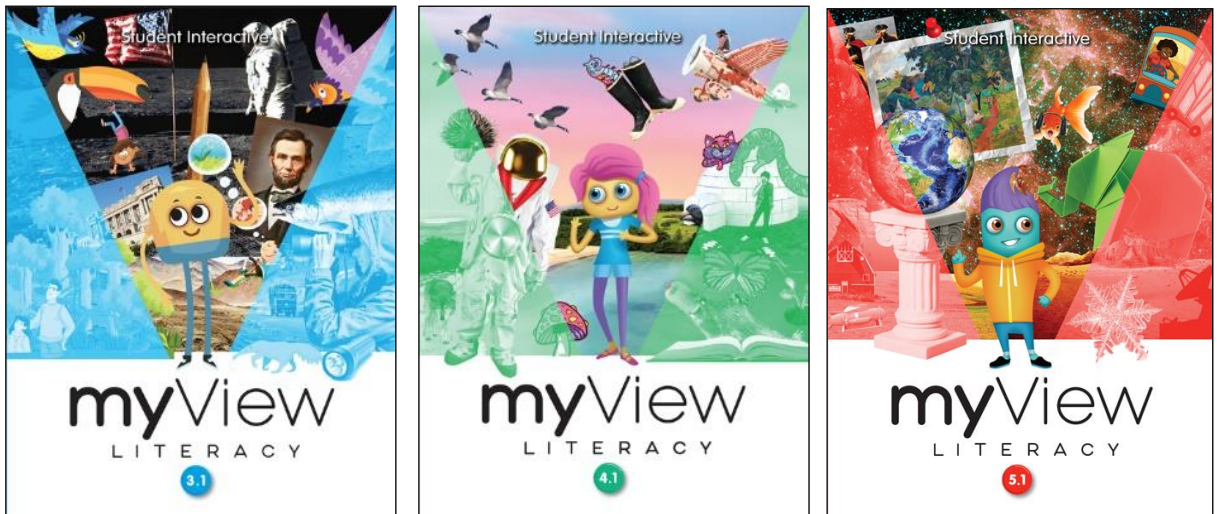


A Correlation of



To the

Instructional Materials Evaluation Toolkit (IMET) ELA/Literacy

Grades 3-5

A Correlation of myView Literacy, Grades 3-5, ©2020 to the Instructional Materials Evaluation Toolkit (IMET)

Introduction

This document demonstrates how *myView*, ©2020 meets the Instructional Materials Evaluation Toolkit (IMET). Correlation includes program descriptions with supporting program references.

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

Inspire Confidence and Collaboration

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

Focus on Balance and Flexibility

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

Nurture Every Learner

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

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IMET, ELA/LITERACY GRADES 3-5

MYVIEW

Non-Negotiable 1: Anchor texts are worthy of students’ time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.

Non-Negotiable 1

High-quality Text

Metric	Evidence
<p>NN Metric 1A: Anchor texts in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	<p>Teacher Read Alouds are woven throughout <i>myView Literacy: Grade 3-5</i>. Each week begins with a “Listening Comprehension” activity based on a rich mixture of literary and informative texts chosen for both content and grade level interest are above students’ current reading abilities. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria.</p> <p>For examples see:</p> <p>Grade 3: Listening Comprehension: U2: T90–T91, T158–T159, T224–T225; U3: T164–T165, T232–T233, T298–T299; U4: T22–T23, T92–T93, T158–T159; Leveled Readers: U1: T26–T27</p> <p>Grade 4: Listening Comprehension: U3: T82–T83, T148–T149, T220–T221; U4: T92–T93, T160–T161, T228–T229; Leveled Readers: U2: T172–T173</p> <p>Grade 5: Listening Comprehension: U1: T22–T23, T156–T157, T228–T229; U3: T156–T157, T228–T229, T288–T289; U4: T22–T23, T88–T89, T158–T159; Leveled Readers: U4: T62–T63</p> <p>For a complete listing of text complexity see: <i>SavvasRealize.com, myView Literacy: Grades 3-5: Text Complexity Charts</i>. <i>SavvasRealize.com</i> includes Leveled Readers for each grade. Clicking on the “info tab” for each title provides Lexile information, content area, and genre.</p>

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Metric	Evidence
<p>NN Metric 1B: Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.</p>	<p>The collections of texts in <i>myView Literacy</i> are organized around central themes such as Heroes, Solutions, Diversity, Impacts, Journeys, and Liberty. Within each unit, print and digital texts have been chosen that encourage careful reading and include informational texts and literature.</p> <p>For examples see:</p> <p>Grade 3: Literature Selection: <i>Cocoliso</i>, U1: T174–T191; <i>Aesop’s Fox</i>, U6: T306–T323; Informational Text: <i>Welcome Back, Wolves</i>, U2: T232–T239; <i>Safety Plan: In Case of Emergency</i>, U5: T166–T181; Leveled Readers: U1: T314–T315; U2: T26–T27</p> <p>Grade 4: Literature Selections: <i>Feathers: Not Just for Flying</i>, U2: T30–T51; <i>Pandora</i>, U4: T308–T329; Informational Text: <i>Barbed Wire Baseball</i>, U1 : T296–T323; <i>The Top Ten Ways You Can Reduce Waste</i>, U5: T162–T185; Leveled Readers: U3: T26–T27; U4: T232–T233</p> <p>Grade 5: Literature Selections: <i>Hermit Thrush</i>, U3: T174–T183; Informational Text: <i>Let Wild Animals Be Wild</i>, U2: T306–T313; <i>Rocks and Fossils</i>, U5: T30–T53; Leveled Readers: U1: T232–T233; U2: T96–T97</p>

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Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Non-Negotiable 2

Evidence-based Discussion and Writing

Metric	Evidence
<p>NN Metric 2A: At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.</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.</p> <p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the First Read questions, in which students explore the content of the selections, and the Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p> <p>For examples see: Grade 3: First Read: U2: T42, T43, T44, T45; Close Read: U1: T259, T322, T323, T324; Respond and Analyze: U2: T46–T47; U3: T120–T121, T188–T189 Grade 4: First Read: U3: T164, T165, T167, T169; Close Read: U4: T43, T45; T46; Respond and Analyze: U1: T46–T47, T112–T113; U4: T48–T49, T116–T117, T184–T185 Grade 5: First Read: U1: T102, T103, T104, T105, T106; Close Read: U3: T36, T37, T38, T39; Respond and Analyze: U2: T118–T119; U5: T190–T191</p>

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Metric	Evidence
<p>NN Metric 2B: Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<p><i>myView Literacy</i>, Grade 3-5 is designed to help students develop the abilities they need to become critical readers and effective writers and speakers. 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. The focus of instruction in writing is on shaping writing for audience and purpose and on using knowledge of genres and techniques of craft.</p> <p>For examples see:</p> <p>Grade 3: Reflect and Share: U4: T60–T61; Share, U2: T29; Collaborate and Discuss, U5: T370–T371; Independent Writing, U2: T82, T146, U3: T350, T353; Project-Based Inquiry, U1: T373–T391; U4: T363–T381</p> <p>Grade 4: Reflect and Share: U5: T122–T123; Share, U5: T113; Collaborate and Discuss, U5: T368–T369; Independent Writing, U4: T288, T289, T290; U5: T76, T77; Project-Based Inquiry, U2: T363–T381; U5: T359–T377</p> <p>Grade 5: Reflect and Share: U3: T124–T125; Share, U3: T127; Collaborate and Discuss, U2: T370–T371; Independent Writing, U2: T150, T151; U3: T78, T79; Project-Based Inquiry, U1: T353–T371; U4: T367–T385</p>

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Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

Non-Negotiable 3

Building Knowledge

Metric	Evidence
<p>NN Metric 3A: Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.</p>	<p>Savvas' <i>myView Literacy</i> ©2020 provide an innovative and engaging curriculum. The courses are presented in units of instruction that span approximately one month. Within each unit, lessons are divided into discrete tasks.</p> <p>Each unit is organized around theme related selections, that all students read, discuss, and write about. Related content is used to support the major work.</p> <p>Lessons within each unit and across units focus students on developing skills and knowledge, and reinforcing previously learned skills and practices. Some lessons focus on specific skills related to reading, writing, speaking and listening, and language proficiency. Other lessons focus on specific knowledge related to literary and informational texts and contexts.</p> <p>Each unit culminates with a Project-Based Inquiry where students apply their understanding of the Unit Theme and Essential Question.</p> <p>For examples see: Grade 3: Characters, U1: T170, T171, T176, T177, T179–T181; Point of View, U4: T82, T248; U5: T228, T235; Theme: U5: T326–T327; Main Idea and Details, U1: T330–T331 Grade 4: Make Inferences: U4: T120–T121, T260–T261; Main Idea: U2: T54–T55; Plot, U2: T192–T193; Point of View: U3: T232–T233 Grade 5: Main Idea: U1: T46–T47; U5: T26, T32, T34–T36, T39, T41–T43; Point of View: U3: T299, T330–T333; Characters, U3: T26, T32, T35, T50–T51; U4: T36–T38, T40, T48–T49</p>

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Metric	Evidence
<p>NN Metric 3B: Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.</p>	<p><i>Savvas' myView Literacy ©2020</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.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, Trade Books and Songs and Poems Big Book.</p> <p>Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers. Teachers can access thousands of additional leveled readers and texts on the Reading Spot App.</p> <p>Every lesson includes notes that support teachers in the classroom by embedding delivery and content supports in the design of each unit.</p> <p>For examples see: Grade 3: Book Club, U2: T195, T231, T374–T387; Reading Workshop: Whole Group: U3: T24–T25, T30–T55, T58–T59, T62–T63; Small Group: U1: T26–T29, T56–T57, T60–T61 Grade 4: Book Club, U3: T227, T331, T374–T387; Reading Workshop: Whole Group: U1: T90–T91, T92–T93, T98–T113, T116–T117, T120–T121; Small Group: U2: T26–T29, T52–T53, T56–T57 Grade 5: Book Club, U4: T165, T233, T386–T399; Reading Workshop: Whole Group: U2: T306–T323, T326–T327, T330, T331, T334–T335; Small Group: U3: T232–T235, T246–T247, T250–T251, T254–T255</p> <p>The Savvas Realize™ platform is the online destination for digital resources. Each Teacher has a personal home page allowing teachers to personalize learning for each student. Teachers can rearrange content, add links and information, and upload resources.</p>

**A Correlation of myView Literacy, Grades 3-5, ©2020 to the
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Metric	Evidence
	<p>(Continued)</p> <p>For a complete listing of text complexity see: Savvas Realize Platform myView Literacy: Grades 3-5: Text Complexity Charts. <i>SavvasRealize.com</i> includes Leveled Readers for each grade. Clicking on the “info tab” for each title provides Lexile information, content area, and genre.</p>

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Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.

Alignment Criterion 1

Range and Quality of Texts

Metric	Evidence
<p>AC Metric 1A: In grades 3–5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.</p>	<p>Savvas' <i>myView Literacy</i> ©2020 is a print and digital curriculum that provides a highly supportive framework for teaching. The program is designed to help students develop knowledge of literature and narrative, informational, and argument genres.</p> <p>The Unit Overview found on pages T4–T5 and the Leveled Readers Library on pages T10–T11 highlights the balance of genre in the program. In addition, Book Club Trade Books highlight the texts required by the standards and Decodable Readers provide practice in essential skills</p> <p>For examples see: Grade 3: Genre: Historical Fiction, U3: T100–T10; Informational Text, U2: T24–T25, T92–T93; <i>Patterns in Nature</i>, U2: T30–T47 (Informational Text); <i>Little House on the Prairie</i>, U3: T172–T180 (Literature Selection) Grade 4: Genre Lesson: Informational Text, U1: T222–T223; Poetry, U3: T80–T81, T302–T303; <i>Minn of the Mississippi</i>, U2: T176–T189 (Literature Selection); "Primates of Madagascar," U2: T298–T299 (Informational Text) Grade 5: Genre Lesson: Informational Text, U1: T292–T293; U4: T160–T161; Realistic Fiction, U3: T24–T25, T92–T93, T290–T291; <i>The Delivering Justice</i>, U4: T234–T253 (Literature Selection); <i>Earth's Water Cycle</i>, U5: T104–T121 (Informational Text)</p>

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Metric	Evidence
<p>AC Metric 1B: A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p>	<p>The creators of Savvas' <i>myView Literacy</i> ©2020 provide a new, comprehensive approach to providing the innovative curriculum, tools, and resources needed to guide student achievement in relation to the Standards. The texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p> <p>The Unit Overview found on pages T4–T5 and the Leveled Readers Library on pages T10–T11 highlights the balance of genre in the program. In addition, Book Club Trade Books highlight the texts required by the standards.</p> <p>For examples see:</p> <p>Grade 3: Literature Selections: “Beaded Necklace,” U1: T310–T311; <i>Below Deck: A Titanic Story</i>, U3: T30–T55; <i>Grace and Grandma</i>, U4: T308–T325; Informational Text: <i>Deep Down and Other Extreme Places to Live</i>, U5: T30–T51; <i>Milton Hershey: Chocolate King, Town Builder</i>, U4: T166–T185; Leveled Readers: U1: T26–T27</p> <p>Grade 4: Literature Selections: <i>Butterfly Eyes and Other Secrets of the Meadow</i>, U2: T240–T254; <i>The Circuit</i>, U3: T243–T257; Informational Text: <i>Barbed Wire Baseball</i>, U1: T296–T323; <i>The Very Peculiar Platypus</i>, U2: T316–T325; Leveled Readers: U2: T172–T173</p> <p>Grade 5: Literature Selections: <i>Keeping Mr. John Holton Alive</i>, U4:T30–T45; <i>Pedro’s Journal</i>, U1:T164–T185; Informational Text: <i>Don’t Release Animals Back to the Wild</i>, U2: T314–T321; <i>Rocks and Fossils</i>, U5: T30–T53; Leveled Readers: U4: T62–T63</p>

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Metric	Evidence
<p>AC Metric 1C: Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.</p> <p>Note: This metric may not apply to materials for grades 6-12.</p>	<p>Fluency is the ability to read most words in context quickly, accurately and automatically and with appropriate expression. Students have opportunities to increase their reading abilities and comprehend increasingly complex texts over the course of the school year. Assessment includes <i>Cold Reads for Fluency and Comprehension</i>: passages of three different levels of accuracy and allows teachers to assess comprehension and reading rate.</p> <p>For examples see: Grade 3: Fluency: Accuracy, U2: T120, T254, T318; U4: T116, T120, T194, T258, T330; Teacher Modeling: U4: T158, T300 Grade 4: Fluency: Accuracy, U1: T118, T182, T246, T254, T328; Teacher Modeling: U3: T148, T220, T300 Grade 5: Fluency: Accuracy, U2: T120, T190, T256, T260, T324, T328; Teacher Modeling: U1: T86, T157, T228, T290</p>

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Alignment Criterion 2: Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric	Evidence
<p>AC Metric 2A: High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.</p>	<p>The Reading Workshop in <i>myView Literacy</i> ©2020 creates opportunities for student success. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>Literacy Instruction is organized using sets of mini-lessons that facilitate flexible instructional planning and a variety of instructional models. Units are organized in instructional weeks. Each week centers on an essential question and an authentic text linked to the unit’s theme.</p> <p>In Grades 3-5, text-dependent questions and tasks during reading are carefully sequenced to develop a coherent understanding of the text and lead students into deep understanding of the knowledge and central ideas of the text.</p> <p>For examples see: Grade 3: First Read: U2: T42, T43, T44, T45; Close Read: U1: T259, T322, T323, T324; Respond and Analyze: U2: T46–T47; U3: T120–T121, T188–T189 Grade 4: First Read: U3: T164, T165, T167, T169; Close Read: U4: T43, T45; T46; Respond and Analyze: U1: T46–T47, T112–T113; U4: T48–T49, T116–T117, T184–T185 Grade 5: First Read: U1: T102, T103, T104, T105, T106; Close Read: U3: T36, T37, T38, T39; Respond and Analyze: U2: T118–T119; U5: T190–T191</p>

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Metric	Evidence
<p>AC Metric 2B: Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in Savvas' <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process. At the conclusion of the unit, students apply the list of words generated within the research Project-Based Inquiry.</p> <p>For examples see:</p> <p>Grade 3: Academic Vocabulary: U2: T264–T265; Selection Vocabulary: U2: T162, T228; Vocabulary Skills/Strategies: Context Clues: U2: T196–T197; Spelling: U4: T208–T209</p> <p>Grade 4: Academic Vocabulary: U1: T62–T63; Develop Vocabulary: U1: T176–T177; U4: T116–T117; Vocabulary Skills/ Strategies: Synonyms & Antonyms: U3: T120–T121; Spelling: U1: T346–T347; U4: T208–T209</p> <p>Grade 5: Academic Vocabulary: U2: T270–T271; Develop Vocabulary: U3: T184–T185, T310–T311; Vocabulary Skills/Strategies: Context Clues: U2: T204–T205; Spelling: U4: T68–T69</p> <p>In addition, see Progress Check-Ups; Unit Tests; Middle-of-Year Test; End-of-Year Test; SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include the Resource Download Center: Spelling; Word Study and the Professional Development Center: Vocabulary</p>

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Metric	Evidence
<p>AC Metric 2C: Materials focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion):</p> <p><u>Grades 3-5</u> Exposition 35% Opinion 30% Narrative 35%</p>	<p>In <i>myView Literacy</i>, students write every day. With flexible minilessons, conferring support, and helpful evaluation tools, students will develop the skills to become independent writers. The Writing Workshop comprises three parts: <i>Minilesson</i>, <i>Independent Writing and Conferring</i>; and <i>Share Back</i>.</p> <p><i>Minilessons</i> are teacher-led instruction focused on genre, author’s craft and purpose, and writing conventions. Minilessons are flexibly designed to accommodate different students. Additional minilessons may be found on SavvasRealize.com</p> <p><i>Independent Writing</i> constitutes the majority of the daily Writing Workshop to build excitement and energy for writing.</p> <p><i>Share Back</i> is an opportunity to showcase the success of students and to teach from student work.</p> <p>In addition, <i>Conferences</i> are a cornerstone of the Writing Workshop. They provide an opportunity for to work on-on-one or in small groups to address areas of strength and areas of growth.</p> <p>For examples see:</p> <p>Grade 3: Historical Fiction, U3:T82–T91, T148–T157, T216–T225, T282–T291, T346–T355; How-to Article, U2: T74–T83, T142–T151, T276–T285, T344–T353; Opinion Essay, U4:T76–T85, T142–T151, T212–T221, T284–T293, T352–T361</p> <p>Grade 4: Opinion Essay, U4: T76–T85, T144–T152, T212–T221, T284–T293, T356–T365; Realistic Fiction, U3: T66–T75, T132–T141, T204–T213, T284–T293, T344–T353; Article, U2: T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p> <p>Grade 5: Article, U2:T76–T85, T146–T155, T216–T225, T282–T291, T350–T359; Informational Article, U2:T76–T85, T146–T155, T216–T225, T282–T291, T350–T359; Opinion Essay, U3:T74–T83, T140–T149, T212–T221, T272–T281, T338–T347; Personal Narrative, U1:T70–T79, T140–T149, T212–T221, T274–T283, T342–T351</p> <p>In addition, SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include Essay Scorer; Resource Download Center; Peer Evaluation Rubrics & Conference Notes; Writing Anchor Charts and Minilessons</p>

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Metric	Evidence
<p>AC Metric 2D: Materials support students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.</p>	<p>Students become better writers by writing regularly. In <i>myView Literacy</i>, students write every day. With flexible minilessons, conferring support, and helpful evaluation tools, students will develop the skills to become independent writers. The Writing Workshop comprises three parts: <i>Minilesson</i>, <i>Independent Writing and Conferring</i>; and <i>Share Back</i>.</p> <p><i>Minilessons</i> are teacher-led instruction focused on genre, author's craft and purpose, and writing conventions. Minilessons are flexibly designed to accommodate different students. Additional minilessons may be found on SavvasRealize.com.</p> <p><i>Independent Writing</i> and <i>Minilessons</i> constitutes the majority of the daily Writing Workshop. Students use this time to incorporate their learning from the day's minilesson.</p> <p><i>Share Back</i> is an opportunity to showcase the success of students and to teach from student work.</p> <p><i>Writing Club</i> consists of a set-aside time for students to meet with their peers and share their writing.</p> <p>For examples see: Grade 3: Minilessons, U1: T222, T223; U3: T152, T153; Independent Writing, U2: T78, T79; Share Back, U1: T88; Writing Club, U4: T150, T151, T192 Grade 4: Minilessons, U1: T146, T148; Independent Writing, U2: T158, T159; U3: T210, T211; Share Back, U2: T156; Writing Club, U3: T140, T293; U4: T292 Grade 5: Minilessons, U1: T78, T280; U4: T148; Independent Writing, U3: T78, T79; U4: T216; Share Back, U3: T78; Writing Club, U3: T148, T281</p> <p>In addition, SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include Essay Scorer; Resource Download Center: Peer Evaluation Rubrics & Conference Notes; Writing Anchor Charts and Minilessons</p>

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Metric	Evidence
<p>AC Metric 2E: Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</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, and Book Clubs, to build listening and speaking skills. At the conclusion of each unit, a Project-Based Inquiry assignment allows students time to collaborate with peers and share their presentations.</p> <p>For examples see: Grade 3: Listening Comprehension: U3: T232–T233; Reflect and Share: U2: T192–T193; Collaborate and Discuss, U5: T376–T377; Celebrate and Reflect, U3: T374–T375 Grade 4: Listening Comprehension: U2: T232–T233; Reflect and Share: U4: T196–T197 Collaborate and Discuss, U5: T368–T3369; Celebrate and Reflect, U4: T384–T385; Turn, Talk, and Share, U2: T166 Grade 5: Listening Comprehension: U1: T228–T229; Reflect and Share: U4: T264–T265; Turn, Talk, and Share, U3: T226; Collaborate and Discuss, U2: T370–T371 Celebrate and Reflect, U5: T374–T375</p> <p>In addition, SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include <i>Unit Videos</i> in the Introduction for each unit where students practice active listening skills.</p>

**A Correlation of myView Literacy, Grades 3-5, ©2020 to the
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Metric	Evidence
<p>AC Metric 2F: Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	<p>The <i>Reading-Writing Bridge</i> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. <i>Possible Teaching Points</i> connected to the selections highlight grammar and conventions instruction opportunities. The <i>Language & Conventions</i> bridge consists of five lessons with flexible options connected to the Writing Workshop. This section prepares students with tools they need to become more effective writers.</p> <p>For examples see: Grade 3: Language & Conventions: Complex Sentences, U5: T206–T207; Possessive Pronouns, U4: T74–T75; Pronoun-Antecedent Agreement, U5: T280–T281 Grade 4: Language & Conventions: Auxiliary Verbs, U3: T342–T343; Progressive Verb Tenses, U3: T282–T283; Pronouns, U4: T74–T75 Grade 5: Language & Conventions: U3: T336–T337; Subject-Verb Agreement, U2: T74–T75; Commas and Semicolons in a Series, U5: T78–T79</p> <p>In addition, SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include online Reading-Writing Bridge: Language and Conventions activities.</p>
<p>AC Metric 2G: Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research based and transparent progression to develop proficient readers.</p> <p>Note: This metric does not apply to materials for grades 6-12. When reviewing materials for those grades, automatically award a score of “Meets” to this metric.</p>	<p>Savvas' <i>myView Literacy</i> ©2020 directly addresses the goals of the grade-level CCSS foundational skills. Through a collection of reading, writing, speaking and listening, and language activities students are introduced to the core foundational skills that prepare students to work collaboratively or independently to master new concepts and skills. Assessment includes <i>Cold Reads for Fluency and Comprehension</i>: passages of three different levels of accuracy and allows teachers to assess comprehension and reading rate.</p> <p>For examples see: Grade 3: Fluency, U1: T132, T272; U4: T190, T326; Phonics/ Decoding, U2: T138–T139; U5: T278–T279 Grade 4: Fluency, U2: T130, T198; U5: T120, T252; Phonics/ Decoding, U1: T194–T195; U3: T200–T201 Grade 5: Fluency, U3: T246, T316; U4: T192, T330; Phonics/ Decoding, U3: T328–T329; U5: T70–T71</p>

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Alignment Criterion 3: Materials build students’ knowledge across topics and content areas.

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric	Evidence
<p>AC Metric 3A: Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<p>Each Lesson of every week concludes with Small Group activities, Student Independent and Collaborative Actions, or Independent Writing activities.</p> <p>Week 6 of each unit is a culminating <i>Project-Based Inquiry</i> (PRI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners.</p> <p><i>Book Club</i> gives students an in-class opportunity of real-world reading enjoyment. Students meet in small groups to discuss a trade book for the unit. At the end of the unit, the groups will have the chance to share some of the discoveries and understandings their clubs have reached through their conversations.</p> <p>For examples see: Grade 3: Independent Writing, U1: T224, T226, U4: T358, T360; Project-Based Inquiry, U1: T373–T391; U3: T357–T375; Book Club, U2: T374–T387; Small Group Instruction, U4: T62–T63 Grade 4: Independent Writing, U2: T288, T289; U4: T80; Project-Based Inquiry, U3: T355–T373; U4: T367–T385; Book Club, U3: T227, T307, T374–T387 Grade 5: Independent Writing, U2: T354, T355; U4: T216, T217; Project-Based Inquiry, U2: T361–T379; U5: T357–T375; Book Club, U4: TT103, T205, T376–T389</p>

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Metric	Evidence
<p>AC Metric 3B: Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.</p>	<p>Week 6 of each unit is a culminating <i>Project-Based Inquiry</i> (PRI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project.</p> <p>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.</p> <p>The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners.</p> <p>In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. <i>Quest</i> and <i>uEngineer It!</i> options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p>For examples see: Grade 3: Project-Based Inquiry, U1: T373–T391; U2: T355–T373; U3: T357–T375; U4: T363–T381; U5: T361–T379 Grade 4: Project-Based Inquiry: Project-Based Inquiry, U1: T361–T379; U2: T363–T381; U3: T355–T373; U4: T367–T385; U5: T359–T377 Grade 5: Project-Based Inquiry: U1: T353–T371; U2: T361–T379; U3: T349–T367; U4: T367–T385; U5: T357–T375</p> <p>In addition, see SavvasRealize.com <i>myView Literacy</i> Grades 3-5 Resource Download Center: Extension Activities.</p>

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Metric	Evidence
<p>AC Metric 3C: Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p>	<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in Savvas' <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process.</p> <p>For examples see: Grade 3: Academic Vocabulary: U2: T264–T265; Selection Vocabulary: U2: T162, T228; Vocabulary Skills/Strategies: Context Clues: U2: T196–T197; Spelling: U4: T208–T209 Grade 4: Academic Vocabulary: U1: T62–T63; Develop Vocabulary: U1: T176–T177; U4: T116–T117; Vocabulary Skills/ Strategies: Synonyms & Antonyms: U3: T120–T121; Spelling: U1: T346–T347; U4: T208–T209 Grade 5: Academic Vocabulary: U2: T270–T271; Develop Vocabulary: U3: T184–T185, T310–T311; Vocabulary Skills/Strategies: Context Clues: U2: T204–T205; Spelling: U4: T68–T69</p> <p>In addition, see Progress Check-Ups; Unit Tests; Middle-of-Year Test; End-of-Year Test; SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include the Resource Download Center: Spelling; Word Study and the Professional Development Center: Vocabulary</p>

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Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Alignment Criterion 4

Access to the Standards for All Students

Metric	Evidence
<p>AC Metric 4A: Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<p>Savvas' <i>myView Literacy</i> ©2020 Grades 3-5, 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. A K-5 Scope and Sequence exists at the end of each Teacher's Guide.</p> <p>For examples see: Grade 3: Scope and Sequence: U1: R24–R34</p>
<p>AC Metric 4B: Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level Standards.</p>	<p><i>myView Literacy</i> provides embedded ELL Targeted Support and below grade level support at point of use in the Teacher's Edition. ELL strategies support English language acquisition during whole group minilessons. In addition, some of the supportive components include:</p> <ul style="list-style-type: none"> • The <i>Language Awareness Handbook</i> (online) supports scaffolded instruction during Reading and Writing Workshops. • <i>Successmaker</i> is an online adaptive learning component applied to rich content that includes hints and scaffolded minilessons to reach a single student response. • <i>Leveled Readers:</i> English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. <p>For examples see: Grade 3: ELL Targeted Support, U3: T190; U4: T79; Leveled Readers, U1: T238–T239; U4: T304–T305 Grade 4: ELL Targeted Support, U1: T226; U3: T28; Leveled Readers, U4: T164–T165; U5: T298–T299 Grade 5: ELL Targeted Support, U4: T338; U5: T83; Leveled Readers, U3: T94–T95; U4: T300–T301</p>

**A Correlation of myView Literacy, Grades 3-5, ©2020 to the
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Metric	Evidence
	<p>(Continued)</p> <p>In addition, SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include Intervention activities, Dual Language Educators' Implementation Guide, Games, Professional Development Center: Differentiation & Dual Language material.</p>
<p>AC Metric 4C: Materials regularly include extensions and/ or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<p><i>myView Literacy</i> provides multiple pathways to help gifted students personalize and maximize their learning experience.</p> <ul style="list-style-type: none"> • The Teacher's Edition includes <i>Advanced and Advanced High</i> activities where teachers can challenge students reading and writing above grade level. • <i>Independent Reading</i> and <i>Independent Writing</i> options provide advanced students opportunities to excel. • A <i>Project-Based Inquiry</i> completes each unit where students consider what they've learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers. <p>For examples see:</p> <p>Grade 3: Advanced: U1: T172; Advanced High: U4: T287; Leveled Readers: U2: T162–T163; Book Club: U4: T382–T395; Independent Reading, U2: T251</p> <p>Grade 4: Advanced: U4: T192; Advanced High: U3: T369; Leveled Readers: U1: T160–T161; Book Club: U4: T386–T399; Independent Reading, U5: T116</p> <p>Grade 5: Advanced: U1: T118; U4: T274; Advanced High: U2: T122; U5: T102; Unit Project: U3: T349–T367; Leveled Readers: U3: T94–T95; Book Club: U3: T368–T381; Independent Writing, U1: T346</p> <p>In addition, SavvasRealize.com <i>myView Literacy</i> Grades 3-5 include the Resource Download Center: Extension Activities for all <i>myView Literacy</i> levels.</p>

**A Correlation of myView Literacy, Grades 3-5, ©2020 to the
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Metric	Evidence
<p>AC Metric 4D: Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Savvas' <i>myView Literacy</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>Support in the Teacher's Edition includes Small Group Instruction, providing differentiating instruction to engage all students. Minilessons fill in the strategy gaps and support English language learners' language proficiency. The Intervention Activity helps with striving readers and workshops include opportunities to develop independent self-sustained readers.</p> <p><i>myView Literacy</i> features Leveled Readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. <i>myView Literacy</i> provides embedded ELL Targeted Support and dual language resources. ELL strategies support English language acquisition during whole group minilessons or in strategy groups.</p> <p>Our companion intervention resources connect to the week's instruction. These products include: Small Group Guide, Leveled Reader Teacher's Guide, <i>myFocus</i> Intervention Teacher's Guide, and the <i>myFocus</i> Reader. <i>SuccessMaker</i> provides customized adaptive intervention that aligns to the <i>myView Literacy</i> scope and sequence.</p> <p>For examples see: Grade 4: ELL Targeted Support: U2: T164, T190; U3: T104; Small Group Instruction, U3: T190–T191; U4: T26–T29; Intervention Activity, U1: T128; U5: T256 Grade 5: ELL Targeted Support: U1: T114, U2: T52; Small Group Instruction, U2: T126–T127; U4: T266–T267; Intervention Activity, U4: T190; U5: T28 Grade 5: ELL Targeted Support: U1: T114; U2: T260; Small Group Instruction, U3: T114–T115; U5: T102–T103</p> <p>In addition, SavvasRealize.com <i>myView Literacy</i> Grades 3-5 Professional Development Center: Dual Language; Differentiation and Dual Language Educators' Implementation Guide.</p>

**A Correlation of myView Literacy, Grades 3-5, ©2020 to the
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Metric	Evidence
<p>AC Metric 4E: Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Every lesson, every day, regardless of content, includes assessment of students' progress and needs.</p> <p>Savvas' <i>myView Literacy</i> ©2020 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; Conferencing Checklists; and Assess Understanding.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Baseline Tests</i> determine each students' starting profile to guide and form instruction. • <i>Unit Tests</i> monitor Student progress on skill sand standards taught in a unit. • <i>Middle-of-Year Test</i> monitor student progress on skills and standards taught in Units 1-3. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>For examples see:</p> <p>Grade 3: Quick Check: U2: T93, T115, T119, T127; Assess Prior Knowledge: U1: T78; U5: T204; Assess Understanding: U3: T77; U4: T273</p> <p>Grade 4: Quick Check: U1: T159, T177, T181, T189; Assess Prior Knowledge: U2: T278; Assess Understanding: U1: T141; U5: T130</p> <p>Grade 5: Quick Check: U3: T93, T113, T117, T125; Assess Prior Knowledge: U2: T72; U4: T1; Assess Understanding: U2: T141; U4: T136</p> <p>In addition, <i>SavvasRealize.com myView Literacy</i> Grades 3–5 include Unit Tests, Progress Check-Ups, and Weekly Assessment options for all grades of <i>myView Literacy</i> ©2020.</p>