

# The Reading League Curriculum Evaluation: Savvas Publisher’s Response to *myView Literacy* © 2025

Savvas Learning Company’s *myView Literacy* © 2025 provides instruction based on the Science of Reading, emphasizing both foundational skills and language comprehension supported with student-centered practice to support literacy development. *myView Literacy* incorporates evidence-based research and established best practices, offering explicit and systematic instruction in key reading and writing skills. Developed in collaboration with literacy scholars and authors, *myView Literacy* undergoes regular evaluation to assess its effectiveness and usability in the classroom.

Savvas Learning Company is committed to the Science of Reading and appreciates the opportunity to partner with The Reading League and respond to their Curriculum Evaluation of *myView Literacy*.

Starting in the 2025–2026 school year, *myView Literacy* will incorporate structured remediation during small group instruction, following a continuous improvement model, based on established reading research. The myFoundations Teacher’s Guide provides a comprehensive, research-based framework for strengthening foundational literacy skills for students in Grades K–5. By supporting educators with a clear, structured path to literacy mastery, myFoundations supports educators in reinforcing essential reading skills.

## Savvas Response to Challenges Identified in the Report

The Reading League cited five challenges in *myView Literacy*. The following identifies each challenge and provides specific clarifications on Savvas’s approach to the topic.

**Challenge 1:** *myView Literacy* assessment materials do not provide educators with clear directions on what to do with the assessment data they collect. For example, the program does not provide clear criteria for structuring small group interventions or tailoring activities to meet individual student needs. Additionally, the recommendations do not address how to monitor progress over time or adjust instruction based on ongoing assessments. Providing more explicit strategies, concrete examples, and practical implementation steps would enhance the support available to teachers.

**Savvas Response:** *myView Literacy* incorporates data-driven instruction through a suite of robust common formative and summative assessment tools to help teachers

monitor student progress, identify gaps, and make informed instructional decisions. By analyzing data, teachers can target specific skills and provide tailored interventions to ensure each student's success.

The Assessment Guide in *myView Literacy* provides a layout of assessment points throughout the year, detailed explanations on administering and scoring assessments, progress monitoring, and instructional grouping recommendations. The Assessment Guide for each grade level is an important resource for understanding and interpreting results with all program assessments.

Our digital platform, Savvas Realize, saves time with powerful reporting tools and personalized differentiation recommendations. Teachers and administrators can use the features in Savvas Realize to make data-driven instructional decisions:

- Users can drill down into data points on graphs and charts to learn more about student mastery, progress, and usage. Data can be filtered by date range.
- Users can view data by Class Results by Assignment or Class Mastery by Standard.
- The Class Results by Assignment page covers class, group, and individual student test scores and shows how students mastered certain standards based on test scores.
- The Mastery by Standards report shows how a class mastered state and national standards and how individual students mastered state and national standards across assignments over time. Teachers and administrators also can use the data to understand which assessments contributed to the mastery data displayed for each student.
- The Data tab provides a complete display of classes, groups, and individual student mastery, performance, and usage statistics.
- The Usage page displays the amount of time students spend working on specific activities.

In Grades K–2, the Phonological and Phonemic Awareness assessments are integrated into the Small Group Foundational Skills section of the Teacher's Edition (TE). These formative assessments help teachers evaluate whether students have mastered specific phonological and phonemic awareness skills taught that week. The TE provides actionable suggestions for how to support students based on their assessment results, including targeted interventions for students who struggle and enrichment options for those who have mastered the skill. Each phonemic awareness (PA) skill is accompanied by a teaching point, and differentiated support is offered, with options to make the skill

easier or harder based on individual student needs. If additional practice is needed, teachers are directed to the Reading Routines Companion for extra resources.

In Grades 3–5, a screening routine assessment is available in the Reading Routines Companion to help teachers assess students' phonemic awareness at the start of each skill strand. This assessment helps place students in the appropriate phonemic awareness routine, ensuring they receive instruction at the right level for their current skill development.

**Challenge 2:** *myView Literacy* skill sequence appears to align more with the program's decodable texts rather than a well-structured, logical progression of skills and high-frequency words. This creates a disjointed experience for students and may lead to gaps or inconsistencies in their learning.

**Savvas Response:** The phonics scope and sequence for Grade K presents content in a systematic and recursive way. In Units 1–3, students are introduced to new sound-spelling patterns and practice decoding and encoding with these patterns. Savvas was meticulous in aligning the sound-letter patterns to the decodable texts in this grade, and provides a great deal of review and practice within these first three units to ensure student mastery. Not only can students practice in the Student Interactive, they also can practice with online phonics practice activities found on Savvas Realize, as well as with the Skills Practice Book, the Reading Routines Companion, and the myFoundations Student Practice Book. As Grade K students enter Units 4 and 5, no new sound-spelling patterns are introduced. Instead, the skills initially covered in the early units are spiralled and reviewed in depth and provide students with opportunities for growing success as readers and writers.

**Challenge 3:** *myView Literacy* vocabulary instruction lacks an explicit approach to developing depth of word knowledge. While words are drawn from the texts students are reading and defined in a student-friendly way, the associated activities primarily focus on memorization and worksheet-based application. Incorporating a structured vocabulary routine along with activities that encourage students to use words in meaningful, authentic contexts, including in speaking and writing, would serve to enhance its programming.

**Savvas Response:** At the start of each unit, students are presented with four to five academic vocabulary words. These grade-appropriate words are thematically connected to the unit theme and Essential Question. During the unit opener, students apply their prior knowledge of the academic words using an Oral Vocabulary Routine with “Expand” and “Ask” questions. This is followed by additional practice in the Student Interactive that progresses from an oral or drawing practice in Grade K to written

activities in Grades 3–5. As students work their way through a unit of study, they are encouraged to add newly acquired academic words and phrases to a Word Wall.

During the Weekly Launch, students participate in a word practice discussion (Language of Ideas) in which they use the academic words to build knowledge and make connections to information in an infographic. In subsequent lessons during the week, the academic words are explicitly used in collaborative conversations, close-read questions, lessons, and notes that help teachers make connections between the words and the lesson content.

Over the course of a unit, *myView Literacy* systematically builds on these academic words by *generating*, *applying*, and *synthesizing* the words through oral instruction, close read questions, vocabulary practice activities, collaborative conversations, and writing activities. The weekly Academic Vocabulary topics ensure that students' word knowledge will be incremental, multidimensional, and interrelated.

**Challenge 4:** *myView Literacy* fails to provide students with adequate opportunities to practice target skills. This includes practice opportunities across the program's multiple domains (e.g., phonemic awareness, phonics, high-frequency words, vocabulary, etc.). Embedding more student practice is recommended to allow learners to reinforce, solidify, and ultimately, master new learning.

**Savvas Response:** In *myView Literacy*, Phonological Awareness and Phonics are taught in Grades K–2 while High-Frequency Words and Vocabulary are taught in Grades K–5. In each grade, instruction for phonics and phonological awareness follows a Teach, Model and Guide Practice, and Practice pedagogy. High-Frequency Words and Vocabulary are explicitly taught in each Week's Lesson 1, and Lessons 2–5 provide time for practice and/or application. Practice is provided in a wide variety of formats: Student Interactive practice pages, Skills Practice Book pages, myFoundations Student Practice Book pages, activities from the Reading Routines Companion.

**Challenge 5:** While *myView Literacy* offers some high-quality resources, the sheer volume of materials may overwhelm both experienced and novice teachers. This abundance of curricular resources also has implications for the timing of the literacy block as it may not fit within the time constraints of a typical school day.

**Savvas Response:** *myView Literacy* provides instruction tailored for any reading block whether it's 30, 60, 90 minutes or more. Teachers are provided with explicit guidance and time stamps to adjust their instruction based on the needs of their schedule. Everything required to begin instruction in *myView Literacy* is organized around four connected resources that establish routines, streamline planning time, and prioritize

student achievement. Please see our [Reading Block map](#) for each individual resource’s suggestion use within the reading block.

1. *Core Teacher’s Edition*—Teachers begin the explicit instruction for each day with the Core TE. This instruction is intended for all students and provides explicit reading and writing instruction. Teachers should use the Core TE as their main planning tool and are provided with detailed planners that highlight both skills and resources at the unit, week, and daily lens.
2. *Student Interactive*—The Student Interactive book is a consumable student edition that accompanies the Core Teacher’s Edition. Each page is referenced in the Teacher’s Edition with visuals, answer keys, and corresponding instruction.
3. *Reading Routines Companion*—Connected to the lessons within the Core Teacher’s Edition but with a deliberate focus on deeper practice and structured differentiation support, the Reading Routines Companion provides a different instructional approach for students that have demonstrated the need for more support based on the Core lesson.
4. *myFoundations Teacher’s Guide*—Each structured literacy intervention lesson in the myFoundation’s Teacher’s Guide aligns directly to the whole group instruction within the Core Teacher’s Edition, providing a different instructional approach and even stronger scaffolding. Teachers are provided with explicit scripting and activities that scale back skills and build towards independence. Progress monitoring helps teachers understand how to consistently evaluate student needs and ensure that student groupings remain fluid.

Savvas Realize digital platform provides daily lesson slides that seamlessly integrate all materials for teachers and students at point of use. The Realize digital platform organizes every element of a daily lesson for teachers and students in order to optimize classroom instruction time.

## Savvas Response to Red Flags

Red Flag Practices for Phonics and Phonic Decoding
1.16: Instruction is typically “one and done”; phonics skills are introduced but with very little or short-term review.
Savvas Response
For all grades, we have a cumulative review cadence provided by author Dr. Sharon Vaughn.

This review is covered by Digital Learning Activities on Realize, the Skills Practice Book, and the forthcoming Daily Spiral Review presentation slides. In Grades 3–5, we intentionally provide cumulative review for students who need it, and additional cumulative review can be found included in materials such as the Skills Practice Book and myFoundations Student Practice Book.

### **Red Flag Practices for Phonics and Phonic Decoding**

1.18: Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions.

### **Savvas Response**

In Grades K–2, phonics instruction is found in every lesson to be a core component of the Foundational Skills strand, which is part of the daily 60-minute reading block. More instruction is provided in Small Group, which can be used with the entire class as needed, but Whole Group instruction is daily and robust. For Grade 3, phonics instruction is emphasized less, as the transition to Word Study begins.

The Decodable Stories in GK–1, Decodable Readers in GK–3, and online Foldable Decodables in GK–3 all provide students with interleaving opportunities. Because the stories were written in alignment with each grade's phonics scope and sequence, we were able to create stories that allow for practice of the new skill as well as cumulative review of skills from early lessons.

### **Red Flag Practices for Phonics and Phonic Decoding**

1.23: Few opportunities for word-level decoding practice are provided.

### **Savvas Response**

Multiple opportunities for word-level decoding are present in the Student Interactive, Skills Practice Book, and Reading Routines Companion activities. Additionally, while The Reading League review was being conducted, Savvas was mid-development on myFoundations. Because the component, which is one of the core four components of the *myView Literacy* program and included with program purchase, is now available, we are including references to myFoundations in our response. The myFoundations phonics lessons explicitly require students to decode and encode in every lesson.

### **Red Flag Practices for Fluency**

1.42: Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.

### **Savvas Response**

Accurate word reading is a crucial skill in developing reading fluency. myFoundations fluency instruction provides concentrated practice for word reading in isolation, as well as in connected text, to help develop automaticity. In Grades 1–3, students will have the opportunity to practice word reading fluency using a research-based word list provided in the MyFoundations Student Practice Book.

<b>Red Flag Practices for Vocabulary</b>
2.7: Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.
<b>Savvas Response</b>
During Small Group instruction in <i>myView Literacy</i> , vocabulary lessons found in the myFoundations Teacher’s Guide provide ways for all students to engage in activities that focus on learning new concepts and new labels for known concepts. As they create a word-rich environment, teachers model and provide practice for students to develop vocabulary knowledge through speaking, listening, and writing about a variety of words. Teachers help students explore word relationships using graphic organizers. They model good word-learning strategies using critical vocabulary from <i>myView Literacy</i> units. Students then demonstrate knowledge of words in different contexts, using both chosen vocabulary and self-selected words of interest. These activities, along with core academic and selection vocabulary work, help develop deep understanding of vocabulary words in students.
<b>Red Flag Practices for Vocabulary</b>
2.9: Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.
<b>Savvas Response</b>
“Vocabulary in Context,” “Close Read: Vocabulary in Context”, “Academic Vocabulary,” and “Possible Teaching Point: Academic Vocabulary” are present in all Grade K–5 units. At the start of each unit, students are presented with four to five academic vocabulary words. These grade-appropriate words are thematically connected to the unit theme and Essential Question. During the unit opener, students apply their prior knowledge of the academic words using an Oral Vocabulary Routine with “Expand” and “Ask” questions. This is followed by additional practice in the Student Interactive that progresses from an oral or drawing practice in Grade K to written activities in Grades 3–5. As students work their way through a unit of study, they are encouraged to add newly acquired academic words and phrases to a Word Wall. Over the course of a unit, <i>myView Literacy</i> systematically builds on these academic words by generating, applying, and synthesizing the words through oral instruction, close read questions, vocabulary practice activities, collaborative conversations, and writing activities. The weekly Academic Vocabulary topics ensure that students’ word knowledge will be incremental, multidimensional, and interrelated.

<b>Red Flag Practices for Spelling</b>
4.8: No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.
<b>Savvas Response</b>
A foundation of phoneme segmentation and phoneme mapping is explicitly taught for students

in Foundational Skills, Grades K–1. As students progress through the program, these foundation-building skills are mastered, and application of this mastery is the basis for encoding through spelling. Additionally, while The Reading League review was being conducted, Savvas was mid-development on myFoundations. Because the component, which is one of the core four components of the *myView Literacy* program and included with program purchase, is now available, we are including references to myFoundations in our response. The teachers who use myFoundations activities for Small Group instruction will encounter standardized language emphasizing phoneme segmentation and phoneme-grapheme mapping that they can rely on to support all students (ex: "The word is corn. Say corn. Say the sounds as we place the letters: /k/ /or/ /n/. Spell the word corn. ").

### Red Flag Practices for Assessment

5.13: Multilingual learners are not assessed in their home language.

### Savvas Response

*MyView Literacy* offers a cohesive vision for multilingual learners based on these key tenets. The instructional approach

- comes from an assets-based viewpoint
- focuses on the same learning objectives as fluent English speakers
- scaffolds the language demands of the same text or task provided to all learners
- balances activities across all language domains
- engages students' multilingual resources
- addresses the requirements of state/district evaluation processes

*myView Literacy* instructional supports are crafted to ensure that *all* students work toward the same learning objectives and are created with the understanding that *all* students come to school with cultural and language resources and assets. Instructional support notes for multilingual learners include:

**Language Support** – scaffolding for multilingual learners with *Light, Moderate, and Substantial* support based on the language objectives and demands of the task. These general labels of support ensure the task rather than the proficiency level is being scaffolded. In addition to scaffolds, the Language Support notes also appear in the side columns of the Teacher's Edition to reference additional activities and routines from the *Language Awareness Handbook*.

**Language Demands** – at the sentence and discourse levels, notes appear prominently in these key areas of the instruction: at point of use in the side column, in the main column of Read the Text spreads, and during the Week 6 Project-based Inquiry. Language Demands notes in the side column and in Week 6 provide more targeted word, sentence, and discourse level support for a lesson or skill. Language Demands on the Read the Text spread provide an overview of a text's language challenges at the word, sentence, and discourse levels.

**Language Links** – notes connect and engage with students' multilingual resources and appear prominently in two key locations: at point of use in the side column and in the main column of foundational reading and word-work pages. The purpose of the Language Links notes is to create teacher awareness of language transfer, such as cognates, false cognates,



and comparative and contrastive analysis features of language, as well as highlighting other language variations.

**Language Checkpoint** – formative assessment that appears once per week in the Lesson 5 Small Group. A Language Checkpoint generates data on a weekly skill or topic to inform instruction. These assessments are scaffolded at three proficiency levels: Emerging, Expanding, and Bridging. The proficiency level descriptors are meant to be cumulative, building on students’ previous levels. As multilingual learners gain proficiency in English, their ability to effectively use a range of linguistic resources increases.

Additional support for multilingual learners can be found in the *Language Awareness Handbook*. This valuable resource provides integrated reading and writing support while working in tandem with core whole and small group instruction in *myView Literacy*. These linguistically accommodated lessons are intended to be used during small group time with students who need additional scaffolded instruction and supports such as routines, sentence frames, and graphic organizers.