</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. 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, and the Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p> <p>Student Edition / Teacher Edition Examples: Unit 2: Close Read, T37, T93, T95, T149; Respond and Analyze, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265 Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Unit 5: Close Read, T39, T89, T193; Respond and Analyze, T40–T41, T92–T93, T144–T145, T202–T203, T254–T255</p>	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>							

Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The collections of texts in *myView Literacy* are organized around central themes such as Going Places, Living Together, Tell Me a Story, Then and Now, and Outside My Door. Within each unit, print and digital texts have been chosen to encourage careful reading and include informational texts and literature. The Independent Reading feature guides students to self-select texts that ensure a successful reading experience, build reading stamina, and foster a love of reading.

Both quantitative and qualitative measures of text complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection in the Student Interactive can be found on Savvas Realize™ as well as in the Teacher's Edition, print and online.

Student Edition / Teacher Edition

Examples:

Unit 1: *Mission Accomplished!* T34–T41 (Realistic Fiction)

Unit 2: *Animals on the Move* T34–T41 (Informational Text); *Open Wide!* T202–T209 (Informational Text)

Unit 3: *How Anansi Got His Stories* T34–T43 (Folktale); *The Gingerbread Man* and *The Story of Cornbread Man* T92–T103 (Fairytale)

Unit 4: *Cars Are Always Changing* T34–T41 (Narrative Nonfiction); *Changing Laws, Changing Lives: Martin Luther King, Jr.* T202–T209 (Narrative Nonfiction)

Unit 5: *A Desert in Bloom* T86–T93 (Informational Text); Independent Reading, T11; Text Complexity Charts, R2–R6

29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, Big Books, trade books, and Decodable Readers that children can read aloud, and the main selections that can be used for reading along and aloud.</p> <p><i>myView Literacy</i> is designed to allow students to achieve visual and media literacy as they access high-quality texts by notable authors and illustrators. Every unit opens with a video to engage students in the Essential Question. Genre units of study are part of the program architecture beginning in Kindergarten allowing students to identify genre characteristics for both fiction and nonfiction texts and read across a variety of genres and subgenres. The Interact with Sources feature enhances visual and media literacy as students access information via timelines, infographics, charts and graphs, and images. Digital literacy instruction is crucial to students' success as they learn about Internet safety, how to evaluate digital sources, how to create multimedia presentations, and how to access multimodal texts.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Introduce the Unit, T10; Explore Infographics, T20–T21, T132–T133, T188–T189 Unit 2: Explore Infographics, T20–T21, T76–T77, T132–T133, T188, T188–T189; <i>Animals on the Move</i> T34–T41 (Informational Text); <i>Open Wide!</i> T202–T209 (Informational Text)</p>	<p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
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<p>Unit 3: Explore Infographics, T20–T21, T78–T79, T196–T197, T252–T253; <i>How Anansi Got His Stories</i> T34–T43 (Folktale); <i>The Gingerbread Man</i> and <i>The Story of Corbread Man</i> T92–T103 (Fairytale)</p> <p>Unit 4: Fiction, T136–T137; Explore Infographics, T20– T21, T76–T77, T188–T189</p> <p>Unit 5: Connect Text and Illustrations, T37, T48–T49; Explore Infographics, T72–T73, T176–T177, T234–T235; Explore the Web Site, T20–T21</p>					
<p><i>myView Literacy</i> is a student-centered, ELA curriculum for grades K–5, grounded in the science of reading, with a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myView Literacy</i> transforms the classroom of today into a dynamic learning environment for the next generation of learners. The solution is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection.</p> <p><i>myView Literacy</i> encourages social collaboration and links together knowledge, skills, and learning behaviors while at the same time utilizing gradual release, project-based inquiry, and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of today’s diverse classrooms. For teachers, <i>myView Literacy</i> offers critical opportunities for modeling, monitoring, and providing guided and corrective feedback that addresses students at an appropriate literacy level and challenges them to greater achievement. The solution was designed to bring teacher expertise</p>	<p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>				

<p>together with student potential to develop important lifelong skills that increase critical thinking, knowledge building, effective communication, and the strategic use of technology in order to inspire students from all backgrounds in the pursuit of becoming lifelong readers and writers.</p> <p>The program includes literature selections that not only reflect our multicultural society, but our global society as well. Text selections from around the world introduce students to stories, histories, and issues that may be new to them. As students read about the challenges of cultures around the world and in their neighborhoods, they develop a wider perspective.</p> <p>During the Week 6 Project-Based Inquiry, students research, report on, and respond to issues that they are faced with every day, and others that may be new to them, expanding their world view.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Week 6 Project-Based Inquiry, T442–T452 Unit 2: <i>Do We Need This?</i> T146–T153; <i>Run, Jump, and Swim</i> T258–T265 Unit 4: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T202–T209 Unit 5: <i>Weather Around the World</i> pp. T34–T41; <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T190–T195</p>	<p>(Continued)</p> <p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>					
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During the Week 6 Project-Based Inquiry of each unit, students gather information and evidence from multiple sources (print, digital, authentic voices) as they work on a research project. Students think critically, collaborate, and interact with texts, eventually celebrating their finished work by presenting it to the class or other audiences. The instructional architecture of Writing in *myView Literacy* also addresses this requirement as students examine mentor texts, brainstorm ideas, work through the writing process, and then determine how they will publish and present their work. Finally, Talk About It activities in Reflect and Share also provide these types of opportunities in small or whole group environments.

Student Edition / Teacher Edition

Examples:

Unit 1: Week 6: Introduce and Immerse: Personal Narrative, T204–T205; Plot, T312–T313; Explore What Happens Next, T356–T357; Brainstorm Ideas, WW5; Conduct Research, T446–T447

Unit 2: Inquire: Introduce the Project, T442–T443; Explore and Plan: Introduce Informational Writing, T444–T445; Conduct Research: Sources, T446–T447; Refine Research: Take Notes, T448–T449; Collaborate and Discuss: Revise and Edit, T450–T451; Celebrate and Reflect, T452–T453

Unit 3: Celebration, T420–T421

Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291; Celebration, T412–T413

Unit 5: Inquire: Introduce the Project, T426–T427; Explore and Plan: Introduce Persuasive Poetry, T428–T429; Conduct Research: Look Online, T430–T431;

32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).

(Continued) Refine Research: Take Notes, T432–T433; Collaborate and Discuss: Tell and Show Your Opinion, T434–T435; Celebrate and Reflect, T436–T437	(Continued) 32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).							
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Assessment

<p>Each unit begins with a Unit Launch which includes an introduction to the Essential Question. An initial self-assessment is provided to students where they can determine how well they know or are prepared for the unit objectives. The checklists are provided in student friendly language. This self-assessment will help teachers see if students have the prerequisite skills needed for the lessons in the unit. This self-assessment is referred to later on at the end of the unit to help students see how they have progressed. This encourages students to take ownership of their learning. Throughout the units, minilessons for shared reading provide a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic learning goals.</p>	<p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>(Continued) <i>myView Literacy</i> also includes a wealth of assessment resources that are available in print or digital format. Digital assessments include two delivery methods which help teachers create, deliver, score, and report against mastery of the standards.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Turn, Talk, and Share, T10, T12, T20, T81; Research Project Rubric, T423 Unit 2: Reflect and Share, T68–T69, T130–T131, T186–T187, T242–T243, T298–T299; Writing Rubric, T417 Unit 3: Writing Rubric, T425; Writing Assessment, T305; 4-point Research Project Rubric, T431 Unit 4: Minilessons, T24, T46; Language & Conventions: Kinds of Sentences, T335 Unit 5: Reflect and Share, T62–T63, T114–T115, T166–T167, T224–T225, T276–T277; Writing Rubric, T403</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p> <p>32.</p>							
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<p><i>myView Literacy</i> provides an extensive collection of formative assessment opportunities. Quick Checks, Conferring Checklists, Weekly Progress Check Ups, Cold Reads for Fluency and Comprehension Assessments, to monitor progress of academic vocabulary, phonics, word study, language and conventions all provide a teacher with resources to measure student growth throughout the year.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Assessment Options for the Week, T17, T73, T129; Unit 3: Conferring, T31, T71, T89; Unit 4: Fluency, T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; Unit 5: Fluency, T44, T62, T100, T118, T156, T174, T212, T230, T268, T286</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>				
<p>The <i>myView</i> data-driven <i>Assessment Guide</i> provides support and resources for teachers to rely upon as they build students' portfolios throughout the year. Easy to use strategies, charts, examples and guidance from <i>myView Literacy</i> program authors help teacher manage useful information to foster student learning.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Writing Rubric, T417; Research Project Rubric, T423; Explore and Plan, T444 Unit 2: Writing Rubric, T417; Research Project Rubric, T423 Unit 3: Writing Rubric, T425 Unit 4: Informational Writing, Student Model, T446–T447 Unit 5: Writing Rubric, T403; Research Project Rubric, T409</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>				

Organization, Presentation and Format

myView Literacy includes a comprehensive set of resources divided into five thematic units of study. Each unit consists of five weeks of study focusing on the Essential Question, Theme, and Genre under consideration. Week six of each unit is a culminating Project-Based Inquiry where students apply their understanding of the Unit Theme and the Essential Question. After each minilesson, there are two options for students to apply what they have just learned. Small Group instruction with teacher-led options follows the minilessons, and it is here that teachers can address the needs of students who struggle and those who show understanding. A K-5 Scope and Sequence exists at the end of each Teacher's Guide.

Student Edition / Teacher Edition

Examples:

Unit 1-5: Scope and Sequence, R8–R16

Unit 1: Theme: Going Places: Introduction, xvi–T13; Suggested Weekly Plan, T14, T138

Unit 2: Theme: Living Together: Introduction, xvi–T13

Unit 3: Theme: Tell Me a Story: Introduction, xvi–T13; Teacher-Led Options, T274–T275

Unit 4: Teacher-Led Options, T164–T165; Project-Based Inquiry, T444–T455

Unit 5: Project-Based Inquiry, T426–T437

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>Students begin lessons with a whole-group activity that focuses their thinking and establishes a purpose for that day's instruction. Minilessons and read aloud-think aloud models introduce essential skills and elements of the unit genre.</p> <p>Emergent readers learn phonemic awareness, phonics, and fluency in a foundational-skills segment that quickly builds competence and confidence. As students progress, further word study allows them to expand and deepen these skills.</p> <p>Students explore vocabulary, both at the unit and weekly level, using a generative approach to maximize their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.</p> <p>Shared reading provides a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic goals.</p>	<p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>						
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Introduce the Unit, T10; Spotlight on Genre, T24, T81, T192; Introduce the Text, T34, T90, T146, T202;</p> <p>Unit 2: Spotlight on Genre, T24, T192;</p> <p>Unit 3: Introduce the Unit, T10; Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T254–T255;</p> <p>Unit 5: Introduce the Text, T34, T138, T190</p>	<p>(Continued)</p> <p>36. Must provide pre-reading activities and suggested approaches to support teacher’s scaffolding that are highly focused and begin with conceptual understanding.</p>				
<p>Through Realize, our online learning management system, <i>myView Literacy</i> offers a structure where students and teachers can switch between print and digital environments.</p> <p>Students have digital access to the program student interactive, trade books, practice activities, games, and leveled readers.</p> <p>For teachers, the digital path provides the following features:</p> <ul style="list-style-type: none"> -- Intuitive search capabilities -- Customizable assessments -- Ability to upload outside resources- -- Student interactive activities -- A game-based learning environment <p>Realize Reader technology: Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on Realize provide a wide variety of content formats to meet diverse student needs. From Word documents, PDFs, interactive pieces with embedded audio, digital tests, and videos, this variety gives</p>	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>				

<p>(Continued) students flexibility to learn in a way that will help them retain information. All items are designed with accessibility in mind and use high contrast, legible text sizes, and supporting read aloud audio. Text equivalents for video, audio, art, and images are included.</p> <p>Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9 Units 1-5: Savvas Realize: myView Digital, xvi Units 1-5: Watch the Unit Video, T10</p>	<p>(Continued) 37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							
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SPECIFIC EVALUATION CRITERIA

2021-2027

Group II –English Language Arts CCR Grade Kindergarten

English Language Arts –Kindergarten

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In kindergarten, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for kindergarten in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of opinion, informative, and narrative writing. Students in kindergarten will advance through a developmentally-appropriate progression of standards. The following chart represents the highlights the college- and career-readiness indicators that will be developed in kindergarten:

College and Career Readiness Indicators for Kindergarten	
Literacy Foundations	
<ul style="list-style-type: none"> • Name and print upper-and lower-case letters. • Recognize and reproduce the structure of sounds in language. • Understand the basic organization and features of print. 	
Reading	Writing
<ul style="list-style-type: none"> • Participate in daily read alouds of complex texts to build knowledge and vocabulary • Retell familiar stories and talk about stories read to them using details from the text. • Ask and answer questions about key details in literary and informational texts read aloud. 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion and informative pieces, and to narrate events. • Participate in shared research and writing.

Speaking/Listening	Language
<ul style="list-style-type: none">• Participate in collaborative conversations about kindergarten topics and texts and follow agreed-upon rules for discussions.• Speak audibly to express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none">• Understand and use nouns, verbs, plurals, prepositions, and question words.• Produce complete sentences in shared language activities.• Capitalize the first word of a sentence and recognize end punctuation.• Spell simple words phonetically using letter-sound relationships.• Learn and use words acquired through read alouds and conversations.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
	A. Fluency							
<u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Fluency, T44, T62, T100, T118, T156, T173, T212, T230, T268, T286 Decodable Story, T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439 Unit 2: Fluency, T44, T62, T100, T118, T156, T175, T212, T230, T268, T286 Decodable Story, T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439 Unit 3: Fluency, T46, T64, T108, T126, T164, T182, T220, T238, T276, T294 Decodable Story, T58–T59, T120–T121, T176–T177, T232–T233, T288–T289, T446–T447 Unit 4: Fluency, T44, T62, T100, T118, T156, T174, T212, T230, T268, T286 Decodable Story, T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439	1. Read emergent- and beginner- reader texts with purpose and understanding.							

<p>(Continued)</p> <p>Unit 5: Fluency, T44, T62, T100, T118, T156, T174, T212, T230, T268, T286 Decodable Story, T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423</p> <p>Digital Resources: <i>Professional Development Center</i>>Foundational Skills>Fluency</p>	<p>(Continued)</p> <p>1. Read emergent- and beginner- reader texts with purpose and understanding.</p>				
<p>B. Phonics and Word Recognition</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>One-To-One Letter-Sound Correspondences</u> Unit 1: Read and Write Words with Ss, T110–T111 Read and Write Words with Cc, T166–T167 Read and Write Words with Bb, T256–T257 Read and Write Words with Rr, T278–T279 Unit 2: Letter–Sound Relationships, T32–T33, T54–T55, T64–T65, T110–T111, T120–T121, T166–T167 Unit 3: Letter–Sound Relationships, T56–T57, T66–T67, T118–T119, T128–T129, T174–T175, T184–T185, T230–T231 Unit 4: Letter–Sound Relationships, T54–T55, T64–T65, T110–T111, T120–T121, T158–T159, T176–T177, T214–T215</p>	<p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate common spellings with the five major short vowel sounds. • Read common high-frequency words by sight. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 				

<p>(Continued)</p> <p><u>Spellings with the Five Major Short Vowel Sounds</u></p> <p>Unit 1: Medial Vowel Sounds, T74–T75, T186–T187, T426–T427, T432–T433</p> <p>Unit 2: Medial Vowel Sounds, T242–T243</p> <p>Unit 3: Short Vowels, T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449 Long Vowels, T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441</p> <p>Unit 4: Short Vowels, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437 Long Vowels, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T178, T200–T201, T210–T211, T214–T215, T430–T431, T434–T435, T436–T437</p> <p>Unit 5: Short Vowels, T32–T33, T46–T47, T136–T137, T150–T151 Long Vowels, T32–T33, T46–T47, T136–T137, T150–T151</p>	<p>(Continued)</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate common spellings with the five major short vowel sounds. • Read common high-frequency words by sight. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 					
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<p>(Continued) <u>High-Frequency Words</u> Unit 1: High-Frequency Words, T19, T33, T43, T47, T65, T75, T89, T99, T103, T121, T131, T145, T155, T159, T177, T187, T211, T233, T243, T257, T267, T271, T289, T427, T429, T431, T433, T441 Decodable Story, T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439 Unit 2: High-Frequency Words, T19, T33, T43, T47, T65, T75, T89, T99, T103, T121, T131, T145, T155, T159, T177, T187, T201, T211, T215, T233, T243, T257, T267, T271, T289, T427, T429, T431, T433, T441 Decodable Story, T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439 Unit 3: High-Frequency Words, T19, T33, T45, T49, T67, T77, T91, T107, T111, T129, T139, T153, T163, T167, T185, T195, T209, T219, T223, T241, T251, T265, T275, T279, T297, T435, T437, T439, T441, T449 Decodable Story, T58–T59, T120–T121, T176–T177, T232–T233, T288–T289, T446–T447 Unit 4: High-Frequency Words, T19, T33, T43, T47, T65, T75, T89, T99, T103, T121, T131, T145, T155, T159, T187, T201, T211, T215, T233, T243, T257, T267, T271, T289, T427, T431, T433, T435, T443 Decodable Story, T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439</p>	<p>(Continued) 2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate common spellings with the five major short vowel sounds. • Read common high-frequency words by sight. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 						
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(Continued)

Unit 5:

High-Frequency Words, T19, T33, T43, T47, T61, T71, T85, T95, T113, T123, T137, T147, T151, T165, T175, T189, T205, T209, T223, T233, T247, T257, T261, T275, T413, T417, T419, T421, T425

Decodable Story, T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423

Distinguish Between Similarly Spelled Words

Unit 1:

Word Families, T428–T429, T434–T435

Unit 2:

Word Families, T428–T429, T434–T435

Unit 2:

Word Families, T436–T437, T442–T443

(Continued)

2. Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- Associate common spellings with the five major short vowel sounds.
- Read common high-frequency words by sight.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<p>This skill is covered throughout the Kindergarten program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Letter Recognition Unit, xvii–xlili Handwriting (upper- and lowercase letters), T250–T251, T274–T275</p> <p>Unit 2: Handwriting (upper- and lowercase letters), T26–T27, T50–T51, T82–T83, T138–T139, T162–T163, T194–T195, T218–T219, T274–T275</p> <p>Unit 3: Handwriting (upper- and lowercase letters), T26–T27, T52–T53, T84–T85, T114–T115, T146–T147, T202–T203, T226–T227, T258–T259, T282–T283</p> <p>Unit 4: Handwriting (upper- and lowercase letters), T26–T27, T82–T83, T106–T107, T138–T139, T162–T163, T184–T195, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i> > Handwriting Models & Practice</p>	<p>C. Handwriting</p> <p>3. Print upper- and lowercase letters.</p>
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<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Rhyming Words</u> Unit 2: Identify and Produce Rhyming Words, T232–T233, T288–T289, T426–T427, T432–T433 Rhyming Words, T440–T441 Unit 3: Rhyme, T148, T157, T159, T168–T169 Poetry, T140–T141, T144–T145 Identify and Produce Rhyming Words, T128–T129, T240–T241 Unit 4: Identify and Produce Rhyming Words, T270–T271 Identify and Count Rhyming Words, T232–T233 Unit 5: Rhyme, T132, T142, T152–T153, T154–T155 Poetry, T128–T129</p> <p><u>Count, Pronounce, Blend, and Segment Syllables</u> Unit 3: Identify and Count Syllables, T296–T297 Syllables, T18–T19, T110–T111, T138–T139, T194–T195, T250–T251 Unit 4: Syllables, T158–T159 Identify and Count Syllables, T120–T121, T176–T178 Unit 5: Identify and Count Syllables, T70–T71 Manipulate Syllables, T46–T47, T98–T99, T150–T151, T222–T223, T260–T261 Segment and Blend Syllables, T18–T19, T122–T123, T232–T233, T412–T413, T424–T425</p>	<p>D. Phonological Awareness</p> <p>4. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. 				
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<p>(Continued)</p> <p><u>Blend and Segment Onsets and Rimes</u></p> <p>Unit 1: Blend and Segment Onset and Rime, T120–T121, T130–T131, T158–T159, T176–T177, T288–T289</p> <p>Unit 2: Segment and Blend Onset and Rime, T186–T187</p> <p><u>Isolate and Pronounce Initial, Medial Vowel, and Final Sounds</u></p> <p>Unit 1: Initial Consonant Sounds, T18–T19, T46–T47, T214–T215, T270–T271 Medial Vowel Sounds, T74–T75, T426–T427, T432–T433 Final Consonant Sounds, T46–T47, T214–T215</p> <p>Unit 2: Initial Consonant Sounds, T18–T19, T120–T121, T270–T271 Medial Vowel Sounds, T242–T243 Final Consonant Sounds, T18–T19, T46–T47, T120–T121</p> <p>Unit 3: Initial Consonant Sounds, T166–T167 Medial Vowel Sounds, T76–T77, T278–T279, T434–T435, T440–T441, T448–T449 Final Consonant Sounds, T48–T49</p> <p>Unit 4: Medial Vowel Sounds, T18–T19, T74–T75, T130–T131, T426–T427, T434–T435, T442–T443</p>	<p>(Continued)</p> <p>4. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. 				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Add or Substitute Individual Sounds Unit 4: Add Phonemes, T242–T243 Unit 5: Add Phonemes, T112–T113, T420–T421 Substitute Phonemes, T174–T175, T274–T275</p>	<p>5. Add or substitute individual sounds in simple, one-syllable words to make new words.</p>						
<p>E. Print Concepts</p>							
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Follow Words</u> Unit 3: Print Awareness: Left-to-Right and Top-to-Bottom Progression, T154 Unit 5: Print Awareness: Left-to-Right and Top-to-Bottom Progression, T34</p> <p><u>Recognize Spoken Words in Written Language</u> Unit 1: Explore Spaces Between Words, T356–T357, T360–T361 Unit 2: Print Awareness, T202, T258 Handwriting: Write Words, T106–T107, T250–T251 Unit 4: Explore Spaces Between Words, T90 Sequence of Letters in Words, T202, T258 Print Awareness, T146 Handwriting: Write Words, T170–T171</p> <p><u>Words Separated By Spaces</u> Unit 1: Explore Spaces Between Words, T356–T357, T360–T361 Sentence Features, T258 Unit 2: Sentence Features, T34</p>	<p>6. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name upper- and lowercase letters of the alphabet. 						

<p>(Continued)</p> <p>Unit 3: Sentence Features, T266</p> <p>Unit 4: Explore Spaces Between Words, T90 Sentence Features, T34</p> <p>Unit 5: Print Awareness: Sentence Awareness, T86</p> <p><u>Upper and Lowercase Letters</u> This objective is covered throughout the Kindergarten program. For examples see:</p> <p>Unit 1: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T45, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441 Handwriting, upper- and lowercase letters, T250–T251, T274–T275</p> <p>Unit 2: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441 Handwriting, upper- and lowercase letters, T26–T27, T50–T51, T82–T83, T138–T139, T162–T163, T194–T195, T218–T219, T274–T275</p> <p>Unit 3: Consonants, T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185</p>	<p>(Continued)</p> <p>6. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name upper- and lowercase letters of the alphabet. 				
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<p>(Continued) Vowels, T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449 Handwriting, upper- and lowercase letters, T26–T27, T52–T53, T84–T85, T114–T115, T146–T147, T202–T203, T226–T227, T258–T259, T282–T283</p> <p>Unit 4: Consonants, T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437 Vowels, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437 Handwriting, upper- and lowercase letters, T26–T27, T82–T83, T106–T107, T138–T139, T162–T163, T184–T195, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i>> Handwriting Models & Practice; Phonics; <i>Foundational Skills Kit</i>>Alphabet Cards</p>	<p>(Continued) 6. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name upper- and lowercase letters of the alphabet. 				
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Reading					
<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Ask and Answer Questions, T85, T95, T114–T115 First Read: Ask, T92, T206 Respond and Analyze, T40–T41, T96–T97, T152–T153, T208–T209</p> <p>Unit 2: Possible Teaching Point, T148 First Read: Ask, T150 Respond and Analyze, T152–T153</p> <p>Unit 3: Ask and Answer Questions, T149, T157, T159, T178–T179 First Read: Ask, T40, T214, T268 Read, T154 Respond and Analyze, T42–T43, T104–T105, T160–T161, T216–T217, T272–T273</p> <p>Unit 4: First Read: Ask, T260 Respond and Analyze, T152–T153, T264–T265</p> <p>Unit 5: First Read: Ask, T250 Respond and Analyze, T144–T145, T254–T255</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>F. Key Ideas and Details</p> <p>7. With prompting and support, ask and answer questions about key details in a literary text.</p>				

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Respond and Analyze, T96 Describe Plot, T104 Reflect and Share: Talk About It, T122–T123</p> <p>Unit 3: Reflect and Share: Talk About It, T130–T131 Respond and Analyze, T104 First Read Strategies, T266 Describe Plot, T271</p> <p>Unit 4: Reflect and Share: Talk About It, T290–T291</p> <p>Unit 5: Wrap-Up, T237 Reflect and Share: Talk About It, T276–T277</p> <p>Digital Resources: <i>Leveled Readers</i>: Levels A–D</p>	<p>8. With prompting and support, retell familiar stories, including key details in literary texts.</p>				
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<p>Student Edition / Teacher Edition Examples: Unit 1: Reflect and Share: Talk About It, T122–T123, T234–T235 Respond and Analyze, T96–T97 Describe Plot, T84, T93, T104–T105 Identify and Describe Characters, T28, T37, T39, T48–T49 Unit 2: Identify and Describe Characters, T140, T149, T160–T161 Unit 3: Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Respond and Analyze, T104–T105 Describe Plot, T260, T271, T280–T281, T320–T321, T348–T349 Fiction: Characters and Setting, T316–T317 Explore Characters, T340–T341 Unit 4: Plot, T312–T313, T340–T341, T344 Unit 5: Reflect and Share: Talk About It, T276–T277 Describe/Discuss Characters, T242, T251, T253, T262–T263</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>9. With prompting and support, identify characters, settings, and major events in a literary text.</p>				
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<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Respond and Analyze, T152–T153, T264–T265</p> <p>Unit 2: Ask and Answer Questions, T85, T95, T114–T115 Reflect and Share, T66–T67, T178–T179, T234–T235, T290–T291 Respond and Analyze, T40–T41, T96–T97, T208–T209, T264–T265</p> <p>Unit 4: Reflect and Share, T66–T67 Respond and Analyze, T40–T41, T96–T97, T208–T209</p> <p>Unit 5: Reflect and Share, T62–T63, T166–T167, T224–T225 Ask and Answer Questions, T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330 Respond and Analyze, T40–T41, T92–T93, T202–T203</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>10. With prompting and support, ask and answer questions about key details in an informational text.</p>				
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Find/Identify Main Idea, T140, T149, T160–T161 Use Text Evidence, T149, T151, T170–T171 Main Idea and Details, T253, T261, T263, T282–T283 Find Important Details, T261, T263, T282–T283</p> <p>Unit 2: Find/Identify Main Idea, T308–T309</p> <p>Unit 3: Main Idea and Details, T39, T41, T60–T61</p> <p>Unit 4: Main Idea and Details, T39, T58–T59, T84, T95, T104–T105, T141, T149, T151, T170–T171</p> <p>Unit 5: Main Idea and Details, T89, T108–T109, T133, T141, T142, T160–T161</p> <p>Digital Resources: <i>Leveled Readers</i>: Levels A–D</p>	<p>11. With prompting and support, identify the main topic and retell key details of an informational text.</p>				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Make Connections, T282–T283 Unit 4: Describe Connections, T37, T48–T49 Create New Understandings, T207, T226–T227</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p>					
<p>G. Craft and Structure</p>						
<p>This objective is taught throughout the program.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Preview Vocabulary, T34, T90, T202 Unit 2: Preview Vocabulary, T146 Unit 3: Preview Vocabulary, T34, T92, T98, T154, T210, T266 Unit 4: Preview Vocabulary, T146, T258 Context Clues, T138 Unit 5: Preview Vocabulary, T138, T248 Ask and Answer Questions, T218–T219</p>	<p>13. With prompting and support, ask and answer questions about unknown words in a literary text.</p>					

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1 Poetry, T76–T77 Realistic Fiction, T24–T33, T80–T81, T192–T193</p> <p>Unit 2 Fiction, T136–T137 Poetry, T244–T245 Informational Text, T14–T69, T70–T125, T182–T237, T238–T293</p> <p>Unit 3 Fiction, T312–T313, T316–T317, T320– T321, T200–T201 Fairy Tale, T82–T83 Folk Tale, T24–T25 Myth, T256–T257 Poetry, T140–T141, T144–T145;</p> <p>Unit 4 Fiction, T136–T137, T248–T249 Personal Narrative, T304–T305, T308– T309, T312–T313 Poetry, T244–T245</p> <p>Unit 5 Drama/Play, T238–T239, T251, T253, T262–T263 Poetry, T124–T125, T128–T129, T428– T429</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>14. With prompting and support, recognize common types of texts.</p>					
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Students are introduced to this concept in the following: Unit 1: Author/Illustrator/Titles, Identify, T202 Unit 3: Author/Illustrator/Titles, Identify, T34 Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>15. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.</p>					
<p>This objective is taught throughout the program. <u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Preview Vocabulary, T146, T258 Unit 2: Preview Vocabulary, T90, T202, T258 Unit 4: Preview Vocabulary, T34, T90, T202 Vocabulary in Context, T39 Context Clues, T138 Unit 5: Preview Vocabulary, T34, T86, T138, T196, T248 Vocabulary in Context, T201 Ask and Answer Questions, T218–T219</p>	<p>16. With prompting and support, ask and answer questions about unknown words in an informational text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Front Cover and Back Cover, T34, T146, T400–T401 Title Page, T34, T146, T400–T401 Parts of a Book, T328–T329, T332–T333, T336–T337 Unit 2: Holding Books Correctly, T146 Unit 3: Front Cover and Back Cover, T34</p>	<p>17. With prompting and support, identify the front cover, back cover, and title page of a book.</p>					

<p><u>Student Edition / Teacher Edition</u> Examples: Students are introduced to this concept and will apply to other texts in the following: Unit 1: Author/Illustrator/Titles, Identify, T202 Unit 3: Author/Illustrator/Titles, Identify, T34 Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>18. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text.</p>					
<p>H. Integration of Knowledge and Ideas</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Respond and Analyze, T208–T209 First Read: Look, T38 Unit 3: My View, T216–T217 Unit 5: Connect Text and Illustrations, T28 First Read: Look, T142 Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>19. With prompting and support, describe the relationship between illustrations and the literary story in which they appear.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share: Write to Sources, T66–T67 Reflect and Share: Talk About It, T122–T123 Compare Across Texts, T424–T425 Identify and Describe Characters, T37, T39, T48–T49, T178–T179 Unit 2: Reflect and Share: Talk About It, T178–T179 Unit 3: Compare and Contrast Characters, T92–T93, T98–T99, T104–T105, T112–T113 Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Reflect and Share: Write to Sources, T298–T299 Make Connections, T290–T291 Unit 4: Reflect and Share: Talk About It, T290–T291 Unit 5: Describe/Discuss Characters, T251, T253, T262–T263 Reflect and Share: Talk About It, T276–T277</p>	<p>20. With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Respond and Analyze, T152–T153 Unit 5: Connect Text and Illustrations, T37, T48–T49 Digital Resources: <i>Leveled Readers:</i> Levels A–D</p>	<p>21. With prompting and support, describe the relationship between illustrations and the informational text in which they appear.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1 Persuasive Text, T444–T445 Use Text Evidence, T162–T163 Opinion Writing, WW2–WW3, WW4, WW16, WW24 Unit 2 Persuasive Text, T248–T249 Opinion Writing, WW2–WW3, WW4, WW16, WW24 First Read, T36 Listening Comprehension, T246–T247 Find Important Details, T261 Respond and Analyze, T264–T265 Find Text Structure, T272–T273 Unit 3 Persuasive Text, T452–T453 Opinion Writing, WW2–WW3, WW4, WW16, WW24 Author’s Purpose, T224–T225 Unit 4: Opinion Writing, WW2–WW3, WW4, WW16, WW24 Unit 5 Persuasive Text, T428–T429 Opinion Writing, WW2–WW3, WW4, WW16, WW24 Author’s Purpose, T264</p>	<p>22. With prompting and support, identify the reasons an author gives to support points in a literary or informational text.</p>							
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Compare Texts, T178–T179, T290–T291 Compare Across Texts, T424–T425 Unit 2: Compare Texts, T66–T67, T122–T123, T234–T235, T290–T291 Compare Across Texts, T424–T425 Unit 3: Compare Across Texts, T432–T433 Unit 4: Compare Texts, T66–T67, T122–T123, T234–T235 Compare Across Texts, T424–T425 Unit 5: Compare Texts, T62–T63, T114–T115, T224–T225 Compare Across Texts, T410–T411</p>	<p>23. With prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic.</p>					
<p>I. Range of Reading and Text Complexity</p>						
<p>This objective is practiced throughout all units in myView, for examples see: <u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Book Club, T454–T471 Shared Read, T34–T39 Respond and Analyze, T40–T41 Unit 3: Shared Read, T92–T101 Respond and Analyze, T102–T103 Unit 4: Shared Read, T146–T151, T258–T263 Respond and Analyze, T152–T153, T264–T265 Unit 5: Shared Read, T248–T253 Respond and Analyze, T254–T255</p> <p>Digital Resources: <i>Book Club: Trade Books: Unit 1</i></p>	<p>24. Actively engage in group reading activities of grade-appropriate complex literary texts with purpose and understanding.</p>					

<p>This objective is practiced throughout all units in myView, for examples see: <u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Shared Read, T146–T151 Respond and Analyze, T152–T153 Unit 2: Book Club, T454–T471 Shared Read, T202–T207 Respond and Analyze, T208–T209 Unit 3: Book Club, T462–T479 Unit 4: Shared Read, T202–T207 Respond and Analyze, T208–T209 Book Club, T456–T473 Unit 5: Shared Read, T86–T91 Respond and Analyze, T92–T93 Book Club, T438–T455</p> <p>Digital Resources: <i>Book Club: Trade Books: Unit 2</i></p>	<p>25. Actively engage in group reading activities of grade-appropriate complex informational texts with purpose and understanding.</p>					
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Writing						
	J. Text Types and Purposes					
<p>Student Edition / Teacher Edition Examples: Unit 1: Explore and Plan: Introduce Persuasive Writing, T444–T445 Collaborate and Discuss: Tell Your Opinion, T450–T451 Opinion Writing, WW1a–WW47 Unit 2: Opinion Writing, WW1a–WW47 Unit 3: Explore and Plan: Explore Persuasive Writing, T452–T453 Collaborate and Discuss: Revise and Edit, T458–T459 Opinion Writing, WW1a–WW47 Unit 4: Opinion Writing, WW1a–WW47 Unit 5: Explore and Plan: Introduce Persuasive Poetry, T428–T429 Collaborate and Discuss: Tell and Show Your Opinion, T434–T435 Opinion Writing, WW1a–WW47</p> <p>Digital Resources: <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics <i>Resource Download Center</i>>Writing Workshop Conference Notes <i>Workshop Anchor Charts and Minilessons</i></p>	<p>26. Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book.</p>					

<p>Student Edition / Teacher Edition Examples: Unit 2: List, T304–T305, T308–T309, T312–T313, T316–T317, T320–T321, T327, T328–T329, T332–T333, T336–T337, T340–T341, T344, T352–T353, T356–T357, T360–T361, T364–T365, T368</p> <p>Unit 5: Literary Nonfiction, T290–T291, T294–T295, T298–T299, T302–T303, T306, T313, T34–T315, T318–T319, T322–T323, T326–T327, T330, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354</p> <p>Digital Resources: <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics <i>Resource Download Center</i>>Writing Workshop Conference Notes <i>Workshop Anchor Charts and Minilessons</i></p>	<p>27. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts; name and supply some information about the topic.</p>						
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<p>Student Edition / Teacher Edition Examples: Unit 3: Fiction, T312–T313, T316–T317, T320–T321, T324–T325, T328, T336–T337, T340–T341, T344–T345, T348–T349, T352, T359, T360–T361, T364–T365, T368–T369, T372–T373, T376</p> <p>Unit 4: Personal Narrative, T304–T305, T308–T309, T312–T313, T316–T317, T320, T327, T328–T329, T332–T333, T336–T337, T340–T341, T344, T351, T352–T353, T356–T357, T360–T361, T364–T365, T368</p> <p>Digital Resources: <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics <i>Resource Download Center</i>>Writing Workshop Conference Notes <i>Workshop Anchor Charts and Minilessons</i></p>	<p>28. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>					
	<p>K. Production and Distribution of Writing</p>					
	<p>29. (Begins in grade 3.)</p>					
<p>Student Edition / Teacher Edition Examples: Unit 2: Reflect and Share: Write to Sources, T122–T123, T290–T291 Writing Workshop: Explore Edits for Adjectives, T388 Edit for Prepositions, T400</p> <p>Unit 3: Reflect and Share: Write to Sources, T186–T187, T298–T299</p> <p>Unit 4: Reflect and Share: Write to Sources, T122–T123, T234–T235</p> <p>Unit 5: Reflect and Share: Write to Sources, T62–T63, T166–T167</p>	<p>30. With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.</p>					

<p>Student Edition / Teacher Edition Examples: Unit 3: Conduct Research: Use a Library Database, T454–T455 Unit 5: Digital Tools, T366–T367, T370–T371, T374–T375, T378 Conduct Research: Look Online, T430–T431</p> <p>Digital Resources: <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics <i>Resource Download Center</i>>Writing Workshop Conference Notes <i>Workshop Anchor Charts and Minilessons</i></p>	<p>31. With guidance and support from adults, explore a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with others.</p>					
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	L. Research to Build and Present Knowledge					
<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Project-Based Inquiry, T442–T443, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453</p> <p>Unit 2: Project-Based Inquiry, T442–T443, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453</p> <p>Unit 3: Project-Based Inquiry, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461</p> <p>Unit 4: Project-Based Inquiry, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453, T454–T455</p> <p>Unit 5: Project-Based Inquiry, T426–T427, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437</p> <p>Digital Resources: <i>Resource Download Center</i> > Inquiry-Based Project Rubrics and Checklists</p>	<p>32. With guidance and support, participate in shared research and writing.</p>					

<p>Student Edition / Teacher Edition Examples: Unit 1: Conduct Research: Ask a Librarian, T446–T447 Refine Research: Take Notes, T448–T449 Unit 2: Inquire: Introduce the Project, T442–T443 Conduct Research: Sources, T446–T447 Refine Research: Take Notes, T448–T449 Unit 3: Conduct Research: Use a Library Database, T454–T455 Refine Research: Take Notes, T456–T457 Unit 4: Conduct Research: Conduct an Interview, T448–T449 Refine Research: Take Notes, T450–T451 Unit 5: Conduct Research: Look Online, T430–T431 Refine Research: Take Notes, T432–T433</p> <p>Digital Resources: <i>Resource Download Center</i> > Inquiry–Based Project Rubrics and Checklists</p>	<p>33. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>						
	<p>34. (Begins in grade 4.)</p>						
	<p>M. Range of Writing</p>						
	<p>35. (Begins in grade 3.)</p>						

Speaking & Listening							
	N. Comprehension and Collaboration						
<p>Student Edition / Teacher Edition Examples: Unit 1: Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291 Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Collaborate and Discuss: Tell Your Opinion, T450–T451 Celebrate and Reflect, T452–T453 Unit 2: Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235 Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Collaborate and Discuss: Revise and Edit, T450–T451 Celebrate and Reflect, T452–T453 Unit 3: Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T254–T255 Collaborate and Discuss: Revise and Edit, T458–T459 Celebrate and Reflect, T460–T461 Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Collaborate and Discuss: Revise and Edit, T452–T453 Celebrate and Reflect, T454–T45 Unit 5: Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277 Listening Comprehension, T22–T23, T74–T75, T126–T127, T178–T179, T236–T237</p>	<p>36. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions. • Continue a conversation through multiple exchanges. 						

<p>(Continued) Collaborate and Discuss: Tell and Show Your Opinion, T434–T435 Celebrate and Reflect, T436–T437</p> <p>Digital Resources: <i>Resource Download Center:</i> Speaking and Listening</p>	<p>(Continued) 36. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions. • Continue a conversation through multiple exchanges. 						
<p>Student Edition / Teacher Edition Examples: Unit 1: Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291 Ask and Answer Questions, T85, T95, T114–T115, T380–T381, T384–T385 Unit 2: Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235 Ask and Answer Questions, T85, T95, T114–T115 Unit 3: Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T254–T255 Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Ask and Answer Questions, T149, T157, T159, T178–T179 Unit 4: Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Ask and Answer Questions, T253, T263, T282–T283 Unit 5: Listening Comprehension, T22–T23, T74–T75, T126–T127, T178–T179, T236–T237 Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277</p>	<p>37. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>						

<p>(Continued) Ask and Answer Questions, T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>(Continued) 37. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>					
<p>Student Edition / Teacher Edition Examples: Unit 1: Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291 Ask and Answer Questions, T85, T95, T114–T115, T380–T381, T384–T385 Unit 2: Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235 Ask and Answer Questions, T85, T95, T114–T115 Unit 3: Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Ask and Answer Questions, T149, T157, T159, T178–T179 Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Ask and Answer Questions, T253, T263, T282–T283 Unit 5: Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277 Ask and Answer Questions, T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>38. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>					

<p>Students practice describing experiences and telling stories in all units. For examples see:</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Minilesson: Describe Plot, T104–T105 Describe Setting, T216–T217 Learning Strategies, T425 Talk About Museums, T442 Celebrate and Reflect, T452–T453</p> <p>Unit 2: Explore Main Idea, T327 Talk About Pets, T442 Celebrate and Reflect, T452–T453</p> <p>Unit 3: My Favorite Story, T450 Reflect and Share: Talk About It, T68–T69</p> <p>Unit 4: Talk About the Past, T444 Celebrate and Reflect, T460–T461</p> <p>Unit 5: Talk About Weather, T426 Celebrate and Reflect, T436–T437</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>O. Presentation of Knowledge and Ideas</p> <p>39. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>				
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<p>Student Edition / Teacher Edition Examples: Unit 1: Collaborate and Discuss: Tell Your Opinion, T450–T451 Celebrate and Reflect, T452–T453 Unit 2: Collaborate and Discuss: Revise and Edit, T450–T451 Celebrate and Reflect, T452–T453 Unit 3: Collaborate and Discuss: Revise and Edit, T458–T459 Celebrate and Reflect, T460–T461 Unit 4: Collaborate and Discuss: Revise and Edit, T452–T453 Celebrate and Reflect, T454–T455 Unit 5: Drama, T238–T239 Collaborate and Discuss: Tell and Show Your Opinion, T434–T435 Celebrate and Reflect, T436–T437</p> <p>Digital Resources: <i>Resource Download Center</i>>Literacy Stations</p>	<p>40. Add drawings or other visuals to descriptions as desired to provide additional details.</p>				
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Celebrate and Reflect, T452–T453</p> <p>Unit 2: Celebrate and Reflect, T452–T453</p> <p>Unit 3: Reflect and Share: Talk About It, T130–T131 Celebrate and Reflect, T460–T461</p> <p>Unit 4: Reflect and Share: Talk About It, T66–T67, T290–T291 Celebrate and Reflect, T454–T455</p> <p>Unit 5: Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277 Celebrate and Reflect, T436–T437</p> <p>Digital Resources: <i>Resource Download Center: Speaking and Listening</i></p>	<p>41. Speak audibly and express thoughts, feelings, and ideas clearly.</p>				
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Language					
<p>Student Edition / Teacher Edition Examples: <u>Use Frequently Occurring Nouns and Verbs</u> Unit 1: Nouns, T306–T307, T311, T314–315, 318–319, 322–323, T93, T93, T330–T331, T335, T338–T339, T342–T343, T346–T347, T263, T407, T410–T411, T414–T415, T418–T419 Unit 2: Verbs, T378–T379, T383, T386–T387, T390–T391, T394–T395 Nouns, T376–T377 Unit 3: Verbs, T76 Unit 4: Verbs, T380–T381, T384–T385 Unit 5: Verbs, T362–T363</p> <p><u>Form Plural Nouns</u> Unit 1: Plural Nouns, T150, T354–T355, T359, T362–T363, T366–T367, T370–T371, T378–T379, T383, T386–T387, T390–T391, T394–T395, T263, T402–T403 Unit 2: Plural Nouns, T306–T307, T376–T377</p> <p><u>Understand and Use Question Words</u> Unit 4: Kinds of Sentences, T325, T339, T343, T347 Question Words: Who, What, When How, Where, Why, T383–T384, T387, T391, T395, T403, T407, T411, T412, T415, T419 Unit 5: Question Words, T296</p>	<p>P. Conventions of Standard English</p> <p>42. Demonstrate command of the conventions of Standard English grammar usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words. • Use the most frequently occurring prepositions. <ul style="list-style-type: none"> • Produce and expand complete sentences in shared language activities. 				

<p>(Continued) Minilesson: Explore Compose Questions, T313, T318, T322</p> <p><u>Prepositions</u></p> <p>Unit 2: Edit for Prepositions, TT400–T401</p> <p>Unit 3: Language and Conventions: Prepositions, T214, T271, T391, T394–T395, T398–T399, T402–T403, T410–T411, T415, T418–T419, T422–T423, T426–T427</p> <p>Unit 4: Prepositional Phrases, T307</p> <p><u>Produce and Expand Complete Sentences</u></p> <p>Unit 3: Complete Sentences, T388–T389, T392–T393</p> <p>Unit 4: Complete Sentences, T311, T315, T319, T323, T331</p> <p>Unit 5: Complete Sentences, T142, T345, T349, T353, T357 Expand Sentences, T251, T369, T373, T377, T381, T389, T393, T397, T401, T405</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>42. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words. • Use the most frequently occurring prepositions. • Produce and expand complete sentences in shared language activities. 				
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<p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p><u>Capitalization</u></p> <p>Unit 2: Edit for Capitalization, T380, T384, T399, T404–T405</p> <p>Unit 3: Minilesson: Edit for Capitalization, T407, T412</p> <p>Unit 4: Edit for Capitalization, T400</p> <p>Unit 5: Capitalization, Beginning of Sentences And The Word I, T297, T301, T305, T309, T317</p> <p><u>End Punctuation</u></p> <p>Unit 3: Edit for Punctuation Marks, T407, T408</p> <p>Unit 4: Kinds of Sentences, T335, T339, T343, T347 End Punctuation, T359, T360, T363, T367, T371, T379, T383, T387, T391, T395, T419 Edit for End Punctuation Marks, T376–T377</p> <p>Unit 5: End Punctuation, T321, T322, T325, T329, T333, T341</p> <p><u>Write Letters for Consonant and Short-Vowel Sounds</u></p> <p>Unit 1: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T145, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441</p>	<p>43. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 					
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<p>(Continued)</p> <p>Unit 2: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441</p> <p>Unit 3: Consonants, T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185 Short Vowels, T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449</p> <p>Unit 4: Consonants, T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437 Short Vowels, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437</p> <p>Unit 5: Consonants, T18–T19, T46–T47, T70–T71, T98–T99, T122–T123, T150–T151, T174–T175, T188–T189, T208–T209, T232–T233, T246–T247, T261–T262 Short Vowels, T32–T33, T46–T47, T136–T137, T150–T151</p>	<p>(Continued)</p> <p>43. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 					
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<p>(Continued)</p> <p><u>Spell Simple Words Phonetically</u></p> <p>Unit 4: Spelling, T306, T310, T314, T318, T322, T330, T334, T338, T342, T346, T354, T358, T362, T366, T370, T378, T382, T386, T390, T394, T402, T404–T405, T406, T410, T414, T418, T428–T429</p> <p>Unit 5: Spelling, T292, T296, T300, T304, T308, T316, T320, T324, T328, T332, T340, T344, T348, T352, T356, T364, T368, T372, T376, T380, T386–T387, T388, T392, T396, T400, T404, T414–T415</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>43. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 					
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	Q. Knowledge of Language					
	44. (Begins in grade 2.)					
	R. Vocabulary Acquisition and Use					
<p>Student Edition / Teacher Edition Examples: <u>Identify New Meanings for Familiar Words</u> Unit 3: Decodable Story (word-bat), T176–T177</p> <p>Also see: Unit 1: Academic Vocabulary, Context Clues, T138–T139 Unit 2: Academic Vocabulary, Context Clues, T138–T139</p> <p><u>Affixes and Inflections</u> Unit 1: Plural Nouns, T150, T359, T362–T363, T366–T367, T370–T371, T378–T379, T383, T386–T387, T390–T391, T394–T395, T402–T403 Word Parts, T194–T195 Unit 2: Word Parts, T194–T195 Unit 3: Word Parts, T202–T203 Unit 4: Word Parts, T194–T195 Unit 5: Word Parts, T182–T183</p> <p>Digital Resources: <i>Foundation Skills Kit</i>>High-Frequency Word Cards</p>	<p>45. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately. • Introduce the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. 					

<p>Student Edition / Teacher Edition Examples: <u>Sort Objects into Categories</u> Unit 1: Concept Sort, T310, T334, T358, T382, T406 Categories, T334, T358 Unit 2: Rhyming Sort, T310, T334, T358, T406, T382, T406 Unit 3: Letter Sort, T318, T342, T366</p> <p><u>Frequently Occurring Verbs and Adjectives and Their Opposites</u> Unit 1: Antonyms, T94, T82–T83 Unit 2: Antonyms, T95, T82–T83 Unit 3: Antonyms, T84–T85, T101 Unit 5: Antonyms, T91, T78–T79</p> <p><u>Real-Life Connections Between Words and Their Use</u> Unit 1: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T90, T146, T202, T258 Unit 2: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T90, T146, T202, T258 Develop Vocabulary, T40–T41 Read Like a Writer, Write for a Readers, T106–T107 Unit 3: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T92, T98, T154, T210, T266</p>	<p>46. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. 					
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<p>(Continued)</p> <p>Unit 4: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T90, T146, T202, T258</p> <p>Unit 5: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T86, T138, T190, T196, T248</p> <p><u>Distinguish Shades of Meaning Among Verbs</u></p> <p>Unit 1: Synonyms, T82–T83</p> <p>Unit 4: Synonyms, T95, T82–T83</p> <p>Unit 5: Synonyms, T78–T79</p>	<p>(Continued)</p> <p>46. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. 				
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<p>Student Edition / Teacher Edition Examples: Unit 1: Academic Vocabulary: Oral Language, T12, T250–T251, T261 Academic Vocabulary: Context Clues, T138–T139 Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265 Unit 2: Academic Vocabulary: Oral Language, T12, T250–T251 Academic Vocabulary: Context Clues, T151, T138–T139 Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265 Unit 3: Academic Vocabulary: Oral Language, T12, T258–T259, T269 Academic Vocabulary, T146–T147 Develop Vocabulary, T42–T43, T104–T105, T160–T161, T216–T217, T272–T273 Unit 4: Academic Vocabulary: Oral Language, T12, T250–T251, T262 Context Clues, T138–T139, T149 Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265 Unit 5: Academic Vocabulary: Oral Language, T12, T240–T241 Academic Vocabulary: Context Clues, T130–T131 Develop Vocabulary, T40–T41, T92–T93, T144–T145, T202–T203, T254–T255</p> <p>Digital Resources: <i>Foundation Skills Kit</i>>High-Frequency Word Cards</p>	<p>47. Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>					
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