

Savvas Learning Grade 4 Subject Program Summary

Section 1. Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 3	100.00%	100.00%	N/A	N/A
Grade 4	100.00%	100.00%	N/A	N/A
Grade 5	100.00%	100.00%	N/A	N/A

Section 2. Texts

- The third-, fourth-, and fifth-grade materials include high-quality texts across a variety of text types and genres as required by the TEKS.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts. The third-, fourth-, and fifth-grade materials include a variety of text types and genres across content as required by the TEKS. Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

Section 3. Literacy Practices and Text Interactions

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within and across texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials include a plan to support and hold students accountable in independent reading.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences. The second-grade materials do not provide student practice in writing correspondence.
- The materials provide opportunities for students to apply composition convention skills in increasingly complex contexts throughout the year.
- The materials include practice for students to write legibly in cursive.
- The materials support students' listening and speaking about texts and engage students in productive teamwork and student-led discussions in a variety of settings.

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- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.
- The materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice.

Section 4. Developing and Sustaining Foundational Literacy Skills

- Materials provide systematic instruction and practice of foundational skills, including opportunities for phonics and word analysis skills.
- Materials include diagnostic tools and provide opportunities to assess student mastery, in and out of context, at regular intervals for teachers to make instructional adjustments.
- Materials provide frequent opportunities for students to practice and develop oral and silent reading fluency while reading a wide variety of grade-appropriate texts at the appropriate rate with accuracy and expression to support comprehension.

Section 5. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools and guidance for teachers, students, and administrators to monitor progress.
- The materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.
- The materials include frequent, embedded opportunities for monitoring progress.

Section 6. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials do not include supports for English Learners (EL) to meet grade-level learning expectations.

Section 7. Implementation

- The materials include year-long plans with practice and review opportunities that support instruction.
- The materials include implementation support for teachers and administrators. The implementation includes guidance to meet variability in programmatic design and scheduling considerations.
- The materials provide some guidance on fostering connections between home and school.

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Section 8. Bilingual Program Model Considerations

- The materials provide clear guidance specific to bilingual program models.
- The materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.
- The materials in Spanish are authentic and culturally relevant.

Section 9. Additional Information

- The publisher submitted the technology, cost, professional learning, and additional language support worksheets.

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Indicator 2.1

Materials include high-quality texts for SLAR instruction and cover a range of student interests.

- The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts.

Meets 4/4

The materials provide a wide variety and range of high-quality literary and informational texts that are appropriately challenging for the grade level. The texts are well crafted and cover a wide range of student interests. The diverse texts include traditional, contemporary, and classical texts and represent expert writing across various disciplines.

Evidence includes but is not limited to:

The materials include a wide variety of high-quality texts for SLAR instruction. The materials provide consideration for the range of student interests. Several selections of texts are provided for the various components of the weekly lesson cycle. These options for texts provide the readers with choices based on their interests. In every weekly plan, the materials provide leveled readers. The leveled readers connect to the themes and genres for each unit. If the teacher needs access to a leveled text that is either above or below the levels provided for that unit, the teacher has complete online access to the “Leveled Reader Library” in addition to the “Leveled Reader App.” The latter provides teachers with access to over 4,500 additional leveled readers and texts. This app helps teachers to search for texts based on student interests, maximizing student engagement in reading.

In every Unit, the materials provide a *Book Club* or “Club del Libro.” The book club plan provides students with suggested titles to choose from, including literary and nonfiction texts. The suggested titles allow students to read and discuss books based on their groups’ interests. The texts cover a wide range of student interests about sports, natural disasters, weather, natural resources, animals, school, and friendships.

The materials provide another source of well-crafted texts in the Mentor Stacks or “Textos mentores.” The students are presented with short passages from various different texts of the same genre in these mini-selections. These texts provide quality content, language, and writing produced by experts. The students go over these mentor texts and the work of experts in order to understand the craft of the author; then, they apply what they learn to their own writing.

The materials provide informational texts of high quality. The informational texts represent the quality of content, language, and writing that experts in various disciplines produce. Unit 1,

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“Redes,” includes the text *Extraño tesoro*, a biography of Mary Anning, a fossil collector. The descriptions are presented in detail using scientific vocabulary, “Mientras están enterrados, las partes blandas, como la carne, se descomponen y dejan huesos, caparazones o huellas impresas en el suelo. Los minerales se filtran dentro de los huesos y se fosilizan.” Unit 5, “Las Características,” includes stories rich in informational content and language similar to publications from prestigious non-fiction magazines such as National Geographic in Spanish. *El planeta Tierra*, an informational text, explains the structure of our planet Earth and the methods our scientists use to study it.

The materials include fictional stories rich in content and language. Unit 2, “Adaptaciones,” includes the text, *De Minn del Misisipi*, a fiction story about a turtle that travels from the Mississippi River to the south. The author takes advantage of this trip down the river to present the lives of the animals living in it. The text shows a wealth of detail that creates a vivid picture of the experience of these animals, “Las ratas almizcleras arrastraban raíces del pantano hasta sus casas redondas. Los castores guardaban varas de álamo por su sabrosa corteza.”

Materials provide texts with diverse characters. The texts provide windows for students so they can see into lives that are different from their own. Unit 3, “La diversidad,” includes the text *Trombone Shorty*. It is an autobiography about a famous, Black American musician and trombone player from New Orleans, Louisiana. The materials include multicultural texts with which students can identify. The texts help students see themselves and their own family structures reflected. Multiple texts and other print resources included in the materials are relevant to children’s linguistic and cultural backgrounds, including stories and information about cultures, races, religions, and traditions.

Unit 1, “Viajes,” includes the text, *El canto de las palomas*, a biography about the life of an immigrant boy. His early life with his parents provides an unique opportunity to present their way of life. Latino students can identify with the life events described in the story. For example, “Una fiesta en las montañas era un raro placer. Los otros campesinos nos convidaron. Trabajaban en los jardines, como mi papá, o en las casas, como mi mamá...Me acuerdo de las estufitas y su fuego, las guitarras, la armónica de mi papá y las tortillas dulces del tamaño de mi mano que sabían a anís.”

In Unit 3, “La Diversidad,” the teacher presents the chapter book *Nacer bailando*. A realistic fiction story, it is organized in twenty-one chapters, which correlates with developmentally appropriate fourth-grade reading for this time of the year. This story is about two cousins, Margie, born in Mexico, and Lupe, born in the United States. The book shares the different experiences of these two characters’ lives, especially when the story shifts as Lupe comes to live with Margie in the United States. “Lupe, se muda de México a California para vivir con la familia de su prima Margie. Las dos niñas asisten a la misma escuela y se enfrentan a

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situaciones que las hacen preguntarse muchas cosas.” This story provides a mirror for many Latino students. They can see their lives reflected in the characters of this story.

Unit 4, “Los Impactos,” includes the text, *Cuentos que contaban nuestras abuelas*, an anthology of folk tales that celebrate Hispanic culture and its multiple roots—indigenous, African, Arabic, Hebrew, and Spanish. “El libro contiene cuentos hispanoamericanos de hace muchos años. Son cuentos tradicionales que las abuelas contaban de viva voz y tratan diferentes temas.” These are stories Latino students can identify with and grew up listening to as they spent time with their families.

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Indicator 2.2

Materials include a variety of text types and genres across content that meet the requirements of the TEKS for each grade level.

- Text types must include those outlined for specific grades by the TEKS:
 - Literary texts must include those outlined for specific grades.
 - Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS.
- Materials include print and graphic features of a variety of texts.
- Materials include informational and argumentative texts that are connected to science and social studies topics in the TEKS for grades 3–8.
- Materials include opportunities for students to recognize and analyze characteristics of multimodal and digital texts.

Meets 4/4

The materials include a variety of text types and genres across content areas that meet the TEKS requirements for each grade level. The materials include literary texts, such as realistic fiction, historical fiction, science fiction, short stories, poetry, and drama. The materials include informational texts, such as expository, argumentative, persuasive, and procedural. The materials contain a variety of print and graphical features. The materials include opportunities for students to recognize and analyze the characteristics of multimodal and digital texts.

Examples of literary texts outlined by TEKS for fourth grade include but are not limited to:

Nacer bailando (realistic fiction)
Cuentos que contaban nuestras abuela (traditional literature)
Animalario del Iguazú (poetry)
De Minn de Mississippi (fiction)
De Fuera de mi (realistic fiction)
De La ventana de mamá (realistic fiction)
Puedes adivinar mi nombre (traditional literature)
Thunder Rose (tall tale)
La Culebra (drama)
El secreto del calendario indigena (historical fiction)
Pandora (myths)
Carrera a la cima (myths)

Examples of informational texts that connect to science and social studies topics outlined by the TEKS for fourth grade include but are not limited to:

El cuento de las palomas (autobiography)

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Elena Ochoa: La primera astronauta latina (biography)
"Gemelos en el espacio" (magazine article)
César Chávez ¡Sí se puede! (biography)
Plumas, mucho más que para volar (informational)
Animales imitadores (informational)
¿Qué son los anfibios? (informational)
Las 10 mejores maneras de reducir los residuos (argumentative)
Los fósiles y las rocas (informational)

The materials provide students with multiple opportunities to interact with graphical features during the lesson's section, "Interacción con las Fuentes." Examples of print and graphical features include but are not limited to:

In Unit 1, "Redes," the materials provide a map, "Descubre California," for students to see how visiting new places can expand our understanding of our place in the world, "¿De qué manera visitar lugares nuevos puede expandir nuestro entendimiento de nuestro lugar en el mundo?" The teacher guides students' attention to the map in the "Libro interactivo del estudiante." The teacher explains that the map is a multimodal text. It combines a map with words and pictures to provide information. Students study the map and read the text around the map to discuss how life in California is different from their own. Additionally, Unit 1 includes the biography, "La vida en la cima." This text includes features such as headings, subheadings, photographs, captions, maps, and diagrams.

In Unit 3, "Diversidad," the materials provide an infographic, "Aproximación a la poesía," for students to use as they explore how we can reach new understandings through exploring diversity. Students read over the infographic in "Libro Interactivo del Estudiante" to discuss how people with different interests can influence us, "De qué manera las personas con intereses diferentes a los nuestros nos ayudan a crecer?" The teacher guides students to the infographic and explains that an infographic is a multimodal text that combines words and pictures to provide information. Students then read the infographic and discuss the many approaches to poetry people have taken across cultures and time.

In Unit 5, "Las características," the materials include an infographic, "La superficie de la Tierra." This infographic contains photographs, captions, maps, and diagrams. The teacher guides students' attention to the infographic in the "Libro interactivo del estudiante." Students read the infographic and discuss the different kinds of features found on the Earth's surface. Additionally, Unit 5 includes the nonfiction text, "El planeta tierra." This text includes headings, subheadings, photographs, captions, maps, and diagrams.

The materials provide opportunities for students to recognize and analyze the characteristics of multimodal and digital texts. All materials are available in the MiVisión online platform. Every

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unit in the materials is presented in a digital format. Students can read, listen to the story, or both. The digital version of the materials offers students the possibility of taking online assessments, watching videos, and doing activities related to the lessons' content.

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Indicator 2.3

Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

- Texts are accompanied by a text-complexity analysis provided by the publisher.
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.

Meets 4/4

The materials include appropriately challenging texts at an appropriate level of complexity to support third-grade students. The materials provide teachers with a “Text Complexity Chart” that explains the quantitative and qualitative measures for the core lesson, Tier 1 instruction, and central texts. The materials use the Lexile leveling system to describe the complexity of read-aloud texts, independent reading texts, guided reading texts, mentor texts, book club texts, and leveled nonfiction passages used for inquiry and research.

Evidence includes but is not limited to:

The materials provide a Lexile level for all texts included in the materials. As the year progresses, the texts provided for each unit grow in complexity according to Lexile Levels. The materials include a chart for teachers that provides the reading level in several measures (Lexile level, DRA level, guided reading level) for all texts that are used throughout the various components of the lesson cycle (guided reading, whole group, independent reading, book club, mentor texts, research). For example, the Unit 2 Leveled Readers include the text “Un hogar para una gallina,” with a Lexile level of 560, EDL level 24, guided reading level L, and a 1,559-word count.

The materials provide “Text Complexity Charts” for the central texts from each unit. The charts provide the quantitative and qualitative measures as well as reader and task considerations. Quantitative measures include Lexile level, average sentence length, word frequency, and word count. Qualitative measures include levels of meaning/purpose, text structure, language conventionality, and knowledge demands. Reader and task considerations are included for students on grade level, students who may need intervention, and English language learners.

Unit 2 includes the text “Minn del Misisipi,” with a Lexile level of 800L and a 1,469-word count. The quantitative measures suggest that this text is in the Grade 4–5 complexity band. The length of both sentences and words makes it accessible to fourth-grade readers. In this fiction story, a little turtle fights for survival as he experiences many adventures in the Mississippi River. The qualitative measures suggest that students might need additional support with figurative language and previous knowledge to support understanding the life of a turtle. For English Learners, the “Reader and Task Considerations” suggest that teachers use a concept

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map to build content knowledge and help students generate ideas about the animals that live in and near a river. For students that may struggle understanding river life, the chart suggests that teachers focus on the setting of river life by explaining that living things exist in and out of the water.

Unit 3 includes the text “La ventana de mamá,” with a Lexile level of 810L and a 2,539-word count. The quantitative measures suggest that this text is in the Grade 4–5 complexity band. In this realistic fiction story, Sugar is sent to live with his uncle after his mother passes away. The qualitative measures suggest that students might need additional support with unknown words and life in the Mississippi Delta. For English Learners, the “Reader and Task Considerations” suggest that teachers guide students to understand the importance of dialect, which does not follow standard English. Teachers provide examples of dialect from the story, and students determine the meaning by summarizing in different words.

Unit 5 contains “El planeta Tierra,” with a Lexile of 820L and a word count of 1,834. The quantitative measure places this text on the grade 4–5 complexity band. This informational text presents facts about the structure of our planet Earth and includes different ways scientists learn from our planet. The qualitative measures suggest that students might need additional support with specific vocabulary and knowledge of Earth science. The vocabulary is largely conversational, and most domain-specific vocabulary is defined or explained. Students can struggle with scientific terms such as: “placas tectónicas, semisólida, estratósfera.” For English Learners, the “Reader and Task Considerations” suggest that teachers show, or draw, a picture of the earth and pre-teach domain-specific vocabulary.

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Indicator 3.A.1

Materials contain questions and tasks that support students in analyzing and integrating knowledge, ideas, topics, themes, and connections within and across texts.

- Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS.
- Questions and tasks require students to
 - make connections to personal experiences, other texts, and the world around them and
 - identify and discuss important big ideas, themes, and details.

Meets 4/4

The materials require students to practice careful reading to provide text evidence to support answers, claims, and inferences. Across texts of varying genres, students make text-to-text, text-to-self, or text-to-world connections. Additionally, the questions in the materials are text-dependent and look at complex ideas. Questions and tasks support students in building conceptual knowledge and making connections related to the themes and big ideas. In addition, the materials integrate multiple standards within and throughout the lessons.

Evidence includes but is not limited to:

The materials use a reading workshop structure to facilitate the instruction of six-week, multi-genre units. Although various genres are addressed in each unit, there is a focus or a “Spotlight Genre” that is the unit’s main focus. The first three weeks of the unit are dedicated to in-depth teaching of the elements and reading skills required for students to understand the focus genre. The next two weeks of the unit are a multi-genre unit in which multiple standards are addressed. Each unit has a theme and an essential question. Each unit starts with the “Essential Question,” and, as the weeks progress, students reflect and respond to the “Weekly Question” that connects to the essential question. Through questioning, the knowledge around the unit theme and essential question builds, culminating in a research and inquiry project at the end of the unit, Week 6. Through collaboration, students work together to solve a real-world problem connected to the unit theme and essential question. The inquiry project embeds the unit theme, essential question, and multiple TEKS in a creative, rigorous, and authentic way.

In Unit 1, the goal of the unit theme is to determine how a place can affect how we live, “Colaborar con los demás para determinar de qué manera un lugar puede afectar nuestro modo de vida.” The Essential Question for the unit is “¿De qué manera los lugares afectan nuestro modo de vida?” In the unit, students answer five weekly questions, “Pregunta de la semana,” that help build an understanding of the theme and the essential question. In Week 1, students answer: “¿De qué manera los lugares afectan nuestro modo de vida?” In Week 2, students answer: “¿De qué maneras puede el medioambiente enriquecer nuestras vidas?” In

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Week 3, students answer: “¿Qué puede enseñarnos el espacio acerca del cuerpo humano?” In Week 4, students answer: “¿Cuales son las ventajas de vivir en distintos lugares?” In Week 5, students answer: “¿Porqué es importante comprender nuestro planeta?” Each week, these questions are accompanied by pictures, a variety of texts, questions to guide a group discussion, and a task related to the question. In Week 4, students explore the focus question: “What are the advantages of living in different places?” Students read an infographic to discuss why people live in different types of homes, “Hogares fascinantes.” As they read the diagram, they use the following guiding questions to discuss how different types of houses relate to the environment: “¿Porqué piensan que hay tantos tipos distintos de hogares? ¿Qué tipo de hogar les parecen más interesantes? ¿Cuales son las ventajas de cada uno de los lugares que se muestran?” The guiding questions provided by the materials are well-crafted. Through discussion, they lead students to new insights about the unit theme of environments.

Throughout the units, the questions and tasks support students drawing on textual evidence to support their learning of explicit facts and inferences in a text. In the Unit 2 section, “Conferenciar,” teachers ask questions that help them determine whether students can apply the skill being taught to their text. During independent reading, teachers have a one-to-one conference with students and ask the following questions connected to the skill of using characteristics of informational text and text features to understand the text: “¿Qué elementos del texto o elementos visuales aparecen? ¿Cómo usaron lo que saben sobre los textos informativos para comprender lo que leen?” Students provide text evidence when they respond to the questions.

In Unit 3, during the “Model and Practice” section of the mini-lesson, the materials provide guiding questions to reflect on the current text being read, the unit theme, and the essential question, “¿Cómo une la música a las personas?” Students read the text, “Haciendo Musica,” watch a video, and discuss how music connects people across cultures. The teacher asks the following questions to guide the discussion: “¿Qué hace que la música sea un lenguaje universal? ¿De qué manera la música refleja o describe una cultura?” Students use evidence from the text to respond and support their opinion on the weekly question.

In Unit 4, the section “Lectura Atenta” provides guiding questions in the sidebar of the Teacher’s Edition that integrate the standards. Teachers use these questions to guide students to make connections to their personal experiences. During the shared read of the story, “El secreto del calendario indígena,” the teacher asks the students to think about a time when they have faced a problem like the problems the character is facing in the story, “Cuáles son algunas de las dificultades que las comunidades pueden enfrentar en conjunto?” Students provide evidence from the text to explain the challenges the people in the story are facing.

In Unit 5, section, “Evaluación y Diferenciación,” the materials guide teachers to choose texts that meet the needs of the varying reading levels and instructional needs of small groups. The

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materials provide guiding questions for small group lessons that help students work on the various fourth-grade standards. Each unit focuses on different skills, guided by the genre focus of that unit. In Unit 5, small group lesson options include the following: “identifying an informational text, developing vocabulary, analyzing the text features, making inferences, comparing across texts, and word study.” The materials provide guiding questions for the teacher to use to teach each different skill. For example, to work on making connections and comparing across texts, the materials provide the following question: “¿En qué se diferencia este texto de otros que leyeron esta semana? ¿Cómo pueden conectar este libro con otro texto que hayan leído?”

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Indicator 3.A.2

Materials contain questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts.

- Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to
 - analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
 - compare and contrast the stated or implied purposes of different authors' writing on the same topic;
 - analyze the author's choices and how they influence and communicate meaning (in single and across a variety of texts);
 - make and correct or confirm predictions using text features, characteristics of genre, and structures with and without adult assistance; and
 - ask students to study the language within texts to support their understanding.

Meets 4/4

The materials contain questions and tasks designed to support student analysis of the literary and textual elements of a text to develop deep understandings of text and apply the knowledge to their writing. The materials contain a variety of tasks and questions where students can analyze the language, key ideas, details, craft, and structure of individual texts. Students make inferences and draw conclusions about the author's purpose and craft and analyze literary choices to understand the text.

Evidence includes but is not limited to:

During the shared reading lesson in every unit, the materials include a section, "Leer como un escritor" (Read Like a Writer). This section provides instructional support for rereading every text to make inferences and draw conclusions about the author's purpose, craft, and structure. This section provides guidance for the teacher to ask discussion questions that guide students to analyze the author's craft and develop the skills to read like a writer. Additionally, the materials provide teachers with the excerpt from a mentor text for teachers to display for analysis and discussion.

In Unit 1, during the shared reading of "El canto de las palomas," the materials provide instructions for teachers to pause, draw conclusions, and analyze the author's craft in the section, "Leer como un escritor." This section guides students to develop an understanding of how to analyze print and graphic features. The teacher pauses and asks the student to examine the illustration of the truck on the page and draw conclusions about how the illustration connects to the text. The teacher displays the text and illustration for students to analyze, "¿Por

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qué el autor, Juan Felipe, pudo haber elegido esa ilustración en esa parte del texto? ¿Qué propósito pudo haber intentado lograr?” The materials provide an exemplar student response to help teachers guide the discussion.

Additionally, every unit contains a “Reading and Writing Bridge.” The Reading and Writing Bridge offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. The pillars of the Reading and Writing Bridge are “Read Like a Writer” and “Write for a Reader.” In this section and the “Writer’s Workshop” section, students apply what they have learned about the genre through their reading workshop lessons to their own writing.

In Unit 2, in the reading and writing workshop bridge section, “Escribir para un lector,” students learn that authors use graphic features to achieve specific purposes. In the “Model and Practice” section of the lesson, students study the text to analyze the author’s choice to use graphic features to achieve specific purposes. The teacher explains that authors use graphic features to explain key ideas, highlight important information, and summarize information. The teacher shows students how to use this strategy and provides an example through a mentor text, “Plumas: Mucho más que para volar.” Students then apply this technique to their own writing, “Pia a los estudiantes que usen elementos gráficos en sus artículos durante el Taller de escritura.” During writing conferences, the teacher then differentiates instruction by providing more modeling, practice, and guidance to those who may need it, “Durante las conferencias, apoye la escritura de los estudiantes ayudándolos a encontrar oportunidades para incluir, significativamente, elementos gráficos en su escritura.”

In every unit, the materials include questions that can be answered only by referring explicitly to the text. Questions or activities call for the students to linger on a specific sentence or phrase to analyze the author’s craft and structure. Activities support students as they make inferences, draw conclusions, and analyze grade-appropriate text. The materials include questions and tasks that require readers to identify elements of the author’s craft and support the author’s purpose using textual evidence. The materials include questions and tasks that require readers to identify, make predictions, and support the author’s purpose. In Unit 3, students may choose to read from several Leveled Readers, including “Trabajar en armonía.” The materials guide the teacher to pause, make predictions, and reflect on the text as the author writes, “De repente, Emma se sintió muy pequeña.” The materials provide guiding questions to discuss and analyze the author’s craft, “¿Qué quiere decir ella con esto? ¿Por qué se siente así?” This question makes students reflect on the sentence and analyze the author’s choice of language.

The materials provide opportunities for students to analyze the author’s structure within independent reading level texts during teacher-student reading conferences. In Unit 5, in the section “Conferenciar,” teachers ask students to describe how knowing the characteristics of informational texts helps them understand the text. During the conference, teachers ask

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students questions to draw conclusions and analyze the author’s use of structure and text features. Teachers ask students the following questions during the conference: “¿Qué claves visuales se usan? ¿Cómo los ayudaron los elementos del texto informativo a entender?” Within the conference, the materials guide the teacher to help students understand that authors intentionally use visual cues like text features and special formatting to help readers better understand the topic.

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Indicator 3.A.3

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.

- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Meets 4/4

The materials include a year-long plan for building academic vocabulary. The materials provide a variety of tools and techniques to make the building of academic vocabulary and vocabulary instruction engaging, individualized, and relevant to all learners. Each unit contains an academic vocabulary lesson. Students practice and apply their understanding of academic vocabulary and build key academic vocabulary both within and across texts.

Evidence includes but is not limited to:

The materials are structured so that the academic vocabulary connects to the unit theme, essential question, and specific central topics or ideas, and it repeats in a variety of genres across the year. Within the “Program Overview,” the materials provide teachers with an “Academic Vocabulary Word List.” This list provides teachers with the academic word list for every unit for the scope of the year.

Within each unit, academic vocabulary is taught using the same structure. At the beginning of the unit, the materials guide teachers in introducing the academic vocabulary. Throughout the five-week units, the materials provide instruction and practice that guide students to generate more words connected to Academic Vocabulary. Words are generated by meaning, word parts, and context clues. At the end of the unit, students practice and apply the academic vocabulary and the list generated throughout the unit in their writing and the Project-Based Inquiry.

The materials provide vocabulary activities embedded into the “Libro interactivo del estudiante” as well as oral routines that guide students to use academic vocabulary through group discussions and turn-talk-share opportunities. In Unit 1, Academic Vocabulary section, the materials discuss ideas related to the unit theme, “Networks,” using the words, “contribuir, expuesto, hábito, severo y significativo.” The teacher reads the definition of each word. The teacher asks questions using the newly acquired vocabulary and students respond to the questions, “Dar algo es contribuir. ¿Con qué piensan que podría contribuir cada miembro del grupo cuando trabajan juntos en un proyecto? Cuándo saque la tapa, quedó expuesto el contenido de la caja. ¿Qué quedaría expuesto si quitaran una pared de un edificio?” During the

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turn-talk and share, students complete the chart in the Student Interactive Book for the listed words; then, partners share their answers. The section “Habla un experto” recommends that teachers create a robust, interactive word wall to complement and support all learners’ understanding and analysis of how words work. Teachers review and refer to the word wall regularly with students and allow them to use new academic vocabulary purposefully throughout the lesson.

The materials provide teacher guidance for vocabulary instruction within small groups with the use of leveled readers. The materials include a list of vocabulary words, for each leveled reader, at the beginning of each story. Within the small group lesson, the materials offer scaffolds and support opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts. In Unit 1, in order to build the students’ background knowledge for the leveled reader, “Los bomberos aéreos,” the teacher asks questions using the vocabulary from the text. Students use their previous knowledge to understand the meaning of the unknown words: “Use palabras como *humo*, en *llamas*, *fuera de control* y *peligro*, para hacer preguntas específicas que permitan a los estudiantes comentar sus conocimientos previos. Por ejemplo, ‘¿Han visto alguna vez el humo y las llamas de un incendio forestal fuera de control , ya sea en persona o en la televisión?’”

The materials provide teacher guidance for vocabulary instruction within Book Clubs, “Club del Libro.” In Unit 2, in the teacher plan for the book club text, “¿Qué son los anfibios?,” the materials provide the focus vocabulary words for that text: “anfibios, evolucionaron, metamorfosis, oxígeno, hábitats, apareamiento, inmunes.” The teacher introduces these words before reading so that students better understand the text. The materials guide the teacher to introduce vocabulary in contexts through the use of context clues. To guide students in understanding the meaning of the word, “inmune,” the materials guide the teacher to reread the sentence where this word is found within the text, “Al final del párrafo de la página 17, el autor dice que *algunos animales...son inmunes a ciertos veneno*. Pregunte a los estudiantes si saben el significado de la palabra inmune. Pida a los estudiantes que sigan leyendo para averiguar el significado de la palabra.” Then the teacher encourages the students to read on to see if the next sentence gives them clues to help them understand the meaning of the word, “Explique que las palabras, *no les hacen daño*, explican el significado de la palabra inmunes.” Through the use of context clues, the students and teacher discover the meaning of the word, “En el contexto del párrafo, *inmunes* significa que a algunos animales no les hace daño el veneno.”

Within the shared reading section of each unit, the materials provide vocabulary instruction before and after the text is read, in the sections “Preview Vocabulary” and “Respond and Analyze.” In Unit 4, in the section, “Primer vistazo al vocabulario,” the teacher introduces the vocabulary: “engañado, trato, reputación, asombro, compostura,” before reading the text, “Puedes adivinar mi nombre.” The teacher displays the words and reads the definitions. The teacher informs the students that reading the definitions helps them to understand the text.

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The teacher reminds the students that the words are bolded, and they will be discussing them more as they come across them during the reading, “A medida que lees, presta atención a estas palabras de vocabulario.” During the “lectura compartida,” students review the highlighted academic vocabulary words in the text. In the section, “Desarrollar el vocabulario,” after the students have read the text, the teacher explains that authors carefully choose the words they use to describe the characters and that focusing on these words can give students clues about the characters. The vocabulary words “*asombro*, *trato*, *compostura*, *engañado*,” help the readers understand the characters. In the Student Interactive Book, students explain what the vocabulary words tell them about certain characters from the text: “¿Qué te dicen las palabras *asombro*, *trato*, *compostura*, *engañado* sobre el personaje de Della? ¿Qué te dicen las palabras *asombro*, *trato*, *compostura*, *engañado* sobre el personaje de Laszlo?” After responding to these questions, students then apply their understanding of the vocabulary by filling in a paragraph with the correct vocabulary word, “Usa las palabras del banco de palabras para completar el párrafo.”

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Indicator 3.A.4

Materials include a clearly defined plan to support and hold students accountable as they engage in independent reading.

- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Meets 1/1

The materials include a plan to support and hold students accountable as they engage in independent reading. Generally, the procedures and protocols, along with adequate support for teachers, are provided to foster independent reading. The materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Evidence includes but is not limited to:

The “Student Interactive Book” includes a section specific to independent reading. Each unit focuses on a different strategy to guide students in self-selecting a text. Unit 2 focuses on teaching students how to select a text that fits their purpose and setting a goal to grow as a reader. “Establecer un propósito de lectura es útil para poder seleccionar textos que disfrutar. Establecer una meta de lectura te sirve como ayuda para crecer como lector.” The materials provide steps that guide the students in using the strategy. Students think about the purpose of reading by asking themselves if they want to read a book to learn something new, for enjoyment, or to read more books from a favorite author. The Student Interactive Book provides the students with the following questions to guide them in establishing a purpose for selecting a text, “¿Quiero leer para divertirme? ¿ Quiero averiguar acerca de un tema? ¿Quiero leer más de un autor?” The materials then guide students to set a goal for their independent reading. The materials guide students into thinking if they want to set a goal to read from a variety of genres, increase their reading stamina, or read a more challenging book. Students write their goal in their student book using the sentence fram, “Mi meta para la lectura independiente es ____.”

Within each unit, across each week, independent Reading is an option that students may consider together with other possibilities. In Unit 1, the section “Evaluación y Diferenciación” includes a section that guides the teacher to offer the students different options to choose from for Independent Reading. The options offered are: *leer un libro autoseleccionado, comenzar a leer un texto del Club del libro , leer o escuchar un libro por nivel, leer una selección*

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leída con anterioridad. This list makes independent reading a choice that students may or may not take.

Through book clubs, the materials foster independent reading. Within each unit, the materials present a variety of suggested titles that “provide choice to increase student engagement.” Book Club consists of a set-aside time when students meet in small groups to discuss the trade book for the unit. It is a time for students to talk about what they are reading. Students have the agency to choose a book for Book Club. The teacher presents a list of several books that connect to the unit theme for students to choose from. Based on the texts they have chosen, students are placed in clubs. For example, for Unit 4, the teacher presents the titles: *Cuentos que contaban nuestras abuelas*, *Fabulas contadas a los niños*, *Los trabajos de Hércules*, *Zoóngoro ballongo*, *La niña de agua y otros mitos y leyendas de América*. The materials advise the teacher to make sure that the books are at the appropriate reading level for the students that have selected them, “De un vistazo previo a las selecciones para determinar si son apropiados para los estudiantes y verificar su disponibilidad.” The students meet as a group to determine how they want to divide up the book to finish it within the time frame. “Ayude al club decidir cómo dividir el libro a lo largo de diez días y defina expectativas claras de lectura.” To hold students accountable for their independent reading, students fill out a Discussion Chart with the details they notice, connections they make, and things they wonder about. The materials guide students to use evidence from the text to support their Book Club conversations. As they read independently, students fill out the discussion chart to prepare for their Book Club conversations. “Tenga una idea clara de lo que ocurre en el libro, para que pueda participar de las conversaciones de los grupos.” After they read and fill out the discussion chart, the group comes together to discuss the text.

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Indicator 3.B.1

Materials provide support for students to develop composition skills across multiple text types for a variety of purposes and audiences.

- Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes.
- Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues.
- Materials provide students opportunities to write correspondence in a professional or friendly structure.

Meets 4/4

The materials provide support for students to develop composition skills across text types, purposes, and audiences. Students write a variety of literary, informational, and argumentative texts. The materials provide example texts to read within each genre and opportunities to compose narratives to express personal feelings, beliefs, and ideas. The materials provide limited opportunities to compose correspondence.

Evidence includes but is not limited to:

The materials provide guidance for teaching all the elements of the writing process throughout the school year, as well as scaffolding the process. Each Unit is composed of a five-week writing process cycle. They are organized in a way that allows the teacher and student to understand and develop the genre. Each unit focuses on a different genre, allowing students to develop composition skills across multiple text types for various purposes and audiences. The materials are organized so that the focus genre is the same for both the reading and writing workshops. The materials help students make meaningful connections, bringing together and illustrating the union between reading and writing.

Materials provide support for students to develop composition skills. The Writing Workshop always includes mentor texts and a Minilesson Bank. The materials provide a variety of mini-lessons for every unit. The materials provide mini-lessons that develop craft, structure, genre elements, and the writing process. The materials guide teachers to analyze student writing to differentiate and choose the writing mini-lessons that support the needs of the class.

The materials have a focus genre for every writing unit. Throughout the five-week cycle, the students build a strong understanding of the elements of that genre by studying mentor texts and through the practice of creating their own pieces within that genre. In Unit 1, the weeks within the writing workshop, “Taller de escritura,” are organized as follows: Week 1 introduces

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and immerses the students in the genre of literary texts to learn what makes a personal narrative unique, “Diga a los estudiantes que explorarán la narración personal para prepararse para escribir la propia.” Students read a variety of personal narratives to understand how authors write them. Students begin to plan their personal narratives. In Week 2, students develop the narrator and setting of their personal narratives using concrete language and sensory details. In Week 3, students develop an introduction, sequence their events, and develop a conclusion. Students learn how to add dialogue and transition words. In Week 4, students revise their drafts by adding and deleting ideas. In Week 5, students continue to edit, publish, and share their personal narratives.

The genre of correspondence was the only genre that does not have a specific unit dedicated to its understanding and practice. However, the materials provided some opportunities to write correspondence in the “Project-Based Inquiry” week. In Unit 3, Week 6, students research the need for inclusive playground equipment. Then materials guide students to write a letter to the school principal to argue that inclusive equipment should be on the school playground. During this week, students have to compare texts, make a plan, collaborate and discuss, extend their research, and reflect on the letter they wrote. The lessons within this week provide opportunities to write argumentative texts for multiple purposes and audiences. In the section “Revisar y editar,” students learn that writing a letter to a school principal must include formal language making sure the vocabulary is appropriate for the context. In the section, “Escribir para un lector,” the materials provide tips for writers that support students when writing to a specific audience, such as the school principal, “Recuerde a los estudiantes que los directores están ocupados y que no tienen mucho tiempo para leer las cartas de los estudiantes. Los estudiantes deben ir directo al punto y no desperdiciar su tiempo con palabras de más.”

In Unit 2, the materials provide opportunities for students to write an informational text through a travel article. In Week 1 of “Taller de escritura,” the teacher introduces and immerses the students in the genre of travel articles. Students learn the characteristics of a good travel article and understand how to use leads and photographs in their writing. In Week 2, students read a variety of travel articles to develop and evaluate elements of an effective travel article. “Cuando lean un artículo, analicen el primer párrafo. Piensen si el escritor responde a todas las posibles preguntas del público sobre el destino.” Students begin to develop ideas and plan their travel articles. In Week 3, students write compelling headlines for their articles and learn how to enliven their articles with multimedia elements. In Week 4, students draft and edit their drafts to improve precise language and vocabulary. In Week 5, students continue to edit, publish, and present their travel articles.

In Unit 4, the materials provide opportunities for students to write an argumentative text through an opinion essay. In Week 1 of “Taller de escritura,” the teacher introduces and immerses the students in the genre of an argumentative text. Students begin to draft their essays. In Week 2, students develop topics and points of view for an opinion-based essay, “Una

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vez que tengan una opinión, lo cual escribirán, determinen cómo van a dar razones e información.” Students learn to support their opinions with reasoning, details, and facts. In Week 3, students learn how to write a to-the-point introduction and clear and informative conclusions. In Week 4, students revise their essays by rearranging and combining their ideas. In Week 5, students continue to edit, prepare to publish, and present their opinion essays.

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Indicator 3.B.2

Most written tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

- Materials provide opportunities for students to use evidence from texts to support their opinions and claims.
- Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.

Meets 4/4

Written tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts. Students must support their understanding with textual evidence and provide thoughtful responses that include text evidence to support their claim, opinion, or position.

Evidence includes but is not limited to:

During the shared reading lesson, the materials provide an opportunity for students to use evidence from texts to support their opinions and claims. As the teacher reads along, students follow. The teacher pauses throughout the lesson to ask comprehension questions. Students respond to questions orally and provide evidence from the text to support their responses. The materials provide teachers with an example response, “Respuesta posible,” to guide student thinking and discussion. For example, during “Lectura Compartida,” in Unit 1, the teacher and students read the text “El canto de las palomas.” The teacher pauses and asks students to explain the author’s purpose based on evidence from the text, “Busquen en los párrafos 4 a 10 para hallar y resaltar un idea que explique por qué Juan Felipe les cuenta a sus lectores sobre las veces que acampaba con sus padres.” To analyze the author’s purpose of the graphic features, the teachers ask the students to examine the illustration of a truck on the page and discuss how the illustration connects to the text on the page, “Pregunta porque Juan Felipe pudo haber elegido esa ilustración para esa parte del texto y qué propósito pudo haber intentado lograr.” Writing tasks require students to use details from the text to demonstrate knowledge gained. Once the students have completed the second reading of “El canto de las palomas,” they complete “Usar evidencia del texto” in the “Libro Interactivo del Estudiante.” The prompt instructs them to “Vuelve a las notas de Lectura atenta y resalta las evidencias que se relacionan con el propósito y el mensaje del autor. Conecta el texto que resaltaste con el propósito del autor. Luego, usa esa información para explicar el mensaje del autor.”

To support the instruction in the small group mini-lessons, in the section, “Usar evidencia del texto,” the materials provide the teacher with prompts to ask students open-ended questions that guide them in providing evidence from the text. In the Unit 1, section, “Grupos Pequeños,”

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the materials provide the teacher guidance with the following prompts for small group reading: “¿Qué hechos, detalles e información del texto se relacionan con el propósito del autor? ¿Qué frases u oraciones del texto apoyan el mensaje del autor? ¿Qué ejemplos de evidencia del texto pueden usar para apoyar sus ideas sobre el propósito del autor?”

In Unit 4, during the shared reading, students read the text, “¿Puedes adivinar mi nombre?” In the section “Resumir información acerca de los personajes,” students learn to synthesize or put together information about the characters. The teacher asks students to look for connections and similarities among characters, ways they can synthesize details, then come to a new understanding and explain how their synthesis deepens their understanding of the characters and the text, “Pida a los estudiantes que expliquen qué revelan los sucesos que resaltaron sobre Ijapa y la joven.” The materials provide an opportunity for the students to demonstrate, in writing, what they have learned through reading “¿Puedes adivinar mi nombre?” Students respond to open-ended questions in the “Libro interactivo del estudiante.” Examples of the open-ended questions include: “¿Qué elementos comunes revelan que estos tres cuentos son cuentos tradicionales? ¿De donde sacaba la confianza Titalituro, Isantim, y Oniroku? ¿Por qué es inapropiada esa confianza?” The materials instruct students to refer back to the text to provide evidence from texts to support their opinions and claims.

Materials provide opportunities for students to demonstrate, in writing, what they have learned through reading and listening to texts. In Unit 5, writing tasks require students to use details from the text to demonstrate knowledge gained. The writing task supports students’ practice of analysis and synthesis of the text titled, “El planeta Tierra.” After reading the passage, students answer comprehension questions that require them to refer back to the text. The materials provide the teacher with the suggestion: “Pida a los estudiantes que completen la p.449 del *Libro interactivo del estudiante*. Vuelve a mirar el texto para responder a las preguntas.” Examples of the open-ended questions include: “¿Por qué las personas quieren saber acerca de la estructura de la tierra? ¿por qué es útil este conocimiento? ¿De qué manera influye el calor en los sistemas naturales de la Tierra?”

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Indicator 3.B.3

Over the course of the year, composition convention skills are applied in increasingly complex contexts, with opportunities for students to publish their writing.

- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose multiple texts.
- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context, and materials provide editing practice in students' own writing as the year continues.

Meets 4/4

The materials include opportunities for students to study the writing genre, plan, write, edit, revise, publish, and share texts in increasingly complex ways. Grammar usage and mechanics are taught throughout the units. Each unit provides opportunities for students to practice grammar and conventions. The resources contain online and student book assignments to practice grammar and conventions, as well as opportunities for students to apply these skills to their writing. The Grammar unit follows a pacing guide, providing systematic instruction that applies to increasingly rigorous texts and student writing throughout the year. The materials include mentor texts, scoring rubrics, conferencing rubrics, conference notes templates, graphic organizers, and editing and revision checklists.

Evidence includes but is not limited to:

Materials facilitate students' coherent use of the writing process elements. Every week of the writing workshop, "Taller de escritura," is organized with the same structure: Week 1 introduces and immerses the students in the genre of literary texts; Week 2 develops the students' understanding of the elements of the genre; Week 3 develops the students' understanding of the structure; Week 4 works on the author's craft; Week 5 has students publish, celebrate, and assess. Throughout the weeks, students craft and write several pieces within the genre. However, in Week 5, students choose their favorite piece to publish in the final format and then celebrate by presenting their favorite piece to the class. Alongside each lesson, the student refers to the student edition to practice the writing skill from the mini-lesson.

In Week 4 of every Writing Workshop unit, students learn specific grammatical skills, understand why these skills are important to the author's craft and structure, and edit to apply these skills to their writing. Through reading student writing, conferences, and assessments, the materials guide teachers to which lessons to choose. In Unit 1, teachers choose from the "Minilessons Bank" to teach the grammar skills of effectively using comparative and superlative adjectives, the use of adverbs, the correct use of pronouns, the use of strong verbs, and the use

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of sensory words. For the mini-lesson on adjectives, the teacher explains that adjectives give details about nouns and pronouns that name people, places, and things. To model, the teacher provides different examples of how adjectives are used. For example, “La mayoría de los adjetivos concuerdan en género y número con el sustantivo: perro pequeño, perra pequeña, perras pequeñas.” The teacher uses a mentor text to give students explicit examples of comparative and superlative adjectives. For shared practice, the students choose a text from the mentor stack and look through the text to find a comparative and a superlative adjective. Students discuss what each adjective tells them, “Pídales que escojan un texto mentor, identifiquen dos adjetivos y comenten que les dice cada adjetivo acerca del sustantivo.” Students who can identify comparative and superlative adjectives are ready to go to their drafts and edit for the use of adjectives, “Los estudiantes que demuestren que comprenden, pueden corregir los borradores en sus cuadernos de escritura para incluir adjetivos.”

Materials provide lessons on Spanish language and conventions. In Unit 4, Week 4, section “corregir el uso de las oraciones compuestas,” students learn how to edit for compound sentences. The teacher explains that a complete simple sentence has both a subject and a predicate. A compound sentence is made up of two simple sentences, joined by a coordinating conjunction, “La oración simple tiene un sujeto que indica sobre quién o qué se trata la oración, y un verbo indica lo que hace.” The teacher continues with the lesson guiding students to identify the subject-verb agreement, then directs students to the “Libro del estudiante.” Students use the top section to form original complete sentences by adding a new subject or predicate to each sentence part listed and explain their subject-verb agreement. After that, the teacher says, “Puedo unir dos oraciones simples para formar una oración compuesta,” writes “Sam toca en una banda y sus amigos vienen a verlo,” and continues modeling how to form the sentence using the coordinating conjunction. Students write the sentence, and the teacher stresses that “pero” and “o” are two more coordinating conjunctions. The section “Escritura independiente” provides guidance to support students if they have difficulties editing compound word sentences by providing individual feedback in conferences. If students show understanding, they revise and edit subject-verb agreement in their drafts.

In every writing workshop unit, the materials dedicate lessons to teaching punctuation. In Unit 5, Week 3, section, “Elegir la puntuación,” students edit their poems for punctuation. In the mini-lesson, the teacher explains that authors use punctuation to affect how a poem is read. The use of commas, semi-colons, and end punctuation conveys the emotion the author wants to bring to the poem. The teacher uses mentor texts to give examples of the use of punctuation to convey emotion. The teacher reads aloud a stanza according to the punctuation so that students can see how punctuation affects rhythm and meaning, “Escoja un poema de la pila que tenga bastante puntuación. Lea una estrofa o dos siguiendo la puntuación.” The teacher models pausing at periods and commas, lifting the voice at question marks, and showing excitement at exclamation marks. During the shared practice, students work in pairs, read multiple stanzas aloud, and then discuss how they used punctuation to guide their reading,

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“Pida a las parejas de estudiantes que lean varias estrofas en voz alta y conversen sobre cómo el uso de la puntuación guía su lectura.” If students need additional practice before applying punctuation to their poems, they complete the additional practice in the “Student Interactive Book.” Students review the poem and add punctuation to separate ideas and control how fast the reader reads. When students show understanding, they edit their own poems, adding punctuation to show emotion and to affect how the poem is read, “Si los estudiantes demuestran que comprenden, pídeles que empiecen a escribir sus poemas en sus cuadernos de escritura.”

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Indicator 3.B.4

Materials include practice for students to write legibly in cursive. (Grades 3–5 only)

- Materials include instruction in cursive handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

Meets 1/1

Materials fulfill the TEKS requirement for the grade level even though there is no formal procedure for assessing the students' handwriting. The materials provide some suggested practice for students to write in cursive.

Evidence includes but is not limited to:

The materials provide some suggested practice for students to write in cursive. Within the units, teachers ask students to write in cursive if they choose to do so for independent activities. The materials include practice for students to write legibly in cursive during publishing and editing sections. For example, in the publication phase of the writing process, the teacher gives the students the following instructions, “Publica tu narración para tu público. Luego, responde a las preguntas sobre tu experiencia. Escribe en letra cursiva legible dejando los espacios correspondientes entre las palabras.”

Within the “Program Overview” section of the teacher materials, there is a supplemental document titled “Práctica de caligrafía para todos” containing worksheet practice for cursive writing. The materials do not include instructions for teachers to teach cursive writing within the worksheets; it is for student practice only.

The writing process, along with the cursive worksheet practice, fulfills the TEKS requirement to have students write legibly in cursive to complete assignments. Additionally, the materials do provide explicit instruction in cursive writing in grades K–2.

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Indicator 3.C.1

Materials support students' listening and speaking about texts.

- Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension.
- Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

Meets 4/4

The materials provide opportunities to listen to and talk about texts before, during, and after reading. The materials include guiding questions and response starters to facilitate discussions that show students' comprehension of texts. Throughout the materials, lessons guide teachers and students through various activities that promote speaking and listening through a balance of independent work, partner and team activities, and whole-group discussions of primary class texts. Most oral tasks require students to use information gathered through reading and well-defended text-supported claims to demonstrate knowledge through various activities.

Evidence includes but is not limited to:

Throughout the materials, within every week of each unit, the materials guide students through a Book Club. The materials provide step-by-step supports for students to launch text-supported conversations about the texts they read. For example, the materials provide students with a discussion chart. The chart has three sections: "Observaciones, Conexiones, y Dudas." This chart guides students to organize their thoughts as they think about their reading and prepare for their group conversations, "Explique que mientras leen completarán sus tablas con observaciones que notan, conexiones que hagan, y dudas que tengan sobre lo que leen para prepararse para sus conversaciones del Club del libro." When the book club discusses their text, students refer to this chart to defend their claims and demonstrate their comprehension of the text. Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role is to be an occasional facilitator, helping to start conversations or direct the group to understand each others' thinking. An important part of Book Club is the students' ability to share their ideas and build on those of others effectively. When groups come together for their conversations, the materials provide students with response starters that offer examples of how to phrase ideas productively and respectfully, "Si, pero por otra parte _____. Estoy de acuerdo contigo porque _____. No sé si entiendo. ¿Puedes decir algo más?" In addition to the response starters, the materials guide teachers to teach students to listen actively, ask relevant questions to clarify information, make pertinent comments, and build on others' ideas.

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Throughout the units, after the shared reading, students reflect on the week’s question in the “Reflect and Share” section of the unit. In Unit 1, Week 1, “Reflexionar y Comentar,” students reflect and discuss the unit question, “¿De qué manera visitar lugares nuevos puede expandir nuestro entendimiento de nuestro lugar en el mundo?” In the mini-lesson for this section, the materials guide the teacher to explain to students that they should express their ideas or opinions clearly and support them with accurate information when they participate in discussions with other readers, “Antes de expresar su opinión, consideran si pueden apoyar su idea con información precisa.” To practice this strategy, the “Student Interactive Book” guides students to use evidence from the text, “El Canto de Las Palomas,” to discuss the new places they have read about and visited through their reading. Within this discussion, students express their opinions about why it is important to learn about new places. The materials provide the following sentence frames to guide the student discussion, “Creo que es importante aprender sobre nuevos lugares porque _____. Lo que leí sobre _____ en _____ apoya mi opinión sobre los lugares nuevos.”

At the beginning of each unit, in the section “Interact with Sources,” the materials provide a text to introduce the unit theme and question. Through this text and the questions provided, students discuss the weekly question. In Unit 3, section “Interacción con las fuentes,” the materials provide the infographic, “Diversas.” Teachers remind students of the weekly question, “Por qué las personas se comunican de distintas maneras?” Students read the infographic to discuss how diversity affects people in many ways, including how they communicate. As students study the infographic, the teacher reads aloud each paragraph that accompanies the images displayed, “Diga a los estudiantes que escuchan atentamente mientras lee sobre forma de comunicación.” The materials provide the following questions to guide the discussion, “¿Qué hechos sobre la comunicación los sorprendieron? ¿Por qué creen que las personas se comunican de maneras tan diferentes? ¿Qué sugieren estos datos sobre la importancia de la comunicación?”

In Week 6 of every unit, students work on an inquiry project. In the planning phase of this project, students work in their groups to research and analyze the text structures to create their own text. In Unit 4, section “Explorar y planificar,” students learn to recognize characteristics and structures of argumentative texts, such as intended audience, claims, facts, and evidence. The teacher distributes copies of “¿Quién necesita el recreo?” and explains that argumentative texts include a claim, or statement of opinion, that often serves as the main idea of the text. After that, the teacher explains that claims have to be supported by evidence, notably facts, statistics, and details that make the claim clearer. Students read “¿Quién necesita el recreo?” and use what they know about the characteristics and structures of argumentative text in a discussion about the article. To help students read the text critically and evaluate the claims and evidence, the teacher asks, “¿A quienes, o que publico, se dirige el autor? ¿Cuál es la postura del autor? ¿Qué hechos brinda el autor para apoyar la postura? ¿La evidencia que apoya la postura es eficaz?” The materials encourage students to use well-defended, text-

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supported claims to demonstrate their knowledge of the characteristics and structures of argumentative texts.

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Indicator 3.C.2

Materials engage students in productive teamwork and in student-led discussions, in both formal and informal settings.

- Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking.
- Materials provide guidance for students to develop social communication skills that are appropriate to their grade level.
- Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.
- Material provides guidance for students to use nonverbal communication when presenting before an audience.

Meets 4/4

The materials engage students in productive teamwork and student-led discussions in both formal and informal settings. The materials provide multiple opportunities for students to engage in whole group, partner, and group discussions. The materials provide guidance and opportunities to practice with grade-level protocols for discussion to express their own thinking. Additionally, the materials provide opportunities for students to give organized presentations or performances and speak clearly and concisely, using the conventions of language. The materials provide sentence and discussion stems and guiding questions throughout the lesson activities. These protocols encourage students to give feedback and express their thoughts, opinions, and ideas with their peers during classroom learning and discussion.

Evidence includes but is not limited to:

During Book Club, the materials guide students to engage in student-led discussions in an informal setting to express their thinking. Book Club is a time for students to share their ideas and opinions about texts as they listen to those of others. The materials provide discussion stems to help students phrase their ideas productively and respectfully. In Unit 1, the materials provide the following discussion stems to guide the Book Club conversation: “Si, pero por otra parte _____. Estoy de acuerdo contigo porque _____. No sé si entiendo. ¿Puedes decir algo más?” For each Book Club text, the materials provide a more detailed plan with questions specific to the text to guide teachers and students to discuss their thoughts about the text. For example, in Unit 1, the materials provide a lesson plan guide for the Book Club text, “Cesar: ¡Si se puede!” The materials provide the following instructions: “Haga las siguientes preguntas a los grupos para incentivar la conversación sobre el texto.” Examples of the questions used to guide student discussion are the following: “¿Cómo eran los días de trabajo

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de César Chavez? ¿Qué detalles les permiten saber más sobre los condiciones en las que trabajaban los campesinos en esa época?”

At multiple times during the reading and writing lesson structure, the materials invite students to share their thinking with the group in the section, “Comentemos.” In Unit 2, during “Taller de Escritura,” students learn how to write a lead paragraph for an article. The lesson guides teachers to review with students the characteristics of a lead paragraph. Students work in pairs to read several travel articles to study the characteristics of a lead paragraph. The materials guide students to express their own thinking, “Invite a algunos estudiantes a comentar sus observaciones acerca de los párrafos de encabezamiento de los artículos que leen de los textos mentores.” The materials provide guidance for students to develop social communication skills that are appropriate to their grade level. In the writer’s club for Unit 2, students share their plans and ideas for their articles. Students spend the first 5–10 minutes of their writing group time planning discussion norms. Students discuss, “Las maneras adecuadas de generar y responder a preguntas. El proceso para turnarse durante la conversación. El rol del público cuando alguien lee en voz alta su borrador.”

In every unit, in the section “Celebrar y Reflexionar,” students complete a group project and present it to the class at the end of the unit. In Unit 4, Week 6, “Proyecto the indagación” section “Celebrar y reflexionar,” students prepare their projects before sharing them with the rest of the class. Before submitting their posts to a classroom blog, students read them aloud to another group. The materials provide guidance for students on how to effectively share a project with others in the “Libro interactivo del estudiante”: “Cuando compartí mi entrada de blog, a veces miraba al público y hacía contacto visual con los que estaban escuchando. Me tomé mi tiempo y no me apresure. Pronuncie con claridad, a un ritmo y volumen normal. Escuché los comentarios del público y sus preguntas con atención antes de darles una respuesta.” Students practice presenting their projects in front of the other teams or groups and incorporate changes based on their peers’ reactions.

In Unit 5, section “Desarrollo del lenguaje en español,” the materials provide a speaking and listening activity for students to practice expressing their opinions. Teachers ask students to use “los siguientes marcos de oraciones para expresar sus opiniones, teniendo en cuenta las características del género argumentativo y la técnica, y formular preguntas sobre lo que quisieran saber más.” The materials provide the following discussion stems to help students express their opinions: “Un detalle interesante es _____ . Me gustaría saber más sobre _____ . Me pregunto dónde puedo hallar información acerca de _____ .” These sentences scaffold the conversation, providing students with a structure in which they can embed the information they learned.

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Indicator 3.D.1

Materials engage students in both short-term and sustained recursive inquiry processes to confront and analyze various aspects of a topic using relevant sources.

- Materials support identification and summary of high-quality primary and secondary sources.
- Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.
- Materials provide guidance to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Meets 4/4

Each unit within the materials engages students in the inquiry process through a Project-Based Inquiry project. The project combines the use of inquiry and research skills. The materials support the identification of high-quality primary and secondary sources and engage students in inquiry processes using relevant sources. The materials provide research articles where students can obtain relevant information for their research. The materials provide guidance to use an appropriate mode of delivery to present research. The materials guide teachers in supporting students by providing them with different ways to present their research.

Evidence includes but is not limited to:

The materials support the identification and summary of high-quality primary and secondary sources. In Unit 1, Week 6, (T380) section “Proyecto de Indagación,” students learn to compare and contrast primary and secondary sources for their research project. The teacher uses bullet points with the defining characteristics to model how to distinguish primary and secondary sources, help students understand that both primary and secondary sources may be reliable or unreliable, and inform students that all sources must be evaluated. Some examples of those characteristics include the following: “Igual que las fuentes primarias, las fuentes secundarias pueden tener grados diferentes de objetividad. Las fuentes secundarias pueden incluir hechos concretos y comprobables o interpretaciones y opiniones. Algunas fuentes tienen una combinación de hechos e interpretaciones.” The teacher distributes copies of the text “Isla Ellis: una entrada a los Estados Unidos.” The teacher uses this research article to explain the differences between primary and secondary sources. In pairs, students read the article, circling information, writing the author’s purpose, and considering how the article would have been different if the experiences of people at Ellis Island had been left out of the text. The materials provide a collaborative activity to distinguish between primary and secondary resources. Students read the article and complete the questions in the “Libro interactivo del estudiante.” Students read the article to discuss which people interviewed in the article have a direct experience and which people are passing on information from elsewhere. Material guidance

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includes, “Pídale que, con un compañero, busquen ejemplos de fuentes primarias y secundarias, y conversen cómo saben cuál es cuál.” This activity guides students to apply what they have learned and distinguish between primary and secondary sources.

The materials support student practice in organizing and presenting their ideas and information following the purpose of the research and the appropriate grade level audience. In Unit 2, Week 6, section “Celebrar y reflexionar,” the materials guide teachers to have students show their projects to their peers and describe their work for feedback before presenting their work formally. Materials state, “Antes de que los estudiantes presenten formalmente su trabajo, pídale que muestren su cartel a otro equipo y describen su trabajo.” The materials include checklists and criteria for students to consider as they listen to groups present their research. Examples of the presentation criteria include: “Los presentadores habilidosos hacen contacto visual mientras hablan. Hablar con un ritmo normal no significa hablar ni muy rápido ni muy despacio.” After students hear peer feedback, they make the necessary changes to their presentations.

The materials provide opportunities for students to learn, practice, apply, and transfer skills into familiar and new topics. For example, in Unit 4, students learn about the features of opinion writing by reading a variety of opinion essays and writing their own. In Unit 5, Week 6, they use their previously learned skills and write an opinion article about the most dangerous environmental event. In this project, students investigate extreme weather and transfer what they have learned about opinion writing in Unit 4 to their own writing, “Los estudiantes desarrollarán un plan de investigación y la escritura de un artículo de opinión en el que argumentarán sobre que un tipo particular de tormenta, u otro fenómeno meteorológico, es el más peligroso de todos.”

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Indicator 3.E.1

Materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence.

- Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.

Meets 4/4

Throughout the materials, high-quality, text-dependent questions and tasks help students build knowledge and skills in listening, speaking, reading, writing, and language. Text-dependent questions are integrated within a text and across multiple texts. Throughout the materials, students complete tasks that are interconnected and apply knowledge and skills consistently. Concepts are introduced at the beginning of each unit and are spiraled in subsequent lessons. The materials provide tasks and questions within the units that integrate reading, writing, speaking, listening, and thinking; they include components of vocabulary, syntax, and fluency, as needed; and they provide opportunities for increased independence.

Evidence includes but is not limited to:

Throughout each unit, the materials provide lessons that include opportunities for students to read, write, speak, listen, think, and apply the daily objectives. In the Unit 1 section “Presentar la Unidad,” the teacher introduces the unit and Essential Question, “¿Cómo afecta el medioambiente nuestro modo de vida?” The lesson begins with students watching a video. Before watching “Video de la unidad uno,” the teacher explains that a video is a multimodal text because it combines sound and pictures. As students watch the video, they take notes about how it helps them understand connections between places and people. After they watch the video, students “Turn Talk and Share” to discuss what they learn about the video. The materials provide students with the following questions to help guide their discussion: “¿Cuál fue la imagen que más recuerdan del video? ¿Qué los sorprendió cuando escuchaban el video?” Lessons have explicitly included opportunities for students to listen to texts read aloud. To introduce the unit’s focus genre, “No ficción narrativa,” the teacher has students listen attentively as she reads the narrative nonfiction, “Diego Rivera.” Before reading, the teacher reviews the expectations for listening to texts read aloud. On the first read, the teacher reads the text aloud; students listen to the expression and intonation. Materials guide the teacher to, “Anime a los estudiantes a escuchar atentamente y prestar atención a los elementos del

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ambiente y del argumento.” On the second read, the teacher reads, makes intentional pauses to model think-aloud reading strategies for the genre, and asks the students to find “preguntas relevantes para aclarar información y hacer comentarios pertinentes.”

The materials provide questions and tasks designed to help students build and apply knowledge and skills in listening, reading, thinking, and speaking. In Unit 4, section “grupos pequeños y conferenciar,” students make connections and talk about the text they are reading during independent reading. The teacher discusses with students what connections they made as they read independently. The materials guide the teacher by providing questions for the reading conference: “¿Qué pasó en el libro?, ¿Qué conexiones pudieron hacer con los sucesos del cuento?” Students share the connections they made and the teacher reinforces the importance of it, “Cuando conectan lo que están leyendo se convierten en lectores activos.”

The materials provide tasks that integrate reading, writing, speaking, listening, thinking, and vocabulary components. In Unit 4, section “Presentar el vocabulario,” the teacher explains how synonyms can be used to help understand words. The word “consejo” can have more than one meaning, “Puede referirse a un conjunto de personas que se encargan.” The teacher explains that students can try substituting a synonym for the word to find the correct meaning for a sentence. In the word study section, “Estudio de palabras,” students learn words with stress on the last or next-to-last syllable. The teacher draws attention to the words “procesión, alcanzó, atrás, y guía” then challenges students to identify if words are stressed on the last or the next-to-last syllable and state the reason why they have a written accent.

In Unit 5, materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts. Materials include multiple questions in every weekly reading to guide the discussion for texts read aloud. The materials provide the following teacher guidance for shared text, “El planeta Tierra”: “Pregunte a los estudiantes qué les dicen la leyenda y la oración que resaltan sobre el sol. Pida a los estudiantes que apoyen sus respuestas con evidencia del texto.” Students answer the questions and provide evidence from the text to support their opinions. After students read the passage, the materials provide comprehension questions in the “Libro interactivo del estudiante” in the section, “Verificar la comprensión”: “¿Qué claves te indican el fragmento de *El planeta Tierra* es un texto informativo? ¿Por qué las personas quieren saber acerca de la estructura de la Tierra? ¿Por qué es útil ese conocimiento? Usa una cita del texto para apoyar tu respuesta.” These text-dependent questions provide opportunities for students to read, write, speak, and listen to understand the passage.

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Indicator 3.E.2

Materials provide spiraling and scaffolded practice.

- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

Meets 4/4

The materials support distributed practice over the course of the year. The materials include scaffolded practice at increasing levels of complexity. Students demonstrate the integration of literacy skills as information and activities spiral across the school year.

Evidence includes but is not limited to:

The materials include a scope and sequence that describes when the standard is first taught and when it is spiraled for continued practice and review. In Unit 1, Week 1, section “Explicar el propósito del autor,” the lesson’s objective is for students to understand an author’s purpose for writing an autobiography. In the mini-lesson, the teacher explains that authors of narrative nonfiction often have two purposes in writing: to provide information and to entertain readers with an interesting and inspiring story. The materials guide the teacher to offer strategies to analyze an author’s purpose, so readers can better understand the text’s main idea or message. One of the strategies offered is the following: “Presten atención a los detalles descriptivos sobre personas y sucesos reales, y preguntense que propósito intentaba lograr el autor al incluir esos detalles descriptivos.” To model how to annotate the text to explain the author’s purpose, the teacher uses the Close Read note in the “Libro Interactivo del Estudiante.” The teacher asks students to practice and apply the strategies by finding another anecdote in the text, paraphrasing the anecdote, and underlining a detail in the text that helps them explain the author’s purpose for writing the anecdote.

In Unit 3, Week 3, section “Explicar el propósito del autor,” the objective of the lesson is for readers to explain an author’s purpose by identifying text details that suggest an attitude; express an opinion, a feeling or a message; or emphasize a fact. The materials guide the teacher to offer strategies: “Busquen enunciados directores de un autor que hablen de su propósito. Identifiquen detalles que apoyan su idea del propósito general del autor.” To model, the teacher uses the Close Read note in the “Libro Interactivo del Estudiante” to explain the author’s purpose of an autobiography. The teacher asks students to underline text in paragraphs 5–8 that supports the purpose the teacher identified in this model. The tasks included in each unit increase in complexity and rigor to demonstrate additional mastery opportunities for students. In Unit 1, students understand and identify the author’s purpose. In Unit 3, students find key details in the text to explain the author’s purpose. Students use the

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knowledge they learn about the author's purpose in Unit 1 to identify and explain the author's message in Unit 3.

The standards are repeatedly addressed within and across units to ensure students master the full intent of the standard. The materials describe when the TEKS is first taught and when it is spiraled in as a review. A review of previous TEKS is found in the section, "Repaso en espiral." For example, in Unit 2, Week 4, section "Las raíces Griegas," students learn that some roots come from different languages, such as Greek. The teacher explains that recognizing Greek roots can help readers determine the meanings of unfamiliar words. The materials guide the teacher to provide some examples and meanings for Greek roots such as "bio, fon(o), graf(o)." Students complete the table in the "Libro interactivo del estudiante" by writing words and sentences for the other roots. This skill practice continues over the course of the next units. For example, in Unit 3, section "Repaso en espiral," students review roots learned in Unit 2: "las raíces griegas bio-, fono(o)-, grafo(o), mono y poli-." The teacher reviews strategies from the previous weeks about using these Greek roots to determine word meanings, then calls on a volunteer to define the Greek root "graf(o)," discussing how knowing that "graf(o)" means "escribir" can help readers understand words that contain this root such as "autografo" and "ortografia."

The materials support distributed practice over the course of the year. In Unit 5, the materials provide teacher guidance for the concept of summarizing that was already studied in Unit 4. In Unit 4, students monitor their understanding of a drama by retelling, paraphrasing, and summarizing the text in their own words. In Unit 5, students go deeper in their understanding of the concept of summarization. Students summarize an argumentative text and retell it, briefly explaining the author's claim and most convincing reasons. As they read the Close Read text, "Mirar hacia el futuro," in the "Libro Interactivo del Estudiante," students annotate the text and use their notes to summarize the text. The materials provide guidance on what to include in the summary of an argumentative text: "Sé que mi resumen debería incluir la afirmación del autor y las razones que usa para apoyar su afirmación. Luego, resaltar las razones que encuentre. Cuando escriba el resumen, usaré mis propias palabras, pero mantendré el significado del texto argumentativo." In Unit 4, students use a text with a less complicated text structure to understand how to summarize, focusing more on retelling. In Unit 5, students work with an argumentative text, a more complicated text structure to retell, and then write a summary. The tasks for summarization increased in complexity and rigor to demonstrate additional mastery opportunities for students.

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Indicator 4.1

Materials provide systematic instruction and practice of foundational skills, including opportunities for phonics and word analysis skills (e.g., examination of grade-level prefixes and suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level orthographic rules and patterns).

- Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for ample student practice to achieve grade-level mastery.
- Materials systematically develop knowledge of grade-level phonics patterns and word analysis skills as delineated in the TEKS for grades 3–5.
- Materials provide opportunities for students to practice grade-level word recognition skills to promote automaticity.
- Materials provide opportunities for students to practice and apply word analysis skills both in and out of context.
- Materials include building spelling knowledge as identified in the TEKS.
- Materials specifically attend to supporting students in need of effective remediation.
- Materials include systematic instruction of orthographic rules and patterns.

Meets 4/4

Materials provide systematic instruction and practice of foundational skills, including opportunities for phonics and word analysis skills. The materials include a research-based sequence of grade-level foundational skills instruction and ample student practice opportunities to achieve grade-level mastery. The materials provide regular practice for decoding and encoding words. The materials include systematic instruction of orthographic rules and patterns. The materials provide teacher guidance for students who need additional support or remediation with foundational skills.

Evidence includes but is not limited to:

The materials provide extension and additional practice activities in the form of digital resources and games. The online material provides regular practice on grade-level word recognition skills to promote automaticity. In the game “Las islas de la palabras,” the instructions say, “haz clic sobre la palabra que escuches,” and students select the correct words from the options on the screen to advance to the next island. In levels 1 and 2, students select the words “es, niño, por, un, para,” etc., to advance to the next level. To advance to the next island in level 3, students select the correct words in less than two minutes. There are 40 islands with words students practice. To practice identifying letter sounds in the game “La selva de los sonidos,” students practice identifying medial sounds such as “palabras con /rr/ intermedia como sierra, palabras que empiezan con el sonido fuerte de /c/ y el sonido suave de /c/, y palabras que empiezan con j como jugo, etc.” In this game, students drag the correct words to the corresponding spaces. At the end, the teacher can access a student report to

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check for understanding. To practice the use of roots, prefixes, and suffixes, the game “Un mar de ortografía” provides practice with “palabras con sufijos terminados en -ado e-ido y -ando y -iendo” in Unit 1. In Unit 2, students practice “los sustantivos plurales.” In Unit 3, students practice “las palabras relacionadas.” In Unit 4, students learn “las raíces y los afijos griegos y latinos” and in Unit 5, students learn “palabras con raíces latinas.”

The materials include systematic instruction of orthographic rules and patterns using a three-part, explicit structure, “Focus, Model, Practice, and Apply.” This same structure is repeated weekly with the introduction of a new orthographic focus. On day 1, the teacher introduces the orthographic focus. On day 2, students apply the skill or standard. On day 3, the materials provide students with additional practice on the skill. On day 4, students spiral review previously taught skills. On day 5, the teacher assesses understanding the focus pattern. For example, in Unit 3, section, “Ortografía,” the focus of the week’s lessons is for students to understand the accentuation of words stressed on the last syllable, “palabras agudas,” and words stressed on the next to last syllable, “palabras graves.” On day 1, the teacher assesses the prior knowledge of students with the assessment provided by the materials. For the students who understand the accentuation rules, the materials provide them with the challenge words of “hincapié and náhuatl” to add to their spelling list. On day 2, the teacher explains the rules that apply to the accentuation of words and provides an opportunity to practice and apply this rule, “Si una palabra aguda termina en n, s, o vocal, lleva acento escrito.” Students return to the text, “La ventana de mamá,” to find examples of “palabras agudas y palabras graves” to complete the chart in the “Libro interactivo del estudiante.” On day 3, the materials provide students with additional practice. Students write sentences and add the corresponding accents where they are missing. On day 4, the materials provide a spiral review. Students review the spelling rules from the previous week and are provided with additional practice to review, “Repasen las reglas de ortografía de la semana anterior sobre las palabras relacionadas.” On day 5, the materials provide an assessment. Students use the focus spelling words from the week in a sentence. For example “La ropa de *algodón* es más suave que el resto.” The teacher reviews the assessment to evaluate whether or not students put the accent in the correct place.

The materials provide a scope and sequence for the instruction of Word Study, Language and conventions, and Spelling. The last pages of each Teacher Edition Unit include a vertically aligned scope and sequence. For example, the teacher’s guide includes the Scope and Sequence for “Puente entre los Talleres de Lectura y Escritura.” It includes systematic instruction of orthographic rules and patterns for fourth grade. Each unit provides the students several opportunities to practice each of these rules separately and apply them to their own writing. Unit 1 covers, “Los sufijos -ado, -ido, -ando, -iendo, -yendo, -endo; Los sufijos -dor, -dora, -ero, -era, -ura; El hiato: combinación de vocales fuertes distintas a, e, o; El hiato: vocal fuerte y vocal débil tónica: ía, úa, eí, aí, ío, aú; Los prefijos in-, im-, sobre-, sub-, inter-, mono.” Unit 2 covers,

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“Los plurales terminados en -s, -es y -ces; Los diptongos de vocales fuertes y Débiles; Los diptongos de vocales débiles; Las raíces griegas; Las raíces latinas acua-, dic(t).” Unit 3 covers, “Palabras relacionadas; La acentuación de las palabras agudas y graves; Los sufijos -ción y -sión; La acentuación de las palabras esdrújulas y sobresdrújulas; Los hiatos y diptongos con h intercalada.” Unit 4 covers, “Los prefijos latinos dis-, re-, ante- y los prefijos griegos anfi-, anti-; Los sufijos derivados del latín -able, -ible, -ancia, -encia, -oso, -osa; La acentuación de los verbos conjugado; Los prefijos des-, fono-, micro-, peri-, mega- y los sufijos -fono y -fobia; Los homófonos.” Unit 5 covers, “Las raíces latinas port-, gene-, dur-, -yecto; Los sufijos -ano, -ana, -ista, -ismo; El acento diacrítico; Los prefijos ex-, pos(t)-, bi-, tri-; Los prefijos latinos y griegos trans-, teley el afijo griego -grafo.”

Across grades 3–5, the “Guía de intervención” provides teacher guidance for students who need additional support or remediation with foundational skills. This supplemental resource provides scaffolding activities, lesson extensions, and extra practice activities. It is divided into two sections. Section 1 provides lesson resources for foundational skills: phonics, morphology, spelling, vocabulary, and fluency. Section 2 provides lesson resources for reading, writing, and language: reading literature, reading informational and argumentative text, writing, language and conventions, and research and inquiry. The contents of this resource change from grade to grade to accommodate the developmental needs of the students of that specific grade level. This supplemental material provides activities that require students to use context clues to clarify the meaning of unknown words and phrases. In the “Guía de intervención,” the teacher introduces context clues and displays some sentences. Students look for clues to find the meaning of one word. The materials provide the students with guidance: “¿Qué palabra necesitan descifrar? ¿Qué claves indican que sigue una definición o reformulación?”

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Indicator 4.2

Materials include diagnostic tools and provide opportunities to assess student mastery, in and out of context, at regular intervals for teachers to make instructional adjustments.

- Materials include tools to support and direct teachers to assess students' growth in, and mastery of, foundational skills (e.g., skill gaps in phonics and decoding) both in and out of context.
- Materials support teachers with guidance and direction to respond to individual students' literacy needs, based on tools and assessments appropriate to the grade level.
- Materials support the teacher in working with students to self-monitor, use context to confirm or self-correct understanding, and employ rereading when appropriate.

Meets 4/4

Materials include diagnostic tools and provide opportunities to assess student mastery of foundational skills, in and out of context, at regular intervals for teachers to make instructional adjustments. The materials include weekly checks for understanding and unit tests. The materials support teachers with guidance and direction to respond to individual students' literacy needs based on tools and assessments appropriate to the grade level. The materials provide teachers with reteaching strategies and lesson extension ideas to help students who require interventions.

Evidence includes but is not limited to:

The materials support teachers with guidance and direction to respond to individual students' literacy needs based on tools and assessments appropriate to the grade level. In Unit 1, section "No ficción narrativa," students learn to use strategies to identify narrative nonfiction. The teacher has two options to assess students' understanding. Section "Opciones de evaluación formativa" contains two formative assessment options for students. In option 1, students work with a partner to complete the Turn and Talk activity in the "Libro interactivo del estudiante." As students complete the activity, the teacher circulates and confers with students to assess if students can identify narrative nonfiction pieces. In option 2, students independently use text and sticky notes to mark places in the text that give them clues that identify the genre as narrative nonfiction. On the sticky note, students write why each place is a clue to identifying a genre. As a quick check, "Comprobación rápida," the teacher evaluates "¿Pueden los estudiantes identificar textos de no ficción narrativa?" The materials provide teacher guidance to differentiate based on the quick check data. If students struggle, the teacher revisits instruction about narrative nonfiction in small groups using the lesson in the teacher materials. If students show understanding, they continue practicing the strategies for reading narrative nonfiction during Independent reading and literacy activities as the teacher works with small groups.

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The materials include tools to support and direct teachers to assess students' growth in and mastery of foundational skills. Each week, at the beginning of each word study lesson, students' prior knowledge is assessed. Teachers use the student data in this assessment to guide instruction. At the end of the week, on day 5, teachers use "Práctica Semanal de los estándares: Estudio de Palabras" to assess student progress on the weekly focus spelling pattern. Teachers use this student data to determine which students need continued practice and intervention. For example in Unit 3, Week 2, students learn "la acentuación de palabras agudas y graves." At the beginning of the week, in the "Práctica Semanal de los estándares: Estudio de Palabras," the materials provide a quick check to assess student understanding: "¿Cuál de las siguientes palabras es grave? (F) ágil, (G) cortés, (H) canción, (J) además." On day 5, the materials provide a weekly check, "Evaluar la comprensión," to assess student understanding of accentuation of words with stress on the last and next-to-last syllables. For this assessment, students use their knowledge of the accentuation of words to write the words, with correct accentuation, that the teacher says aloud. Students think of and write two more words on their own that are examples of "palabras agudas y palabras graves." The materials provide the following teacher directions, "Pida a los estudiantes que usen sus conocimientos de la acentuación de las palabras agudas y graves para escribir cada palabra. Luego, pida a los estudiantes que agreguen dos palabras más." In this unit, the materials support the teacher in working with students to self-monitor. In Week 1, Lesson 4, the teacher asks students to proofread their writing, reminding them to check the spelling of words with Latin roots and related words. The teacher also reminds students to use spelling words from previous weeks.

The "Guía de intervención" includes "Monitor Progress assessments" and "Checkpoint Assessments," "Punto de evaluación." For example, under the section "Vocabulary," the teacher guide contains six lessons on vocabulary. Lesson 12 is about Greek and Latin roots, "Raíces griegas y latinas." There are three practices in the lesson, and a "Monitor Progress" assessment follows each. The materials provide the following teacher instructions for "Practice 3 assessment": "Display the following sentences from *Página del estudiante* E86. Have students underline the word in each sentence that has one of the three roots taught, and then have them read aloud. Finally, have students offer a definition of each underlined word based on the meaning of its roots." Students underline the words, read them, and provide a definition. The materials provide teacher guidance and direction to respond to individual student's literacy needs. The guidance states: "If students have difficulty defining words with Greek and Latin roots, then ask students to identify the root in the word. Offer the definition of the root, and then guide students to use the root meaning to define the entire word. Encourage students to use the dictionary to confirm their definitions." After the three lessons in the section, the materials offer the "Checkpoint Assessment." Teachers administer the checkpoint; students read the passage and answer the vocabulary questions. The materials provide the following teacher instructions: "Have the student read the passage and answer questions 1–4. Allow time for the student to record responses. Check students' answers using the scoring chart." The guide provides the key for the practice and guidance on how to interpret the results: "An

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overall score of 80% correct is typically considered mastery. Use your judgment and your individual students' needs as well to determine skill mastery." The materials provide teacher guidance on how to proceed depending on the assessment data: "If you determine that students have not demonstrated sufficient mastery of one or more skills, then review the skill(s), going back to the lessons to reteach and scaffold as needed."

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Indicator 4.3

Materials provide frequent opportunities for students to practice and develop oral and silent reading fluency while reading a wide variety of grade-appropriate texts at the appropriate rate with accuracy and expression to support comprehension.

- Materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills.
- Materials include explicit instruction in fluency, including phrasing, intonation, expression, and accuracy.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on phrasing, intonation, expression, and accuracy.

Meets 4/4

The instructional materials provide opportunities to practice and develop oral and silent reading fluency. The materials provide students with opportunities to read grade-level texts to make meaning and build foundational skills. The materials include explicit instruction in fluency, including phrasing, intonation, expression, and accuracy through read-alouds, small groups, and independent reading. Materials provide progress monitoring assessments for teachers to regularly monitor and provide corrective feedback on phrasing, intonation, expression, and accuracy.

Evidence includes but is not limited to:

In the “Guía del maestro para la intervención,” the materials include a variety of texts to provide students opportunities to practice both oral and silent reading. This intervention guide provides opportunities to develop reading skills, make meaning of grade-level texts, and practice fluency components over the course of the year. In the “Guía del maestro para la intervención,” the teacher models how to fluently read a passage containing exclamatory sentences and follows the “Paired Reading routine” to have students practice reading fluency. Students read the passage in pairs to practice their fluency. The materials provide the following teacher guidance: “Read the passage aloud, modeling proper rate. Check comprehension. *¿Qué es el monte Rushmore?*” The materials provide the following guidance for the paired reading routine: “Use the following routine to have students practice reading the passage. Reader one begins. Reader one reads the passage to Reader two. Reader two begins. Reader two reads the passage to Reader one. Students reread for optimal fluency. Each partner rereads the text two more times.” Materials provide guidance for teachers to regularly monitor and provide corrective feedback on phrasing, intonation, expression, and accuracy with, “Provide feedback. Listen to students and provide corrective feedback if needed.”

The materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills. The materials include the booklet “Lecturas independientes.” This

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supplemental booklet provides weekly opportunities for students to practice the comprehension focus and high-frequency words covered in “miVisión Lectura.” The book contains three “Lecturas independientes” tests for each week. Teachers use these independently from the reading workshop text selection in miVisión Lectura. Each test includes a “Lectura independiente” leveled selection and related comprehension items that assess the weekly comprehension focus, associated TEKS, and previously learned skills. Across each unit’s “Lecturas independientes” selections, high-frequency words are strategically placed within the text to give students an additional opportunity to practice reading these words in context for meaning and fluency.

The materials provide explicit instruction in fluency, including phrasing, intonation, expression, and accuracy. Each week includes a section called “Comprensión Auditiva.” In this section, the teacher provides specific instruction on fluency. For example, In Unit 3, Week 3, the materials provide the following teacher guidance for the fluency lesson: “Después de completar la Rutina de lectura en voz alta, muestre ‘La chica del garaje.’ Demuestre cómo leer un párrafo del texto en voz alta. Pida a los estudiantes que presten atención al ritmo de su lectura. Pida a parejas de estudiantes que practiquen leer un párrafo del texto con fluidez a un ritmo natural. Recuérdeles que la fluidez tiene que ver con comprender el significado, no con leer rápido.”

The materials provide students with opportunities to practice reading fluency by focusing on phrasing, intonation, expression, and accuracy. In Unit 4, Week 4, the teacher reminds students that when they read a fiction story aloud, they read with accuracy to help themselves and others to make sure they fully understand the text. The teacher says “noten y busquen las palabras desconocidas para conocer el significado. Practiquen la pronunciación de las palabras nuevas antes de leer el pasaje en voz alta. Practiquen en voz alta y traten de escuchar mientras leen. Ajusten su velocidad para leer con precisión.” Students practice reading silently and aloud, being aware of reading at the right speed and accuracy.

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Indicator 5.1

Materials include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers, students, and administrators to monitor progress.

- Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).
- Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.
- Materials include tools for students to track their own progress and growth.
- Materials include diagnostic tools to measure all content and process skills for SLAR, as outlined in the TEKS.

Meets 2/2

The materials include a separate assessment guide that supports the teacher in understanding the informal assessment tools included. The materials provide guidance to monitor progress within the supplemental guides and ensure consistent and accurate administration of the diagnostic tools. The materials include formative and summative assessment measures designed to be ongoing, strategic, and purposeful. The materials include tools that support the teacher in gathering information in various settings and are designed to measure what students can do independently and what they can do with assistance from the teacher. The materials include opportunities for the students to track their own progress and growth.

Evidence includes but is not limited to:

The materials provide assessments and tools that support the teacher in gathering information in a variety of settings. The teacher can gather comprehensive assessment data to inform instructional pathways using these embedded daily routines and multiple digital/print assessment resources. The materials provide a variety of assessments throughout the lesson and unit cycle. Some examples include Quick Checks, Assess and Differentiate, Assess Understanding, Observational Assessments, Writing rubrics, Progress check-ups, Unit tests, Weekly Standards Practice, and Baseline: Beginning, Middle, and End of year assessments.

The materials provide various opportunities for teachers to assess using informal assessments. Throughout the daily lessons of the writing workshop, teachers confer with students about their writing. The materials provide “Conferring Checklists” so that teachers can assess student writing skills and determine where students need additional support. On day 5 of The Writing Workshop lesson structure, students take a writing assessment. Teachers use students' published pieces as the unit's assessment and use the designated rubric to grade the writing. In Week 5 of the Writing Workshop, students write about an on-demand prompt to apply their cumulative learnings from the unit. This prompt requires them to synthesize their

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understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without a teacher's support.

The materials provide a variety of diagnostic tools. The "Guia para grupos pequeños" provides teachers with various examples of how they can better manage their record-keeping of student data to assess and learn more about each student's needs. The materials state, "Using recording sheets can help you avoid jotting notes on little scraps of paper that you then spend time transferring to another location. Select recording sheets that best match your needs and record the results digitally or keep the recording sheets together in a binder or on a clipboard that you keep handy."

The material includes a diagnostic tool that measures students' academic skills at the beginning, middle, and end of the school years in the areas of "fonetica," "vocabulario," and "comprensión de lectura." Each diagnostic tool contains 25 questions. When students complete each assessment, teachers obtain a summary report of the percentage of questions answered correctly. The report provides students with a list of skills they need practice with and skills successfully completed.

The questions and tasks included in the diagnostic are mirrored in practice opportunities with teacher guidance to ensure that students have sufficient practice to achieve the skill prior to being re-assessed. For example, in the "lecturas independientes," the teacher has the option to assign students practice for "lecturas independientes" in three levels: "Desarrollo, al nivel y avanzado." Every week in the unit, the teacher assigns a test for each level that provides student practice to achieve mastery of the skill prior to being reassessed at the end in the unit test.

The materials include tools for students to track their own progress and growth. At the beginning of each unit, in the "Libro interactivo del estudiante," students have a rubric titled "Metas de la unidad." This rubric contains the learning goals for that unit. The rubric indicates a goal for each literacy component: "Taller de lectura; Puente entre lectura y escritura; Taller de escritura; Tema de la unidad." Students rate themselves on a scale of one to five, with five being the highest, for each indicator. The materials guide students with, "Rellena el círculo que indica cuán bien cumples con cada meta en este momento."

The materials provide guidance to ensure consistent and accurate administration of diagnostic tools. The materials provide a teacher's manual for each supplemental assessment guide. This manual offers teacher guidance on when and how assessments should be administered. For example, at the beginning of the year, the materials suggest that teachers administer a beginning of the year assessment, "Examen inicial." The teacher's manual for this assessment provides the following teacher guidance: "You may wish to begin the school year with the Baseline Test. The Grade 4 Baseline Test is designed to help you determine students'

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instructional needs at the beginning of the school year and to establish a ‘starting point’ for each student.” The materials provide the following administration instructions for the reading comprehension section of the beginning of the year assessment, “Explain to students that they will read two selections and answer questions about them. Tell students they should read each selection and answer the questions that follow before moving on to the next selection.”

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Indicator 5.2

Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.

- Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level.
- Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.
- Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.
- Materials provide guidance for administrators to support teachers in analyzing and responding to data.

Meets 2/2

The materials include guidance for teachers to analyze and respond to data from diagnostic tools. The materials include several separate supplemental assessment guides that support the teacher in understanding benchmark data and provide guidance in identifying areas of need for instructional focus and differentiation. The materials include additional small group resources to reinforce the development of literacy skills. The materials include guidance that supports the teacher in utilizing results from various assessments to support purposeful planning. The materials include guidance for administrators to support teachers in analyzing and responding to data.

Evidence includes but is not limited to:

The materials include guidance that supports the teacher in utilizing various assessments to support purposeful planning. The material provides a progress monitoring resource, "Verificaciones del Progreso," that includes a wide array of formal, multiple-choice classroom assessments that support instruction. These assessments are designed to measure students' progress in vocabulary, word study, comprehension, and writing. Each week of instruction provides these check-ups. The resource includes recommendations to support teachers in adjusting or planning instruction to meet student needs based on literacy skills or areas students scored low on for the weekly progress monitoring or check-ups. This supplemental assessment guide includes guidance that supports the teacher in understanding how to score the assessments: "When you have finished scoring a student's Progress Check-Up, complete the appropriate row on the Student Progress Chart and the Class Progress Chart. Doing so allows you to keep track of students' total scores as well as their scores on each of the individual sections of the assessment. The chart can also help you monitor students' progress throughout the year." The answer key provides the teacher with the standards that align with each assessment, allowing them to use this data to reteach content that students have not yet

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mastered. The materials state, “Refer to the Item Analysis charts that begin on page T9 to identify what each item assesses and the Texas Essential Knowledge and Skills (TEKS) standard or standards aligned to each item.” When a student receives a low score or shows a lack of adequate progress during the “Verificaciones del Progreso,” the material guides teachers to select the appropriate level of intervention using “MiEnfoque de intervención,” and provide students with additional opportunities to practice and reinforce their vocabulary, word study, comprehension, and writing skills. The materials provide the following description of the supplemental “MiEnfoque de intervención”: “miEnfoque Intervención is designed to help teachers target and address students’ intervention needs; whether students require minor or intensive remediation.” The intervention teacher resource guide provides “targeted instruction that focuses on the development of skills and strategies to help students achieve on-grade-level expectations. The lessons are tied to state Spanish Language Arts standards. Lessons can be used flexibly, based on students’ differing instructional needs and rates of mastery.”

The materials support teachers with guidance to respond to individual students’ needs in all domains, based on student progress measures appropriate to the developmental level. The materials provide a small group supplemental resource, “Guia para grupos pequeños,” which provides teachers with the foundational knowledge and understanding, stating, “These groups change and shift depending on diagnosed needs. The teacher makes the lessons relevant to what students are reading and writing. The instruction follows a predictable structure and teaches strategies explicitly.” Materials also explain why small groups are necessary, “Research shows that small group instruction helps students acquire and master skills, but just teaching students to read and write isn’t enough.” The small group intervention guide supports the teacher in how to use data to plan for small group instruction with, “By identifying a student’s strengths, you can use them to build on new skills. Identifying a challenging area will help you know what gaps you may need to fill.”

The materials provide a supplemental intervention guide that assesses fluency. “Cold Reads for Fluency and Comprehension is designed to provide differentiated reading comprehension practice using selections that students have not seen previously.” The materials provide leveled reading passages. Students read the passage, and the teacher listens and marks miscues. At the end of the reading, the teacher notes the time it took for the students to read the passage. These diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation. The materials provide the following teacher guidance: “As the student reads orally, mark any miscues or errors he or she makes during the reading. Count the total number of words the student reads in a minute. Subtract any words he or she reads incorrectly. Record the words correct per minute score on the test. The formula is: total # of words read — # of errors = words correct per minute (wcpm).” Through “Realize,” administrators can customize and differentiate their dashboard, focusing on teacher support. Among other things, these options allow educators to view standards mastery and usage across

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the classroom, create teacher professional development and training plans, and streamline school data analysis.

The materials include recommendations to support teachers in adjusting instruction to meet student needs based on data from developmentally appropriate literacy skills assessments. The “miEnfoque guía de intervención” provides comprehension intervention in two parts. Part one focuses on Foundational Skills, per national and state English Language Arts standards, and provides in-depth instruction, practice, and assessment in Print Concepts; Phonological Awareness; Phonics, Morphology, and Spelling; Fluency; and Vocabulary. The second part “focuses on national and state standards for Reading Literature, Reading Informational and Argumentative Text, Writing, and Language and Conventions.”

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Indicator 5.3

Materials include frequent, embedded opportunities for monitoring progress.

- Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.
- Frequency of progress monitoring is appropriate for the age and content skill.

Meets 2/2

The materials provide frequent, embedded opportunities for monitoring progress. The materials include suggested timelines for checking progress that align with the scope of the materials. The materials include teacher guidance for tracking progress throughout the units. Through reading and writing conferences, the materials provide embedded systematic observations to track progress and assess skills in authentic situations. The materials guide teachers to administer progress monitoring assessments at an appropriate frequency for age and skill development.

Evidence includes but is not limited to:

The materials include suggested timelines for checking progress that align with the scope of the materials. The progress monitoring document “Verificaciones del progreso” offers this teacher guidance: “The Verificaciones del progreso should be administered at the end of the instruction for each week. These assessments are not intended to be timed. However, for the purposes of scheduling, planning, and practicing for timed-assessment situations, the Verificaciones del progreso can be administered in 45 minutes (approximately 15 minutes for the first two sections, 15 minutes for the Comprensión de lectura section, and 15 minutes for the Escritura section).”

The materials include teacher tips for tracking progress throughout the units for specific skills to monitor student growth. For example, the materials include reminders within lessons of activities that provide authentic opportunities for assessing student learning. In each unit, the materials provide teacher guidance on when and where they can measure student growth. In each grade, new content instruction is followed by informal assessment activities and guidance for teachers on what to do next depending on the students’ performance in the activity and assessment. For example, in Unit 1, “Comprobación rápida,” the materials provide a quick check to determine if students can identify the characteristics of narrative nonfiction. The teacher determines this through their observations during partner discussions, reviewing their independent work, and during reading conferences as they read narrative nonfiction. If students struggle, the materials offer the following guidance: “Repase los elementos de no ficción narrativa de las pp. T28.” For students that show understanding, the materials offer the following guidance: “Pida a los estudiantes que siguen practicando las estrategias para leer no

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ficción narrativa usando la sección de Lectura independiente y las Actividades de lectoescritura en Grupos pequeños de la pp. T29.”

The materials recommend informal assessments that allow teachers to observe and document children’s learning and behaviors over time. The “Guía de evaluación” addresses the importance of ongoing assessments and offers the following teacher guidance: “Assessment should be considered an ongoing activity. Teachers should also use a variety of other assessment tools each day to monitor student work. Formative assessment and instruction go hand-in-hand. Every observation you make, or each type of data you collect during instruction, can serve to inform your assessment. Formative assessment should not be seen as an entity separate from instruction, but rather as an output from instructional time in your classroom.” The materials provide multiple opportunities for students to get feedback from students on their progress.

The materials include various progress monitoring tools as informal and formal assessments and provide teacher guidance for teachers to determine the best frequency for assessing student progress. At the beginning of the year, the materials suggest that teachers administer the “Examen inicial,” “a diagnostic assessment that helps determine student areas of strength and need at the beginning of the school year.” To assess reading fluency, the materials suggest that teachers administer “Lecturas independientes,” which are “formative fluency checks that will help determine each student’s word count per minute, vocabulary acquisition, and comfort with comprehension.” To provide teachers with a quick check of student understanding during weekly lessons, the materials suggest that teachers administer, “Práctica semanal de los estándares,...a formative assessment that provides a quick snapshot of student progress with the skills, concepts, and strategies that they have been taught during weekly lessons.” At the end of the units, the materials suggest that teachers administer, “Exámen de las unidad,...a summative assessment that provides data about how students perform with the skills, strategies, and concepts learned in each unit.” At the end of each unit, the materials provide a summative assessment in the form of an inquiry project, “Proyecto de indagación.” This assessment “requires students to apply skills, concepts, and strategies in complex and authentic situations.” During the middle of the year, the materials suggest that teachers administer the “Examen de medio año...a formative assessment that will assess the skills the students have learned during the first half of the year.” This test helps teachers recalibrate understanding of where students are and how to instruct them for the rest of the year. At the end of the year, the materials suggest that teachers administer the “Examen de fin de año,...a summative assessment that assesses the skills students have learned throughout the course of the year.” This data can serve as a baseline for students as they enter the next grade.

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Indicator 6.1

Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

- Materials provide recommended targeted instruction and activities for students who have not yet mastered the content.
- Materials provide recommended targeted instruction and activities for students who have mastered content.
- Materials provide additional enrichment activities for all levels of learners.

Meets 2/2

The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential. Activities are provided for students who struggle to master grade-level content as well as for students who have achieved grade-level mastery of content. Additional enrichment activities for all levels of learners are provided in the material.

Evidence includes but is not limited to:

The instructional model used in the materials provides opportunities for teachers to address all levels of learners during various points within the instructional model, such as independent reading, guided reading, small group instruction, strategy groups, book clubs, and conferences. For each of the activities within the instructional model, materials provide guidance for teachers to meet each student's individual needs as readers and writers. The Program Overview Guide describes a "Comprehensive and Ongoing System of Assessment." Materials provide summative, formative, and project-based assessments. For example, in each lesson, throughout the year, the materials include a formative assessment, "Quick Check." In this section, materials provide a guiding question and prompt the teacher to pause, "Notice and Assess." Based on the responses from students to the guiding question, materials provide teachers with guidance on the next steps for "students that struggle" and "students that show understanding." Additionally, materials provide "Progress Check-ups" to monitor student progress through "quick and easy weekly checks" as well as fluency passages that "Check students fluency and comprehension at a variety of levels." This "multi-tiered system of intervention" provides teachers with guidance, scaffolds, supports, and extensions that maximize student learning potential. The materials provide additional enrichment and extensions that maximize student learning potential: "Each unit culminates with Project-Based Inquiry. The project embeds the unit theme and TEKS in a creative, rigorous, and authentic way."

The materials provide resources and activities for students who have not yet mastered the content in every unit. The materials provide lessons for guided and independent practice that support the development of skills. In Unit 1, the lesson includes recommendations for downward scaffolds to support the students who have not yet mastered the content by using

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sentence stems. The materials guide students to complete sentence frames: “Pídales a los estudiantes que completen estos marcos de oraciones oralmente. Luego, pídales que escriban las oraciones y se las lean en voz alta a un compañero.” Students practice their responses orally and with a partner before writing. This support targets students that have not yet mastered the content. The materials provide leveled readers for small group lessons. Students who struggle can receive additional support and practice on the skills taught in the mini-lesson, with texts at their reading level. For example, in Unit 2 small group lesson, the teacher asks students to continue practicing the skills taught in the mini lesson: “Durante la práctica guiada, desarrolle la mini lección pidiendo a los estudiantes que encuentren los elementos de los textos informativos.”

The materials provide teachers with guidance for additional activities for students who already mastered the content. For example, in Unit 5, the lesson asks all students to create a web with the word “petróleo.” The materials provide a more challenging writing activity for students that already mastered the understanding of the word. Students who have completed the word web pair up for an additional activity: “Pida a voluntarios que comenten palabras, conceptos y detalles relacionados con el petróleo, y agréguelos a la red de palabras.” This additional activity allows students to enrich their vocabulary by adding to their knowledge of words, concepts, and details related to the word “petroleo.”

The materials include activities that allow students to explore and apply new learning in a variety of ways. In the last week of every unit, the materials provide a “Proyecto de Indagación.” In this Project-Based Inquiry, teachers divide students into mixed-abilities groups to explore, plan, and inquire into an essential question. After students conduct research, they present their projects to the class; “The Project/Based Inquiry (PBI) combines inquiry and research skills to create a real/world, authentic product supporting the academic, social/emotional development in learners.” In every unit, the learning activities in the materials follow logical sequences that allow for depth and focus, so students spend sustained time exploring or applying a new skill. For example, at the end of Unit 5, students use what they have learned about informational text and argumentative writing to read across texts from the unit to research the essential question: “¿Porqué es importante comprender nuestro planeta?” During this week of research, students, “investigarán sobre condiciones climáticas extremas y escribirán un artículo de opinión sobre el fenómeno meteorológico más peligroso.” The materials provide leveled research articles so that all levels of learners can participate in the research process.

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Indicator 6.2

Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.

- Materials include a variety of instructional approaches to engage students in mastery of the content.
- Materials support developmentally appropriate multimodal instructional strategies (e.g., visual, auditory, kinesthetic, tactile, etc.)
- Materials support flexible grouping (e.g., whole, small, individual).
- Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

Meets 2/2

The materials provide guidance and support that help teachers meet the diverse learning needs of all students through instructional methods that appeal to a variety of learning interests and needs. The materials provide routines and activities designed specifically for large and small group instruction. The materials support multiple types of practices and provide guidance and structures to achieve effective implementation.

Evidence includes but is not limited to the following:

In each of the lessons, the lesson cycle moves from teacher-led instruction to students independently working on new concepts. Teachers support the learning of the whole group before offering collaborative and independent practice opportunities. Every unit introduces the literacy skill of the week with a mini-lesson and read-aloud, “Lectura en voz alta.” During the whole group mini-lesson, the teacher models or demonstrates a new skill or concept. The materials provide activities specifically designed to practice the use of literacy skills in large groups and independently. Large group activities include read alouds, literature circles, and book clubs. In every unit, the materials include recommendations for meaningful activities for students to independently practice literacy skills through independent reading, learning centers, or collaborative groups.

The materials guide teachers in selecting appropriate teaching strategies depending on individual students’ literacy learning goals and needs. For each reading selection, the Teacher’s Edition offers a detailed plan for teachers to guide think-alouds and prompt students with questions to guide conversations. The materials include clear guidance to support teacher understanding of developmentally appropriate multimodal instructional strategies throughout the units. This guidance is in the sidebars of the Teacher’s Edition as tips that support lesson delivery, including visual, kinesthetic, tactile, or auditory examples. Guidance is also included in an alternate guide for supporting all learners, “Guía para grupos pequeños,” which includes

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multiple ideas on appropriate multimodal instructional strategies to support all learners. In every unit, teachers implement small groups according to student needs and skills.

In every unit, the materials use multiple instructional approaches to engage students in the mastery of the content. These approaches vary between explicit, hands-on, or collaborative discovery approaches. In Unit 1, teachers use the collaborative approach, “turn and talk,” to have students discuss what they just learned and saw about California, its climate, and region features. During shared reading, students use a T-chart to capture important life events in the story “Diego Rivera.” Then, independently, students use the T-chart to create a timeline of Diego Rivera’s life.

Materials include activities designed specifically for direct instruction that encourages participation through questioning and kinesthetic learning. In the Unit 3 poetry mini-lesson, students learn about the theme “Diversity” by analyzing poetic elements of the poem, “Tras el maizal.” Students listen for and identify the poetic elements such as stanzas, lines, similes, personification, and metaphors during the shared reading of the poem. As they read, the teacher guides the students: “Piensa en las imágenes literarias del poema ¿Cómo los ayuda a imaginar algo? ¿Los detalles apelan a sus sentidos de la vista, el oído, olfato, gusto o tacto?” Students analyze the stanzas the poet uses to produce literacy images to appeal to the reader's senses, such as smell, touch, and sight. Students use a T-chart to capture the images that come to their minds during shared reading as they are listening to the poem read aloud and the stanza from the poem to which the image connects. The teacher uses the elements of poetry to make a connection with the reader's senses.

In Unit 5, the teacher introduces the text, “El planeta Tierra.” The sidebar of the Teacher’s Edition provides the Shared Read Plan, which provides the teacher with the “think aloud” language needed for the First Read, including strategies to help students notice, generate questions, connect, and respond. It provides the teacher with the focus skill and the guiding questions for the Close Read. It also indicates how to preview the vocabulary. The materials include clear guidance to support teacher understanding of developmentally appropriate multimodal instructional strategies. For example, in the Close Read section, the teacher guides the students on using text evidence to make inferences, “Pida a los estudiantes que piensen que les dicen los detalles sobre las placas tectónicas. Pídales que apoyan su respuesta con evidencia del texto de la p...” The materials guide the teacher on where to stop and the section of text to use as they model and guide students through practicing this skill.

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Indicator 6.3

Materials include supports for English Learners (ELs) to meet grade-level learning expectations.

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.
- Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

Not Scored

The materials do not include supports for English Learners to meet grade-level learning expectations. The materials do not provide accommodations for English language learners with various levels of English language proficiency. The materials do not encourage strategic use of students' primary language to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

Evidence includes but is not limited to:

The materials do not include linguistic accommodations for English learners with various levels of English language proficiency. The materials are Spanish, and there is no guidance or support for English instruction. Units 1–5 in the materials support the acquisition of reading comprehension skills through texts in Spanish and support Spanish language acquisition. There is no evidence that the materials provide accommodations for English learners with various levels of English proficiency. The materials do not encourage strategic use of students' primary language to develop linguistic, affective, cognitive, and academic skills in English.

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Indicator 7.1

Materials include year-long plans with practice and review opportunities that support instruction.

- Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.
- Materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.

Meets 2/2

The materials include a year-long plan with practice and review opportunities that support instruction. The year-long plan is cohesive and builds on students' concept development. The materials vertically align instruction so that concepts build from unit to unit. The materials provide a spiral review and continuous practice of knowledge and skills throughout the curriculum.

Evidence includes but is not limited to:

The materials include a plan that supports efficient planning for teachers by identifying learning goals and the content focus within each unit. Within each unit, the materials provide opportunities for the review and practice of skills taught in previous units. The activities provided are clearly connected to the focus strategies and content within each unit and build upon knowledge taught in previous units. The materials include guidance to support teacher understanding in concept development. For example, the daily lesson clearly identifies the "big idea" that will be explicitly taught to students with a definition and provides examples and non-examples to aid teacher and student understanding. In the "Guía del maestro" at the beginning of every unit, the materials provide a section titled "Vistazo a la unidad." This section introduces the unit goals and presents a clear content plan and how the concepts connect between reading, writing, vocabulary, spelling, grammar, and reading/writing connections.

The "Guía del maestro" provides a unit plan, "Plan de destrezas," at the beginning of each unit. This section provides teachers with the focus skill and standard for each content area for the five weeks within the unit. For Unit 1, in the "Taller de lectura," students explain the author's purpose. In Week 2, students analyze main ideas and details. In Week 3, students analyze text structure. In Week 4, students analyze text features. In Week 5, students analyze text structure. In Week 6, "Proyecto de indagación," the materials vertically align instruction. Students use what they learn about text structure and the author's purpose in reading to help them create a brochure to argue that a place should be made a historic landmark.

The materials include activities that support repeated opportunities to learn and practice using foundational literacy skills. For example, the materials include recommendations for the review

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and practice of specific foundational literacy skills. The “TEKS Correlation Guide” within the program overview outlines when standards are introduced and when they are spiraled and reviewed across units. Activities included in the materials have various methods of review and practice embedded. For example, in Unit 3, Week 2, section, “Estudio de palabras,” the materials include an activity to teach accentuation of words with stress on the last and next-to-last syllable. The teacher writes words on the board. The students decode the words and separate them into syllables. The teacher points out where the stress is in the word. The materials guide teachers with, “Escriba la palabra *impulsivo* en el pizarrón. Haga que los estudiantes la decodifiquen, o lean. Luego, junto con la clase, separan en sílabas la palabra *impul-si-vo*. Haga hincapié en la sílaba acentuada y explique que es una palabra grave. Luego, haga lo mismo con la palabra *comité*.”

The materials provide spiraled review and practice of knowledge and skills taught in previous units. In the word study and spelling sections of the units, the weekly structure of the lesson plan includes a spiraled review on day 4. For example, in Unit 5, day 4, section, “Ortografía,” the materials provide a “Repaso en espiral.” Students review the strategies from the previous week about identifying homophones. The teacher reviews the definition of homophones and writes the words “cede/sede” for students to see. Students read words aloud, pay attention to the words that sound alike, and identify the difference in spelling. Teacher guidance includes, “Lee las siguientes palabras y sus definiciones en voz alta y pide a los estudiantes que deletreen las palabras en sus cuadernos.”

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Indicator 7.2

Materials include implementation support for teachers and administrators.

- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include supports to help teachers implement the materials as intended.
- Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of instruction, including realistic pacing guidance and routines.

Meets 2/2

The materials include implementation and support for teachers and administrators. The materials provide a TEKS-aligned scope and sequence outlining the essential knowledge and skills taught throughout the year of instruction. The materials include support to help teachers implement the materials as intended. The materials provide resources and guidance to help administrators support teachers in implementing the materials as intended.

Evidence includes but is not limited to:

In the program overview titled "Introducción a miVisión," the teachers have access to different documents that provide an outline of the essential knowledge and skills taught across the units and grade levels. The document "K–8 TEKS Vertical Alignment" provides teachers with an overview of the skills taught in each unit and includes the grade level where the skills are "Introduced, Continued, Mastered, and Maintained." The materials include guidance that supports the teacher in understanding the progression of literacy skills across a specific grade level. This guidance supports teachers in designing instruction that fosters optimal development and learning. For example, the "Detailed scope and sequence" for each grade level provides the teacher with the Unit and Week breakdown, including focused questions, reading skills, word study, spelling, language, and norms, all divided by Reading Workshop, Writing Workshop, and Reading-Writing workshop bridge. At the end of every teacher's guide is a section titled "Contenido y Secuencia." This section provides a detailed breakdown of the Reading Workshop, Reading-Writing Bridge, Writing Workshop, Oral language, and Research project. This scope and sequence outlines the specific areas and skills included in the materials and how they build across grade levels.

The materials include supports to help teachers implement the materials as intended. They include an overview of how they provide support to teachers, describing the resources the materials contain. For example, in the program overview titled "Introducción a miVisión," the materials present a "TE Getting Started Guide" to support teachers in the first steps of using the

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materials. This section includes an explanation of the structure of each unit and its components. This explanation helps make the materials easily accessible so that teachers can find what they need quickly and easily: “The myView Literacy Teacher’s Edition helps you find what you need quickly and easily. The pages are arranged in instructional chunks by the week: Foundational Skills; Text Comprehension; Language Arts; Writing.” The starting guide explains how the materials are organized, what can be found in each component, and how the pages are arranged for lesson planning. Additionally, in the preliminary pages of every teacher edition, there is a section titled “Workshop Resources” that provides an overview of the print and online materials to teach the Reading and Writing Workshops.

The materials include an overview at the beginning of each unit. This unit overview is titled “Vistazo a la unidad.” This section highlights the skills to be taught, the goals of the unit, the essential question, theme, and genre focus. For example, for Unit 1, the theme of the unit is, “Colaborar con los demás para determinar de qué manera un lugar puede afectar nuestro modo de vida.” The essential question is, “¿De qué manera los lugares nos afectan nuestro modo de vida?” The unit goal for “Taller de lectura” is “Conocer diferentes tipos de no ficción narrativa y comprender sus elementos.” The unit goal for “Taller de escritura” is “Usar elementos de no ficción narrativa para escribir una narración personal.”

The materials include five units; each unit has six weeks of lessons and activities, providing the teacher with 30 weeks of classroom instruction. The materials provide resources that allow the teacher flexibility to move between resources, plan lessons, and engage learners. The Week-at-a-Glance provides a menu of instructional resources for the week. This planner can be used to “Plug resources into a district pacing guide; Match whole group instruction to student needs; Tailor the resources to meet your instructional framework.” The “Suggested Weekly Plan” provides a suggestion for how to sequence instruction, including: “Identifying optional content; Ensuring standards coverage; Allowing flexibility to spend time where it is needed.” The materials and activities directly connect to literacy instruction and allow the teacher to meet literacy skills learning goals through whole group instruction, scaffolded experiences, small groups, and one-on-one conferencing appropriate for each grade level.

The materials in the Guía de evaluación provide guidance that supports the teacher in understanding the progression of literacy skills across a specific grade level. The materials include baseline tests to determine the level of proficiency in concepts of print, letter recognition, listening comprehension, and phonological awareness. Each unit consists of a unit test to monitor skills and standards taught in the unit; skills and standards include high-frequency words, listening comprehension, phonics, phonological awareness, and writing. A middle-of-the-year test monitors skills and standards taught through Unit 3. The end-of-the-year test provides a final progress update for these same skills and standards. The materials offer a visual overview of skills as they are taught, supporting the teacher in planning for differentiated instruction for students who require support with a certain literacy skill through

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the TEKS-aligned scope and sequence, which outlines important details about the program. In addition, there are many supports to help teachers implement the materials as intended as well as additional supports to help administrators support teachers in this implementation. Also, the Plan de destrezas (Skills Overview) in the Teacher Edition provides a visual map of the skills throughout the week. The “End Matter” of the Teacher Edition and “myView Literacy Digital Resources” include a Contenido y secuencia (Scope and Sequence Chart), providing an outline of knowledge and skills taught in the program and the grade levels in which they are taught. The SavvasEasyBridge.com site provides support and tools specifically for administrators to manage teacher and student accounts for Savvas digital platforms. It provides user management and class roster synchronization tools to simplify learning platform setup tasks. The SavvasEasyBridge.com site also provides direct links to on-demand training, live webinars, best practices, and more.

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Indicator 7.3

Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.

- Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.
- Materials are designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

Meets 2/2

The materials provide implementation guidance to meet variability in programmatic design and scheduling considerations. The materials are designed to allow the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations. The materials provide guidance for strategic implementation. The materials provide materials that guide the instruction so that content is taught in a specific order, following a developmental progression.

Evidence includes but is not limited to:

The materials include guidance that supports teaching units when most appropriate to the classroom. The “Modelo pedagógico para el taller de lectura” includes “unidades de estudio” that include “pregunta esencial, tema y múltiples géneros.” The weekly plan and objectives include daily explicit and systematic instruction on foundational skills such as syllable patterns; prefixes and suffixes; Greek, Spanish, and Latin roots; and high-frequency words. The daily mini-lessons and read-think aloud activities teach essential TEKS-driven skills and elements of the unit genre. Lessons sections include: “Weekly question, theme, and genre that drives the instruction each week and leads up to the project-based Inquiry; Shared reading provides a time for guidance that fosters student engagement, participation, and collaboration; Close Reading gives students an opportunity to dive deeply into the text and annotate; Compare texts is an essential skill in which students draw connections across texts.”

The writing materials include strategic guidance for implementing the writing workshop, ensuring the sequence of the content taught is consistent with the developmental progression of the literacy skills specific to each grade level. The “Modelo pedagógico para el taller de escritura” contains “unidades de estudio: género y modo de escritura” with weekly mini-lesson focuses. Examples include: “Week 1—Immerse and Introduce; Week 2—Develop Elements; Week 3—Develop Structure; Week 4—Writer’s Craft; Week 5—Publish, Celebrate, Assess.”

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Materials are designed to allow the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations. The daily instructional plan includes whole group instruction (5–15 minutes) that includes mini-lessons on word work, genre, theme, comprehension, reflect, and share. Small group (25–30 minutes) teacher actions include “guided reading, strategy groups, intervention, conferring, fluency and on-level and advanced activities.” Student independent and collaborative actions include: “partner reading, independent reading, book club, literacy activities, and word work and the whole group share back (5 minutes).”

The material supports teachers by identifying and supporting students' developmental progression of content skills by sectioning instruction into steps, fostering independent writing. These sections include: “modeled writing, shared writing, guided writing, and independent writing. The instructional writing workshop daily plan includes mini-lessons led by teachers (5–15 minutes), independent writing practice (30–40 minutes), conferring (3–5 minutes per student), and share back (5 minutes).”

The materials include lesson preparation and internalization that is customizable for individual classroom needs. The online intervention guide contains a variety of fiction and nonfiction texts tied to Science and Social Studies that can be assigned to students individually. Examples include but not limited to: *Una expedición increíble*, *Algo más que una mudanza*, *Soluciones de la naturaleza*.” These texts come with a teacher guide for “Vocabulario académico” and lessons for teachers to guide instruction. The material allows for components of the content to be utilized based on district or school curriculum needs. Teachers can add materials to this section, rearrange the order of the lessons, and customize the scope and sequence to meet the needs of teacher planning and student skill levels. The digital resources include “Juegos de práctica,” which provide an additional option to reinforce and practice foundational skills. These games are “Mar de ortografía,” a spelling game designed to provide practice of spelling patterns and rules; “Las islas de las palabras,” a foundational skills practice game, and “La selva de los sonidos,” a game that provides practice in a variety of skills. These games are assigned and rearranged based on program designing and scheduling considerations. The digital resource “[Publisher] Realize” contains a program design that can be adjusted to align with district curriculum frameworks. The scope and sequence can be rearranged, units can be taught in a different order, and new materials can be uploaded and made available for students based on the LEA’s curriculum and instruction planning for the school year.

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Indicator 7.4

Materials provide guidance on fostering connections between home and school.

- Materials support development of strong relationships between teachers and families.
- Materials specify activities for use at home to support students' learning and development.

Partially Meets 1/2

The materials provide some guidance on fostering connections between home and school. The materials provide minimal support for the development of strong relationships between teachers and families. Other than a few conversation starters, the materials do not provide specific activities for use at home to support students' learning and development.

Evidence includes but is not limited to:

The materials provide some opportunities to foster the development of strong relationships between teachers and families. Located in the Guia de Evaluacion, teachers have access to tools that are specific to home and school support. For example, teachers provide parents with a "Student Progress Chart" that tracks student growth toward mastery of grade-level skill development.

The materials provide few opportunities for activities to support students' learning and development at home. The "miVision Lectura Conexión entre la escuela y el hogar" letters provide an overview directly to parents and guardians, including the unit topic, reading goals, writing goals, and how to help their student through conversation starters. However, the materials do not provide additional guidance or opportunities of activities for parents to apply at home to support student learning and development.

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Indicator 7.5

The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The visual design of the student and teacher materials is neither distracting nor chaotic. The materials include appropriate use of white space. The design, pictures, and graphics of the materials are supportive of student learning and facilitate engagement without being visually distracting.

Evidence includes but is not limited to:

Both the teacher's guides and the student's materials adhere to the "User Interface Design Guidelines." The student's materials are designed with clear, designated places for important information, containing support with information that is clearly stated and easily identified on the pages. All across levels, the different sections in it are color-coded so that students can easily locate the information and skill they are working on during that unit.

The materials provide quality picture support in lesson resources. Every unit in the "Libro interactivo del estudiante" contains quality illustrations or pictures that support the passages in which they are embedded. In Unit 2 students read the passage "Animales imitadores." This text shows how different animals use camouflage as a technique for both escaping from their predators and hunting their prey. The picture, located on page 273, shows a fish that can hardly be distinguished from the background of its environment. This picture supports the information from the text by showing how animals use camouflage to catch their prey. The images in the passage facilitate student understanding of the information in the text and increase the interest in the content.

To support teacher understanding and navigation of the materials, the materials provide a "TE Getting Started Guide." This guide is designed to give the teacher a quick overview of how the materials are organized, what is included in the materials, and the various components of the different sections of the materials. The Teacher Guide allows teachers to easily locate important information for lesson planning and implementation. The materials support the easy navigation of resources. The materials are color-coded: "Green—Reading workshop; Light blue or Teal—Foundational skills; Yellow—Small group; Blue—Reading-Writing Bridge; Purple—Writing Workshop; Orange—Project-Based Inquiry/Assessment." In Unit 3, "Plan de destrezas,"

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the material is separated into sections by colors. The reading section, “Taller de lectura,” is colored green, “Taller de escritura” is colored purple, and “Puentes entre los talleres de lectura y escritura” are colored blue. “El plan de destrezas” divides content from weeks 1–5, facilitating lesson planning. Week 6 includes an integration of the skills covered during these weeks and is colored orange to allow easy identification in the planning guide.

The visuals included are clear and concise. The visual design allows teachers to easily locate important information for lesson planning. At the beginning of each unit is a section titled “Vistazo a la unidad,” with a more detailed explanation of the content covered each week. The materials provide a clear and concise visual of a chart that breaks down what students learn each week in each content area. The chart is color-coded to match the colors of each section in the teacher materials. Examples of the content include but are not limited to: “Reading workshop: género, vocabulario, lectura atenta día 3,4 y comparar textos; Reading-writing workshop bridge: vocabulario académico, estudio de palabras y leer como escritor; Writing workshop: introducción e inmersión, desarrollar los elementos, desarrollar la estructura, etc; Inquiry and research: Investigación y escritura.”

The student workbooks are neither distracting nor chaotic. In Unit 5, “Libro Interactivo del Estudiante,” the student materials provide an anchor chart to facilitate student learning about the structures of an informational text. The chart is colorful, clear, concise, and easily readable by students. The materials provide quality picture support in lesson resources. In this unit, in the “Libro Interactivo del Estudiante,” students learn about “Los 10 mejores maneras de reducir los residuos.” The selection provides visual supports for students to support comprehension of the text. For example, the materials provide color photographs that support the explanation of how to compost.

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Indicator 8.1

Materials provide clear guidance specific to bilingual program model.

- Materials include guidance or recommendations on how they could be applied within a particular bilingual program model.
- Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

Not Scored

The materials provide guidance or recommendations on how they could be applied within a particular bilingual program model. The materials include an introduction with an overview and recommendations for implementation within a bilingual program model. The materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

Evidence includes but is not limited to:

The materials provide recommendations on implementation that can be used within Texas-approved bilingual program models. The materials state that “regardless of the bilingual model used, the approach to literacy instruction generally falls into two categories: A sequential approach and an Integrated Approach.” In the “Sequential Approach,” literacy instruction is delivered in one language for an extended period of time, such as a week or two weeks, and then in the other language for the same period of time, before repeating the cycle. In an “Integrated Approach,” time is dedicated every day (or on alternate days) to literacy instruction in both languages. Many biliteracy program models also connect literacy instruction with the content-area curriculum in science, social studies, or math. The instructional design of *miVisión* allows for flexible use of both programs to fulfill a given school’s Spanish and English Language Arts curriculum needs within a range of program models, including ones that connect literacy with content-area instruction, regardless of whether the approach to Spanish and English literacy instruction is sequential or integrated.

The materials provide a “Dual Language Program Planning Guide.” In this guide, the materials provide suggestions for selecting texts and mini-lessons from both programs to impart instruction for a 50/50 model. The guides offer suggested pacing for covering reading and writing workshop lessons in Spanish and English without repeating content in either language. The planning guides offer an at-a-glance view of all Spanish and English language arts and reading skills to be covered in two weeks (or ten days per selection per language). All planners call out skills that have cross-linguistic transfer into the partner language and may therefore be taught in either language. Also flagged are skills with limited or no cross-linguistic transfer and must therefore be taught explicitly in the given language to assure adequate student mastery. The materials suggest, “if you allocate 70%–90% of your instructional time to Spanish literacy,

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use some of that time to connect the myView unit themes and topics to specific content in your social studies, science, or math curriculum.”

The materials cite current, relevant research on Spanish literacy development and second language development and acquisition. The Professional Development Resources of the “Dual Language Educators’ Implementation Guide” includes an Articles section in Part I, where both program authors discuss the following topics: “Dual Language Instruction and Contrastive Analysis in the Elementary Grades by Richard Gómez Jr. and Using Concrete Materials to Create Engaging Early Childhood Environments for Dual Language Learners by María G. Arreguín-Anderson.” In these articles, the authors discuss the best strategies to assist native Spanish speakers in learning English as a second language. Part I of the “Dual Language Educators’ Implementation Guide” also includes “The Dual Language Toolkit” section, which offers additional background articles on time-tested and research-backed biliteracy development strategies that have been widely embraced by dual language teachers in a variety of instructional settings. Article topics include but are not limited to: “ Contrastive Analysis; Cognate Analysis; The Language Experience Approach; Developing Academic Vocabulary; Scaffolding Instruction for Diverse Learners.”

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Indicator 8.2

Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.

- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.
- Materials support teacher and student understanding and application of the connection between the languages (i.e., skills that transfer)

Not Scored

The materials guide and support teachers in understanding how to connect Spanish and English instruction. The materials provide opportunities for students to make cross-linguistic connections. The materials allow for equitable instruction in both languages in terms of quality and quantity of materials. The materials provide guidance for teachers to support second language acquisition by making connections between the languages.

Evidence includes but is not limited to:

The materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection. The materials provide an “Expert’s View Box” embedded into the lessons that explains the benefits of the cross-linguistic connections and provides recommendations to teachers. For example, In Unit 3, Week 4, “Comparar y contrastar puntos de vista,” the expert María G. Arreguín-Anderson, Ed. D., from the University of Texas at San Antonio, suggests that “Las experiencias directas con la naturaleza promueven el aprendizaje en entornos con diversidad lingüística a través de todos los niveles de la taxonomía de Bloom.” She encourages students to engage in self-generated inquiries or “proyectos de indagación” and guides them to use their observations and plans to analyze and synthesize data as reflected in the products of their inquiries.

The materials include detailed and explicit guidance for teachers to support second language acquisition by making connections between the languages. For example, the materials provide an activity where students use their background knowledge to explain what they already know. In Unit 4, Week 4, “Desarrollo del lenguaje español,” the teacher connects prior knowledge by reading the text out loud while students follow along. The teacher stops to paraphrase the text and explain difficult words such as “organización, conversación, entrevista y preservar.” After reading, students look for the cognates they recognize, such as “cultura/culture, conectar/connect, and oral/oral.” Then in partners, students reread the text, stopping after each paragraph to talk about it. The review of cognates and vocabulary before reading the text with a partner supports comprehension and allows students to understand the text with enough depth to discuss with their partner.

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The materials highlight opportunities for students to make cross-linguistic connections. The materials provide a Cross-Linguistic Connection in the lesson portion of the materials through a call-out box that shows teachers how to make the connection to both languages during vocabulary instruction by addressing words that are cognates. The material provides in and out-of-context application opportunities with the connection between the languages. During “Lectura compartida” in grade 4, Unit 5, Week 3, “Desarrollo del Lenguaje en español” explains that many of the words on the page in the text “Las 10 mejores maneras de reducir residuos” have English cognates such as “Futuro” is future in English, “Población,” population, “Reducir,” reduce. Students mention other cognates they know that can be used to talk about the environment during the lesson. Then, the teacher asks them to write a sentence using each of the words they mentioned.

The materials provide quality materials in both languages of instruction. The Spanish teacher's guide includes instructions for teachers, side-by-side, in both English and Spanish. The sidebars of all the pages in teacher materials provide English instruction. The lesson includes sections for “Desarrollo del lenguaje de Español.” This section provides recommendations specifically to develop Spanish language skills. For example, in Unit 5, “Presentat el texto,” the Spanish language development section recommends the following: “Diga a los estudiantes que hacer un mapa conceptual los puede ayudara entender las relaciones entre las palabras y su significado.” The teacher draws a web diagram on the board with the vocabulary words. The teacher asks students what all the words are related to and has them write that word. Students pair up and add words to their webs and then share with the class. Concept mapping supports students in learning the relationship between words and their meanings, improving academic Spanish vocabulary.

The materials allow for equitable instruction in both languages. The materials that are provided in English are also available in Spanish. For example, the materials provide leveled readers in English and Spanish. The texts provided are written in authentic Spanish and not mere translations of English. The texts have authentically rich plot lines with diverse characters to which students can relate. Some genres and text examples include but are not limited to: “Realistic fiction text—*From City to Island* and the Spanish version, *De la ciudad a la isla*; Historical fiction text—*Run like a river* and the Spanish version, *Corre como el rio*; Traditional tale—*The Simuteller's Last Tale* and the Spanish version, *La última historia del Simunarrador.*”

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Indicator 8.3

Materials in Spanish are authentic and culturally relevant.

- Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity.
- Materials support the development of socio-cultural competence.
- Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Not Scored

The materials in Spanish are authentic and culturally relevant. Both teacher and student materials are presented in authentic and academic Spanish and are quality translations. The materials include some stories that specify the country of origin. The materials include cultural objectives aligned to each of the units. The materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Evidence includes but is not limited to:

The materials include various representations of Hispanic culture. Throughout the units, the materials include stories that specify the country of origin. Some examples of these stories include: “*El canto de las palomas*: Una autobiografía sobre un poeta Latino; *El secreto del calendario indígena*: Ficción histórica sobre el calendario indígena; *Animalario del Iguazú*: libro de poesía escrito por un poeta Latino; *La culebra*: obra de teatro que toma lugar en México.” Although the materials represent the cultural diversity of Latino culture, the materials do not include linguistic diversity in the teacher guidance sections by emphasizing words that may be used with different meanings in various Spanish dialects.

Both teacher and student materials are presented in authentic and academic Spanish. In both the English and Spanish materials, the translations and transadaptations provided are age-appropriate for student’s learning and interaction with content. The teacher materials include quality transadaptations from English to Spanish. In Unit 3, students read, “La ventana de mamá,” a transadaptation of the passage included on a page of the “Interactive Student Guide for English learners.” The Spanish version of the story does not deviate from the story’s meaning and maintains age-appropriate vocabulary. The original version, in English, states: “While the grown-ups visited, the children ran off and played statues and tag. Sugar joined them. Stewie hung back. ‘Hey, Stewie,’ Sugar howled ‘Come on.’ Reluctantly Stewie entered into the games. Sugar acted as if nothing bad had happened between them. He knew this was not a time to hold a grudge.” The “Guía interactiva del estudiante” includes this Spanish transadaptation: “Mientras los adultos hablaban, los niños corrían y jugaban a las estatuas y al pilla pilla. Sugar se les unió. Pero Stewie se quedó atrás. - Eh Stewie, - gritó Sugar, - ven.- A regañadientes, Stewie se unió a los juegos. Sugar actuaba como si no hubiese pasado nada

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entre ellos. Sabía que este no era un momento para guardar rencor.” The Spanish passage has the same dramatic appeal to emotion as the original version in English, presenting age-appropriate vocabulary for the students at this level.

The materials address the importance of intercultural understanding and respect. In Unit 3, the students read “Trombone Shorty,” an autobiography about an African American musician. As students read, they make connections and express their thoughts and feelings about the main character. Materials state, “Diga a los estudiantes que van a practicar hacer conexiones con el texto de la p.92 de Trombone Shorty. Pregunta si alguna vez se esforzaron para conseguir algo. Pregunte a los estudiantes cómo se sintieron. Luego, pídeles que usen esa experiencia para comentar cómo piensan que se sintió Troy cuando cumplió sus metas.” This practice fosters the student’s understanding of the importance of intercultural appreciation by analyzing and connecting the lives of people from other cultures to their own.

The materials include cultural objectives aligned to each of the unit goals that communicate and bridge cultural values and foster a bicultural identity. For example, some of the units’ cultural objectives include embracing one’s heritage, including cultural family traditions, beliefs, holidays, values, and how they fit into their communities and society. In Unit 3, the materials include the text “El canto de las palomas.” It is an autobiography about the life of the author, Juan Felipe Herrera, and the experiences he lived as a migrant and field laborer. At one point in the story, the main character’s family and other people celebrate a party. The language and vocabulary used to describe the party communicate cultural values: “Los hombres me subían en sus brazos y me ofrecían churros con canela y azúcar. Era una ciudad de rostros morenos creada por todos, con música y sonrisas. Nuestra casita rodante bajaba en espiral de las montañas hacia las ciudades del Sur de California.” Unit 4 includes the passage, “La culebra.” It is a drama that takes place on a rural farm in Mexico. The materials provide connections with Social Studies by guiding the teacher to introduce students to folktales and folklore. The materials offer the following teacher guidance: “Tell students that folktales and folklore are an important part of a culture. The stories are passed down orally from generation to generation, and they usually contain a message that teaches people the norms and expectations of the culture.” These stories communicate cultural values that foster a bicultural identity in the students.