# Core Program Summary

## Savvas Learning Company, myView Literacy Common Core Enhanced Edition, 2020

### Information

**This program was approved for use in:**

* **Kindergarten**
* **First Grade**
* **Second Grade**
* **Third Grade**

**Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

**Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.**

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact [READAct@cde.state.co.us](mailto:READAct@cde.state.co.us).

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

### CDE Core Program Rating Summary

**Kindergarten:** Meets Expectations

**First Grade:** Meets Expectations

**Second Grade:**  Meets Expectations

**Third Grade:** Meets Expectations

**Usability:** Meets Expectations

### Vendor Information and Program Summary

**Vendor:** Savvas Learning Company

**Publication year (or edition):** 2020

**Contact Information**

**Name:** Scott Sayers

**Role:** Director of Sales

**Address:** 3075 W Ray Rd, Chandler, AZ 85226

**Number:** 303-919-6902

**Email:** [scott.sayers@savvas.com](mailto:scott.sayers@savvas.com)

**Website:** [www.savvas.com/myviewliteracy](http://www.savvas.com/myviewliteracy)

**Vendor provided summary:**

***myView Literacy*** is a comprehensive, interactive English language arts (ELA) program for grades K-5 that is grounded in the science of reading in order to provide a research-based approach to the teaching of reading, writing, speaking, and listening. The all-new print and digital curriculum follows an explicit, systematic, and sequential scope and sequence while providing flexible resources, and meaningful differentiation. Competencies of 21st-century thinking and social-emotional learning are taught and practiced using authentic literature, highly engaging trade books, collaborative learning, and project-based inquiry.

*myView Literacy* emphasizes each of the evidence-based skills that students need to read effectively—phonological awareness, phonics, vocabulary, comprehension, and fluency, as identified by the National Reading Panel to ensure students develop foundational skills and comprehension strategies needed for success.

The program’s instructional model integrates the critical tasks of reading and writing to offer instruction that is worthy of students and their teachers by emphasizing conceptual understandings, standards-based instruction, and application through rigorous performance tasks. The solution provides materials that prepare students for authentic tasks—both assigned and self-selected—that occur in and out of school.

Drawing from the literacy research of notable program authors, Sharon Vaugh, P. David Pearson, and Elfrieda “Freddy” Hiebert, the program is based on a gradual release of responsibility model that unfolds in whole group, small group, and independent learning environments. Teachers use authentic texts to explicitly model, teach, and reinforce literacy goals as students practice and apply the skillful competencies that characterize lifelong readers, writers, and thinkers.