

Bethel Board of Education Regular Meeting

Thursday, June 15, 2023 7:00 PM

Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801

1. Call to Order	Speaker(s) : Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
2. Board Recognition/A Salute to Excellence	
2.A. Gifts, Grants, & Bequests	
3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
4. Consent Calendar	Speaker(s) : Policy 9326
4.A. Approval of Minutes	
4.A.1. May 24, 2023 - Regular Meeting	
4.A.2. June 5, 2023 - Special Meeting	
5. Correspondence	Speaker(s) : Policy 9326
6. Public Comment (Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	Speaker(s) : Policy 9326
7. Administrative/Board Member Update	Speaker(s) : Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	
7.B.1. 2022-2023 BOE District Data Sheet	
8. Reports to the Board	
8.A. Curriculum, Assessment, & Professional Practices	
8.A.1. K-5 Reading Program Adoption- My View	
8.B. Policy	Speaker(s) : Policy 9310, 9311, 9313
8.B.1. Regulation 5141.11 - School Bus Accidents	
8.C. Resource Management & Business Operations	
8.C.1. Personnel	Speaker(s) : Policy 9326
8.C.1.a. Substitute Teacher Rate	Speaker(s) : Christine

8.C.2. Finance

8.C.2.a. Food Service Management Company
Contract Renewal

8.C.2.b. Financial Update

9. Recommended Executive Session

9.A. CT General Statues 1-210(b) (9) Personnel -
Negotiations

Speaker (s) : Christine
Carver

- Bethel BOE Food Service Employees Union
- Bethel Association of Educational Secretaries
- Non-Union Salaries

10. Adjourn

Funding Plan



- Payment over 3 years.

Total Cost of Program		\$620,745.13
Breakdown of Costs		
Program Cost		\$569,037.03
Shipping and Handling		\$20,808.10
Professional Learning		\$30,900.00

Funding Source	2022-2023 Fiscal Year	2023-2024 Fiscal Year	2024-2025 Fiscal Year
Right to Read Grant	\$51,500.00	\$51,500.00	N/A
ARP ESSER Grant	\$230,000.00	N/A	N/A
Operating Budget -Building Literacy Budgets -Health Savings -Curriculum Budget	N/A	128,422.57	128,422.56
Title II Grant	N/A	\$20,000 Professional Learning	\$10,900.00 Professional Learning
Totals	\$281,500.00	\$199,922.57	\$139,322.56

Bethel Public School

Textbook or Instructional Resource Adoption Form

Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. Title of **Currently Used** Textbook/Instructional Resource:
District Created Units of Study-Based on Lucy Calkins Units of Study
2. Title of **Proposed** Textbook/Instructional Resource:
MyView Literacy (2020), Savvas Learning Company
3. Subject Area:
English Language Arts
4. Grade Level:
K-5
5. Publisher:
Savvas Learning Company (Formerly Pearson K12 Learning)
6. Unit Cost of Textbook or Unit Cost of the Instructional Resource:
See Quote
\$43.00 per student (1 year)
\$215.00 per student (5 Years)
7. Number of Textbooks/Instructional Resource Materials Needed:
Outfit every K-5 classroom.
8. Total Cost (including estimated shipping):
\$ 620,745.13
9. What **specific selection criteria** were established by the **Selection Committee** for a new textbook or instructional material? (enumerate below)

We used the criteria established by [EdReports](#) and [CURATE](#).

We also reviewed each of the programs for the following:

- Instructional Design, Phonemic Awareness and Phonics, Fluency, Vocabulary, Comprehension, Common Core Standards Alignment, Support for Multilingual Learners
[Criteria](#) used by the selection team

10. List the names of the Selection Committee members:

Alison Salerno, Beth Grieco, Donna Burns, Trish Soucy, Christine Carver, Danielle Legnard, Kristen Brooks, Mickie Rutledge, Michelle Pashaian, Michele Walsh, Kristine Calzone, Erin Brown, Diana Bernardo, Diane Kinkade, Elaine O'Keefe, Danielle Troiano, Auguste Sachse-Skidd, Fran Demers, Shannon Carrizzo, Mandy Esposito, Jeff Moscovitz, Lisa Barbieri, Gina McKenzie, Laura Montero, Greg Reid, Kerri Luchsinger, Melissa Dube, Irene Drake, Kristine Komoroski, Leah Guglielmo, Christy Bibb

11. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

The MyView Literacy program was on the Connecticut State Department of Education's [list of approved programs](#). Each curriculum model or program was reviewed at the state level. In addition to the ratings of Connecticut reviewers, other credible and comprehensive literacy material reviews and research findings, including [CURATE](#), [EdReports](#), and the [Colorado Department of Education Advisory List of Instructional Programming](#), were considered before final approval.

We also internally conducted our own review of the program using the criteria established by [edreports.org](#) and [Curate](#).

12. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content?

- a. Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use?
- b. If not, did you go through the Bethel Public School's [resource review process](#) to have it approved?

Yes, it is approved.

13. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

We reviewed all of the Programs on Connecticut's list of approved reading programs,

- Arc Core (American Reading Company)
- My View (Savvas)
- Into Reading (HMH)
- Wonders-McGraw - Hill Education
- CKLA (Core Knowledge Language Arts)-Amplify
- Open Up-Expeditionary Learning

14. Was **all or part** of the textbook or instructional resource **piloted** by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

Two programs were piloted for 6 weeks in grades K-5. Teachers piloted all aspects of a unit in the program including all of the digital and assessment tools.

-*My View Literacy* (Savvas) 14 pilot teachers (2 to 3 per grade level) across Berry, Rockwell and Johnson School who piloted

-*Into Reading (Houghton Mifflin Harcourt)* 12 pilot teachers (2 per grade level) across Berry, Rockwell and Johnson School who piloted

Professional learning was provided each week from each company to support the pilot.

15. What other school districts in our area or in Connecticut use this textbook or instructional resource?

[My View New England Users](#)

Three Districts just recently adopted the program to start next year.

- East Granby
- East Windsor
- Norwich Public Schools

16. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

In order to determine the program that would best meet our needs here in Bethel, we reviewed the strengths and challenges of several aspects including:

- Comprehensiveness/Rigor of Curriculum and Materials
- Differentiated Instruction-Meeting the Needs of ALL Learners
- Assessment and Data-Driven Instruction
- Teacher Support

The team overwhelmingly chose **MyView Literacy (Savvas)** to move forward to the next phase. Some of the larger themes for why MyView Literacy was chosen included:

- Rigorous, relevant and engaging curriculum with inquiry opportunities
- Explicit standards-based skill instruction supporting the science of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension and includes oral language and listening comprehension)
- Comprehensiveness in terms of supporting all learners-assessment driven with resources to support students' need areas
- Many opportunities for teacher support including on demand embedded professional learning as well as knowledgeable in person opportunities.
- Connection to the global competencies
- Some correlation to our science curriculum.

Signature: _____
Proposal Originator

Date: _____

Signature: _____
Building Administrator

Date: _____

Signature: _____
District Administrator

Date: _____

Bethel Public Schools

Curriculum Committee



MyView Literacy K-5 Program
Savvas Learning Company

June 1, 2023

Background Information



In June 2021, **The Right to Read** Act-Legislation HB 6620 was passed.

Systematizing a coordinated statewide reading response based on the Science of Reading.

One of the expectations outlined in the legislation include:

- **Require districts to implement an evidence-based reading curriculum. (July 2023)**

Selection Process



- *In addition to the expectation of the Right to Read Act that an evidence based program is implemented, the Right to Read Act required the State Department of Education to provide a short list of approved programs for districts to choose from.*
 - Each curriculum model or program was reviewed at the state level to determine if it met the establish criteria.
 - In addition to the ratings of Connecticut reviewers, other credible and comprehensive literacy material reviews and research findings, including [CURATE](#), [EdReports](#), and the [Colorado Department of Education Advisory List of Instructional Programming](#), were considered before final approval by the state.

Programs Reviewed



We reviewed all of the Programs on Connecticut's list of approved reading programs:

- Arc Core (American Reading Company)
- My View (Savvas)
- Into Reading (HMH)
- Wonders (McGraw-Hill Education)
- Core Knowledge Language Arts-CKLA (Amplify)
- Open Up (Expeditionary Learning)

Selection Process



- Starting in January, the District Literacy Team with the representation of each grade level, K-5 convened for a series of presentations by each of the five state approved programs we brought forward for review.
 - After each presentation, each program was evaluated using common criteria and discussed strengths and challenges. [First Round Criteria](#)

Selection Committee



Representation across all three elementary schools Included:

- classroom teachers
- special education teachers
- literacy and multilingual learner specialists
- Instructional coaches
- administration

Chose Two Programs to Pilot



- Two programs were piloted for 6 weeks in grades K-5. Teachers piloted all aspects of a unit in the program including digital components and assessment tools.
 - ***My View Literacy (Savvas)*** 14 pilot teachers (2 to 3 per grade level) across Berry, Rockwell and Johnson School.
 - ***Into Reading (Houghton Mifflin Harcourt)*** 12 pilot teachers (2 per grade level) across Berry, Rockwell and Johnson School.
- Professional learning was provided for pilot teachers each week from each company to support the pilot.
- Teams continuously shared their experiences and thoughts across the pilot teams to ensure that the entire team was learning about each program.

Final Selection of the Chosen Program



- 6 Weeks after the pilot commenced, the the full pilot team was surveyed to collect their thinking. The data was compiled for the selection team to review and synthesize.
- The full reading program selection committee convened to review the patterns and make a final determination.
- The chosen program was overwhelmingly *MyView Literacy* .

Selection Committee Overwhelming Chose MyView Literacy



Team Synthesis of Strengths My View Strengths

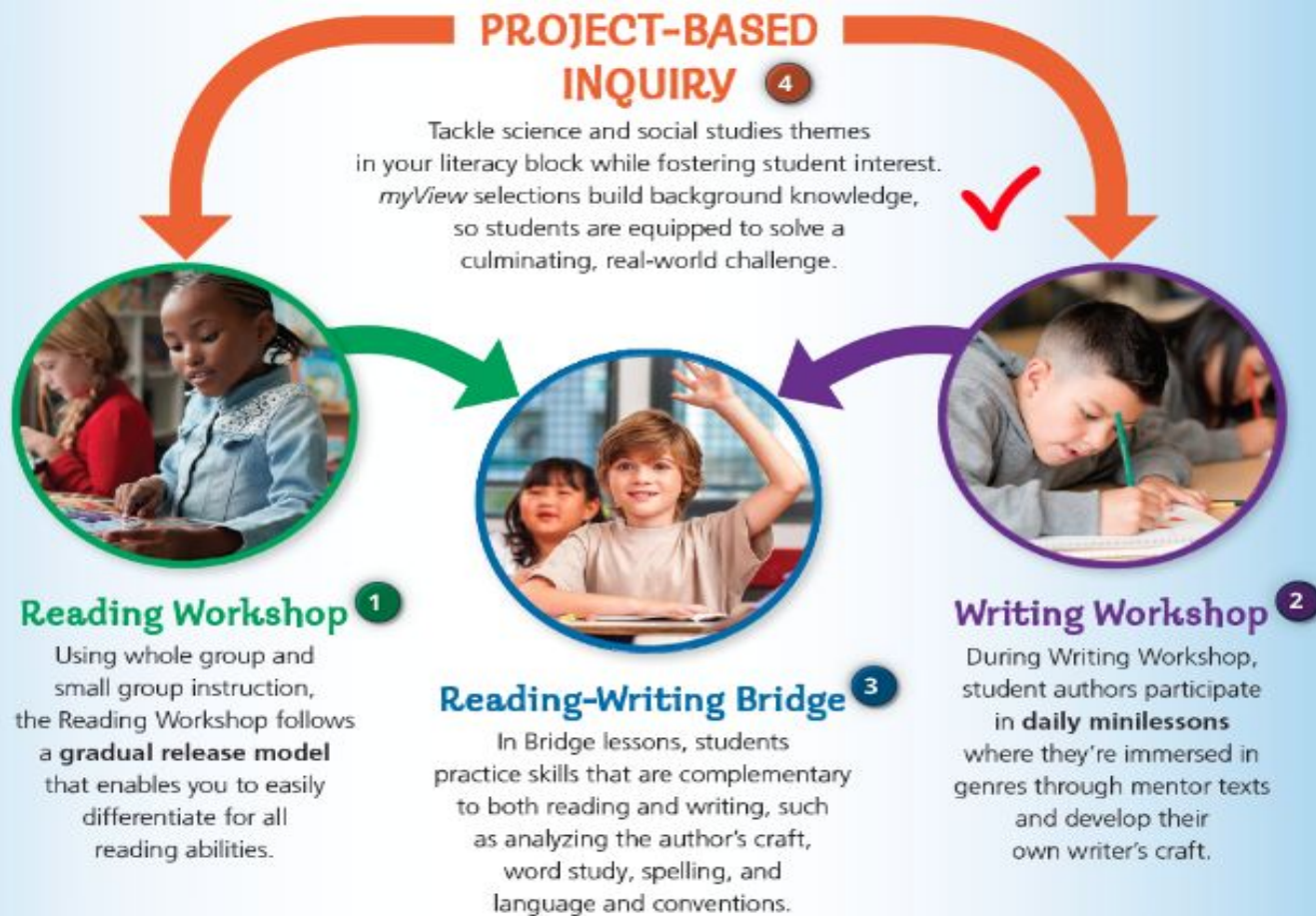
- Rigorous, assessment driven relevant and engaging curriculum with inquiry opportunities (ability to apply the learning of the unit)
- Explicit standards-based skill instruction supporting the science of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension and includes oral language and listening comprehension)
- Comprehensiveness in terms of supporting all learners-assessment driven with resources to support students' need areas (at all areas)
- Many opportunities for teacher support including on demand embedded professional learning as well as knowledgeable in person opportunities.
- Connection to the global competencies and emotional intelligence
- Some correlation to our science program..

MyView Literacy K-5

Savvas Learning Company



MyView Literacy K-5 (Savvas) Overview



UNIT THEME

My Neighborhood

Essential Question

What is a neighborhood?

Weekly Questions
Students relate the
weekly questions to
their reading.
WEEKS 1-5

WEEK
1

The Blackout

How can neighbors help each other?



WEEK
2

from Henry on Wheels

What can I see in a neighborhood?



WEEK
3

Look Both Ways!

How do signs in our neighborhood help us?



WEEK
4

Garden Party and Click, Clack, Click!

How can I get to know my neighbors?



WEEK
5

Making a Map

What does a neighborhood look like?



Project

WEEK
6



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "my neighborhood" in the WEEK 6 PROJECT: People in My Neighborhood.

Sample Week Six Inquiry Project

INQUIRE

PROJECT-BASED INQUIRY

Saving SPECIES

Activity

Create a poster about an endangered animal. Research important information about the animal, such as what it eats, where it lives, what adaptations it has made to survive, and why it is now endangered.

Research Articles

With your partner, read "Adapting to Urban Habitats" to generate and clarify questions you have about the inquiry topic. Next, begin developing a research plan to help you create your poster. Be sure to share responsibilities with your partner.

1 Adapting to Urban Habitats

2 An Unlikely Friendship

3 Biomimicry: Shaping the Shinkansen

Generate Questions

COLLABORATE Read "Adapting to Urban Habitats" and generate three questions you have about the article. With your partner, answer any questions you can before sharing them with the class.

1. _____
2. _____
3. _____



Use Academic Words

COLLABORATE Work with your partner to complete the chart. If appropriate, use this vocabulary when you create your poster.

Academic Vocabulary	Word Forms	Word in Context
survive	survives survival survived	Plants need water and sunlight for their survival. _____
defense	defenses defend defender	The defender blocked the rebound shot. _____
classified	classify classifies classification	Ladybugs can be classified by the number of spots they have. _____
acquire	acquires acquired acquisition	Animals acquire, or learn, survival skills from other animals. _____
sufficient	sufficiently insufficient self-sufficient	The family gathered sufficient supplies for their camping trip. _____

Reading Workshop

READING WORKSHOP

Evaluate Details

Readers can recognize the main idea in informational text themselves what the text is mostly about. They can find details, or supporting evidence, to form key ideas about the

- My TURN** Go back to the Close Read notes and highlight evidence that best relates to the main idea.
- Text Evidence** Record the parts you highlighted in the organizer. Then evaluate each detail, or piece of supporting evidence, and explain why it is important for understanding the main idea.

Main Idea	
Detail	Detail
Connection to Idea	Connection to Idea

Writing Workshop

PERSONAL NARRATIVE

Know the Narrator

A narrative is told from the perspective of the narrator. Authors use the narrator's voice through word choice and by deciding what information to include and what information to leave out of the text.

My TURN Choose a book you have read. Then fill in the boxes.

How does the narrator sound? Describe the narrator's voice as if you would describe how a friend talks.

Use text evidence to support your description of the narrator.

Ask yourself why the narrator chose to tell about this particular experience.

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Grammar

LANGUAGE AND CONVENTIONS

Compound Subjects and Predicates

A sentence has two parts: the **subject** and the **predicate**. A subject is the noun or pronoun telling who or what the sentence is about. A **compound subject** is made up of two or more subjects joined by a conjunction, such as *and*. A simple predicate is the main verb, which tells what the subject is or does. A **compound predicate** is made up of two or more simple predicates joined by a conjunction.

Simple Subjects	Conjunction	Compound Subjects
Mary removed long, embedded fossils from the heavy rock. Her workers removed long, embedded fossils from the heavy rock.	and	Mary and her workers removed long, embedded fossils from the heavy rock.

Simple Predicates	Conjunction	Compound Predicates
Mary carefully combed the beach. Mary dug endlessly for fossils.	and	Mary carefully combed the beach and dug endlessly for fossils.

My TURN Edit this draft by changing two simple subjects to a compound subject and two simple predicates to a compound predicate.

Mary learned to hunt for fossils. Her brother, Joseph, learned to hunt for fossils. They used a shovel to dig for the fossils. They found where the wind or water uncovered the fossils.

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Spelling

SPELLING

READING-WRITING BRIDGE

Spell Greek and Latin Word Parts

Understanding Greek and Latin word parts can help you better understand unfamiliar words.

- The word part **anti-** is Greek for "against."
- The word part **trans-** is Latin for "across," "through," or "beyond."
- The word part **amphi-** is Greek for "on both sides."
- The word part **auto-** is Greek for "self."

My TURN Read the words. Spell each one by writing it in the category that corresponds to the meaning of its word part. Use a print or online dictionary to confirm the full meaning of each word.

SPELLING WORDS

automobile	automatic	autopilot	automation
autocracy	transaction	transect	transform
amphibian	amphitheater	autonomous	autoimmune
transparent	transit	transfer	amphibious
antidote	antiseptic	antimatter	antibiotic

Self	Against	Across, Through, Beyond	On Both Sides

Conventions



WRITING BRIDGE

Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1

 **Spiral Review: Complex Sentences**

FOCUS ON STRATEGIES Explain that a complex sentence has an independent clause and one or more dependent clauses. The dependent clauses begin with a conjunction or a preposition such as *when*, *because*, *until*, *before*, or *if*. (See p. T181.)

MODEL AND PRACTICE Write these sentences:

- After the party ended, we cleaned up.
 - Rodney kept shooting free throws until he made five in a row.
- Identify each independent clause. Discuss how it can stand by itself as a sentence that makes sense. Identify each underlined dependent clause. Discuss why it cannot stand by itself.

Write additional examples, and have students identify the dependent and independent clauses.

APPLY Have students write their own complex sentences and identify dependent and independent clauses.

ELI Targeted Support

Edits: Explain to students that editing is an opportunity to correct their grammar, especially as their writing skills grow to include complex sentences.

Ask students to fill in the sentence frame: _____ I got good grades, my mom mailed my favorite meal. **ISBN 978-1-60318-492-2**

In addition to the above activity, have students write the sentence frame in their notebooks. Then have them underline

the independent clause and circle the dependent clause.
 (10/2/2019)

Have students write their own complex sentences in the notebooks. Then ask them to explain the difference between the dependent and independent clauses. (The independent clause can stand alone as a complete sentence, but the dependent clause cannot.) www.ck12.org

LANGUAGE AND CONVENTIONS

Common and Proper Nouns

Common nouns name any person, place, or thing. Proper nouns name a specific person, place, or thing. Some proper nouns contain more than one word. Proper nouns are always capitalized.

Type of Noun	Common Noun
person	man woman friend teacher
place	school country state street
thing	toy book club game

Warning Edit this draft to replace the undefined corner
properly.

[illegible]

Name _____

Language and Conventions

Common and Proper Names

A common noun names a person, place, or thing. A proper noun names a specific person, place, or thing. All proper nouns are capitalized. Some proper nouns contain more than one word.

EXERCISE Write whether each noun is common or proper.

1. ball _____
2. James _____
3. Wednesday _____
4. country _____
5. Atlantic Ocean _____
6. coast _____
7. Lake Michigan _____
8. Principal Franklin _____
9. senator _____

Ex. 1 Read each sentence. Then underline each proper noun or nouns and circle each common noun or nouns.

1. Kerry went to school early.
2. We went to the beach to meet Uncle Drew.
3. The red truck in our driveway belongs to Diane.
4. Who wants to walk to the grocery store and buy ice cream?
5. Is the principal's jacket hanging in the auditorium?

Grade 4, Unit 2, Week 2

2



Reading Routines Companion: Practices Grounded in Science

SIDE A

Isolate Phonemes: Medial /a/

Phoneme isolation is the ability to isolate (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 INTRODUCE

Gather three counters. Today we will isolate the middle sound. The middle sound is the /a/ sound.

STEP 2 MODEL

- I will say a word. Listen carefully as students repeat the word.
- Segment the sounds of the word, right as you say each phoneme. /a/ /a/ /a/. Sweep your hand beneath the counters as you say: pan.
- Point to each counter as you say: sound in pan is /a/. Say the middle sound.

STEP 3 GUIDE PRACTICE

Provide students with counters to segment with you. Point to each counter and have them say: /a/ /a/ /a/. Sweep your hand under the middle sound in cap? (/a/)

STEP 4 ON THEIR OWN

Have students segment the sounds in the middle sound.

bot jam tab n

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE 1

SIDE B

Isolate Phonemes: Medial /a/

CORRECTIVE FEEDBACK

If students cannot identify medial /a/ in a word,

THEN model how to segment each sound to hear medial /a/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify the medial /a/ in words may be able to focus on the sound /a/ in a tactile phoneme deletion activity.

- Segment the sounds of the word ran, placing a counter from left to right as you say each phoneme: /r/ /a/ /n/. Sweep your hand beneath the counters as you say: ran.
- What is ran without /r/? Remove the first counter and tap beneath each of the remaining counters as you say: /a/ /n/. Sweep your hand beneath the counters as you say: an.
- Continue the phoneme deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.

sap bod sat nop

Make It Harder

Students who can identify the medial /a/ in CVC words may be ready to identify the sound /a/ in CVCVC and CVCVC words.

- I will say three words. Listen carefully to the sounds in each word. When you hear the sound /a/ in a word, raise your hand and say the word. Listen: best, mast, cast. Students should raise their hand and say cast.
- Continue with these sets of words.

nest last dust sent sink sand
rump pump bend sled slam slob

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE 1

SIDE A

Short a Words

Blending is the ability to string letter spells in a word.

ROUTINE

STEP 1 INTRODUCE

Display the word at using letter at on the board. Point to a. This word spells the vowel sound /a/ the short a sound. Point to t. Yt spells the sound /t/.

STEP 2 MODEL

- I will write the word at. The /a/. I can write the letter a. /t/. Point to the letter t. Sw say: at.
- This is how I blend the word in at as you say its sound: under at as you blend the

STEP 3 GUIDE PRACTICE

Display the word mat. Let's try spelling and have students say your hand under mat as student you: /m/ /a/ /t/. mat. Ask: What How do we spell that sound? with you.

STEP 4 ON THEIR OWN

Have students blend the letter have them write the letter a

am sat

PHONICS

PHONICS GRADE 1

SIDE B

Short a Words

CORRECTIVE FEEDBACK

If students cannot blend letter sounds to read words with the short vowel a,

THEN model how to blend the sounds of words with the short vowel a, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can segment each sound of a word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles or cards for at, leaving space between each letter. Point to each sound spelling and say the sound.
- Then push the letter tiles together as you blend the sounds to say the word.
- Provide each student with a set of letter tiles or cards. Using the words below, have students isolate each letter sound and then push the tiles together as they say the word.

am sat Sam Tam

Make It Harder

Students who can blend the sounds to read short a words may be ready to build other words using additional letters.

- Provide individual students or partners with a set of these six letter tiles or cards.
- Have students build and read aloud as many 2-letter short a words as they can with the given letters. (am, ma, an, as, at)
- Then repeat, having students build and read aloud as many 3-letter short a words as they can. (man, mat, nam, Tam, ant, ran, ran, rat, sat, Sam)

a m n
r s t

Writing Minilesson

Minilesson

Mentor STACK

TEACHING POINT Narrators show what characters are thinking, allowing readers to identify with the characters' problems and decision-making processes. On one hand, a first-person narrator reveals personal thoughts and feelings through the internal dialogue of an individual character. On the other hand, a third-person narrator can describe any character's thoughts and feelings.

MODEL AND PRACTICE Read aloud a stack text with a first-person narrator, and have students take notes to identify language that describes a character's thoughts and feelings. Ask: *What was the first-person narrator's strongest feeling? How can you tell?*

- Repeat the exercise above using a text with a third-person narrator. Ask: *What did the third-person narrator emphasize about the character? Why do you say that?*
- Encourage students to compare the two types of narration, and ask: *Which kind of narrator gave you greater insight? Why do you think that is?*

Use p. 74 in the *Student Interactive* to show students how they can develop a character's internal voice.

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myView
Digital

INTERACTIVITY

REALISTIC FICTION

Independent Writing

Mentor STACK

FOCUS ON CHARACTERS After the minilesson, students should transition into independent writing.

- Direct students to begin composing characters for their realistic fiction stories. Students who need ideas can work in pairs to list thoughts and feelings a character might have.

WRITING SUPPORT

- **Modeled** Use a stack text to do a Think Aloud that identifies descriptions of a character's thoughts and feelings.
- **Shared** Use a stack text with a first-person narrator. Transcribe students' comments as they identify the narrator's thoughts and feelings.
- **Guided** Compare stack texts with first- and third-person narrators to provide explicit instruction on describing a character's thoughts and feelings.

 **Intervention** Refer to the Small Group Guide for support.

- Students who have started their stories may continue developing characters in their writing notebooks.

See the *Conference Prompts* on p. T354.

Share Back

Ask one or two students to share examples of writing that show how characters are feeling.

Drafting | Descriptions

As students draft their realistic fiction pieces, have them ask themselves the following questions about any descriptions they write:

- What does this detail reveal about my character?
- How does this description relate to the setting or events?
- Could this description better portray the scene?

Encourage students to keep these questions in mind as they draft their stories.

All-in-One Student Interactive

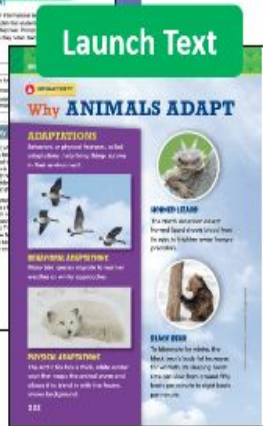
- ▶ Infographics
- ▶ Literature
- ▶ Minilessons
- ▶ Foundational Skills
- ▶ Decodable Stories
- ▶ Vocabulary
- ▶ Spelling and Grammar
- ▶ Handwriting
- ▶ Anchor Charts



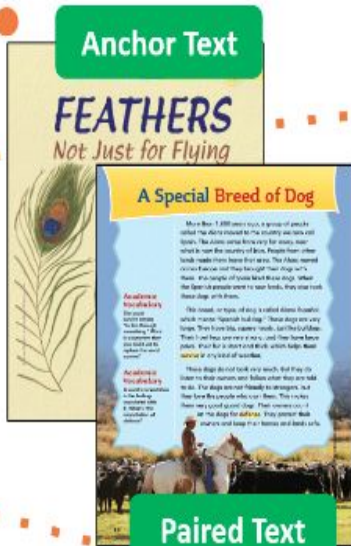
Look What We're Reading!



Read Alouds



Launch Text



Anchor Text

Paired Text



Leveled Research Articles



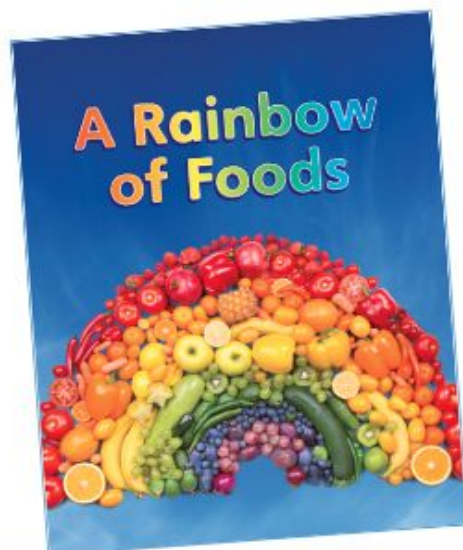
Leveled Readers

Trade Books

BOOK CLUB

Students experience a variety of texts each week designed to build content knowledge.

Topically-Connected Leveled Texts



- Fountas & Pinnell Characteristics
- Genre, Elements, and Text Structure
- Background Video for Each
- 15-20 per unit



Every lesson contains differentiated suggestions to support multilingual learners.

ELL Targeted Support Use Vocabulary Have students use the vocabulary words in conversation.

Display one of the vocabulary words and its definition. Have students turn and talk to a classmate about a real person or event, using the word. Provide sentence frames such as showed determination by not giving up. I admire 's determination because it helps her accomplish her goals. **EMERGING**

Display all of the vocabulary words and their definitions. Have students turn and talk to a classmate about a real person or event, using one of the words. Provide sentence frames such as One example of determination is _____. **DEVELOPING** Determination helped someone achieve _____. Have students use the words and their definitions. **CHALLENGE**

Display all of the vocabulary words and their definitions. Have students turn and talk to a classmate about a real person or event. Challenge students to speak in complete sentences, and to correctly use at least one of the vocabulary words in each sentence. **BRIDGING**



Prepare to Read: Narrative Nonfiction

Language Objective
Identify elements of narrative nonfiction, such as dates and details about real people and events.

REVIEW This week students are reading narrative nonfiction. Remind students that narrative nonfiction is a story about real events and people.

GUIDE PRACTICE Reread "Sally Ride" on p. 122. Have students identify the main events in Sally's life. Ask: How do you know when each event happened? How do you know where each event happened? Provide sentence frames: I know when _____ happened because _____. I know where _____ happened because _____.

ON THEIR OWN Have students write a paragraph about a person they know.

to help students sequence the main events in Sally's life. Guide students to connect events with correct dates.

Interact with the Text: *Reaching for the Moon*

REVIEW This week's narrative nonfiction selection is *Reaching for the Moon*. Use the following practice to help students generate questions.

GUIDE PRACTICE Use the main

ON THEIR OWN: Have students write what they know about space exploration. Provide a sentence frame: Space travel is _____.

ON THEIR OWN Have students work in pairs to complete the second column of the organizer stating what they want to learn. Provide a sentence frame: I would like to learn _____. Provide support to help partners change their statements into questions.

Reflect and Share

REVIEW This week students learned how to express their own support their ideas with evidence from the text.

GUIDE PRACTICE Model how to use the xerox of the Student Interactive. Have students form a circle to express their opinions.

ON THEIR OWN Use some of the Classroom Sentence Frames on p. 176, to help student opinions and respond to their peers' opinions, if necessary.

UNLOCK Language

k. your students might need additional support identifying these compound words:

971 (p. 26)
971 (p. 26)

41 (p. 28)
In 1904

100. 350

1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 26

Compound Words activity on p. 151 for additional practice.

File 1 • Sheet 1 • Language Awareness Handbook

Language Awareness HANDBOOK

myView
LITERACY

Robust Variety of Assessment Opportunities-Available in Print or Digital

COLD READS
for Fluency and
Comprehension
Teacher's Manual
with Student Reproducibles

Three levels of text
passages to measure fluency
and comprehension
• Benchmark
• On-level
• Above-level

Progress
CHECK-UPS
Teacher's Manual
with Student Reproducibles

Weekly assessments
for monitoring progress
against mastery of
skills and standards

Summative
ASSESSMENTS
Teacher's Manual
with Student Reproducibles

Assessments of non-lexical
comprehension, conventions,
word study, and writing
• Pre-test
• Unit
• Mid-year
• End-of-year

Assessment
GUIDE
Teacher's Manual
with Student Reproducibles

Assessments guide for literacy
assessment, including:
• Strategies for using data to inform
instruction
• Links to our strategies and tools
for all types of literacy assessment
• Resources for building
assessment literacy connections

myView
LITERACY

Assessment

Downloadable
Printable
Editable
Customizable

Cold Reads for Fluency and Comprehension-three weekly progress check ups.

Progress Check-Ups-include weekly monitoring of skills taught that week.

Summative Assessments-include baseline, unit, midyear, and end of year assessment options.

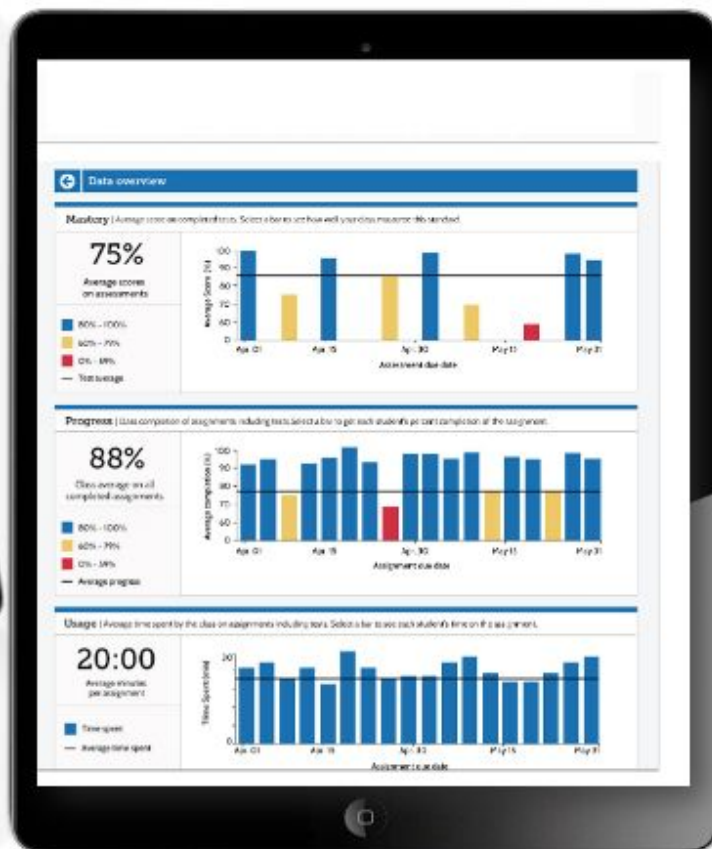
Assessment Guide-Overview as well a parent communication about assessments.

Data-Driven Decisions

- ☐ Mastery of Standards
- ☐ Results by Assignment
- ☐ Class Progress
- ☐ Student Progress
- ☐ Usage Data
- ☐ Item Analysis
- ☐ Grouping
- ☐ More!



SAVVAS
realize™



Multi levels of Support

Tier I (All students):

Suggestions for formative assessment and supports during lessons.

Tier II: (Small Group)

Flexibly used to targets students needs with explicit small group lessons to support students who need.

Tier III: (Individualized Support)

Adaptive, prescriptive, and customizable to support students needs.

TIER 1
myView
LITERACY



QUICK CHECK

Notice and Assess Can students identify realistic fiction?

Decide

• If students struggle, revisit instruction about realistic fiction in Small Group on pp. T36-T37.

TIER 2

myFocus



TIER 3

SuccessMaker®



Realize Digital Platform

Can be accessed by teachers and student online anytime.

Allows teachers to view, teach, monitor, and assign digital leveled readers, vocabulary games, and other texts.

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Home Connection

Family-School Connection:

GRADE 3

Highlights of the unit include what your child is doing in *myView Literacy*

Theme of the Unit
Reading
Writing
Skills being taught
Ways to Help Your Child
Projects



Family-School Connection

Highlights of the Unit:

How does our environment affect us?

Dear Family,

How does our environment affect us? How can an environment affect lives and relationships? In this unit, students address these questions and others by reading traditional tales. After learning what good writers do, they write their own personal narratives.

READING

Students read traditional tales (folktales and myths) to understand their elements. They also read realistic fiction and informational text. They learn about figurative language, graphic features, and imagery. They also learn about the **VC/CV** syllable pattern, the **-s**, **-es**, **-es** inflected endings, **-ing**, **-ed**, **-er**, and **-est** base word endings, the **ee**, **ea**, **ai**, **ay**, **ow**, **oa** vowel digraphs, and the **ou**, **ow**, **oi**, **oy** diphthongs.

This unit's learning and work will help your child with the following **skills**:

- ★ Analyzing plot, setting, and characters
- ★ Analyzing descriptive language
- ★ Inferring theme
- ★ Describing how imagery, and other literary devices, achieve specific purposes
- ★ Analyzing text features

Ways to Help Your Child: When you talk about this unit's activities, the following topics and questions may help start the conversation.

- ★ What text features have you learned about?
- ★ You learned new words in your readings! What do you remember about them?

WRITING

In this unit, students consider how to develop a detailed and interesting personal narrative. They learn about simple sentences, subjects and predicates, compound sentences, compound subjects and predicates, and common and proper nouns.

This unit's learning and work will help your child with the following **skills**:

- ★ Developing a sequence of events
- ★ Composing dialogue
- ★ Developing characters, setting, problem, and resolution
- ★ Describing actions, thoughts, and feelings
- ★ Revising, editing, and publishing writing

Ways to Help Your Child: The following topics and questions may help start a conversation.

- ★ What event did you choose to write about in your personal narrative? Why?
- ★ What is your favorite part of your personal narrative? Why?

PROJECT-BASED INQUIRY

In this unit's Project-Based Inquiry, students research what could be done to make a local park or playground safer. They compose a letter to the town's mayor or a park official to explain their opinions about how to improve safety at the park or playground.

Implementation Costs



Quote: [MyView Literacy](#)

- The total cost of the program is \$620, 745.13
 - This includes all teacher manuals, digital subscriptions, student books, literature, and classroom libraries, and intervention materials for all K-5 classrooms.
 - 9 Full days and 3 half days of professional learning is also included.

Funding Plan



- Payment over 3 years.

Total Cost of Program		\$620,745.13
Breakdown of Costs		
Program Cost		\$569,037.03
Shipping and Handling		\$20,808.10
Professional Learning		\$30,900.00

Funding Source	2022-2023 Fiscal Year	2023-2024 Fiscal Year	2024-2025 Fiscal Year
Right to Read Grant	\$51,500.00	\$51,500.00	N/A
ARP ESSER Grant	\$230,000.00	N/A	N/A
Operating Budget -Building Literacy Budgets -Health Savings -Curriculum Budget	N/A	128,422.57	128,422.56
Title II Grant	N/A	\$20,000 Professional Learning	\$10,900.00 Professional Learning
Totals	\$281,500.00	\$199,922.57	\$139,322.56

Thank You & Questions????





Ms. Michelle Rutledge
Director of Teaching and Learning
Bethel Public School District
PO Box 253
Bethel, CT 06801-0253
United States

Quote Number: 230541-2
Quote Creation Date: 05-17-2023
Quote Expiration Date: 09-30-2023

Quote Release: 2

May_22_23_Bethel_myView 5 year
Price Quote Summary

Solution	Base Amount	Free Amount	Total
LSDA	\$ 31,725.00		\$ 31,725.00
Savvas Now	\$ 33,075.00		\$ 33,075.00
SuccessMaker	\$ 88,075.00		\$ 88,075.00
myView Literacy	\$ 416,162.03	\$ 269,632.91	\$ 416,162.03
myView Literacy Professional	\$ 30,900.00		\$ 30,900.00
Solution Subtotal	\$ 599,937.03	\$ 269,632.91	\$ 599,937.03
Shipping & Handling			\$ 20,808.10
Total			\$ 620,745.13

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
LSDA						
Elementary Separate - Grade 1						
9781418393540	LITERACY SCREENER AND DIAGNOSTIC ASSESSMENT STANDALONE DIGITAL 5-YEAR LICENSE GRADE 1	25.00	0	197	\$0.00	\$4,925.00
Elementary Separate - Grade 1 Subtotal						\$ 4,925.00
Elementary Separate - Grade 2						
9781418393557	LITERACY SCREENER AND DIAGNOSTIC ASSESSMENT STANDALONE DIGITAL 5-YEAR LICENSE GRADE 2	25.00	0	200	\$0.00	\$5,000.00
Elementary Separate - Grade 2 Subtotal						\$ 5,000.00

Bethel Public School District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Elementary Separate - Grade 3						
9781418393564	LITERACY SCREENER AND DIAGNOSTIC ASSESSMENT STANDALONE DIGITAL 5-YEAR LICENSE GRADE 3	25.00	0	230	\$0.00	\$5,750.00
Elementary Separate - Grade 3 Subtotal						\$ 5,750.00
Elementary Separate - Grade 4						
9781418393571	LITERACY SCREENER AND DIAGNOSTIC ASSESSMENT STANDALONE DIGITAL 5-YEAR LICENSE GRADE 4	25.00	0	225	\$0.00	\$5,625.00
Elementary Separate - Grade 4 Subtotal						\$ 5,625.00
Elementary Separate - Grade 5						
9781418393588	LITERACY SCREENER AND DIAGNOSTIC ASSESSMENT STANDALONE DIGITAL 5-YEAR LICENSE GRADE 5	25.00	0	238	\$0.00	\$5,950.00
Elementary Separate - Grade 5 Subtotal						\$ 5,950.00
Elementary Separate - Grade K						
9781418393533	LITERACY SCREENER AND DIAGNOSTIC ASSESSMENT STANDALONE DIGITAL 5-YEAR LICENSE GRADE K	25.00	0	179	\$0.00	\$4,475.00
Elementary Separate - Grade K Subtotal						\$ 4,475.00
LSDA Subtotal						\$ 31,725.00
Savvas Now						
Savvas Now ©2023						
9781418857615	SAVVAS NOW LITERACY DIGITAL COURSEWARE 5-YEAR LICENSE GRADES K/5	675.00	0	49	\$0.00	\$33,075.00
Savvas Now ©2023 Subtotal						\$ 33,075.00
Savvas Now Subtotal						\$ 33,075.00

Bethel Public School District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
SuccessMaker						
SuccessMaker Professional Learning						
0000000125108	VIRTUAL SUCCESSMAKER IMPLEMENTATION ESSENTIAL 3-HOURS	1400.00	0	1	\$0.00	\$1,400.00
0000000125117	VIRTUAL SUCCESSMAKER PROGRAM ACTIVATION 2-HOUR	600.00	0	1	\$0.00	\$600.00
0000000125098	VIRTUAL SUCCESSMAKER PROFESSIONAL DEVELOPMENT TRAINING 1-HOUR	650.00	0	1	\$0.00	\$650.00
SuccessMaker Professional Learning Subtotal						\$ 2,650.00
SuccessMaker Software						
9781402626043	SUCCESSMAKER READING 5 YEAR PART OF OT MYVIEW-SM BUNDLE	67.00	0	1,275	\$0.00	\$85,425.00
SuccessMaker Software Subtotal						\$ 85,425.00
SuccessMaker Subtotal						\$ 88,075.00
myView Literacy						
Grade 1 - Bridge ISBNs						
9781428574069	MYVIEW LITERACY ENHANCED STUDENT INTERACTIVE CONSUMABLES PLUS DIGITAL LICENSE C2020 BRIDGE TO C2025 5-YEAR PACKAGE GRADE 1	215.00	0	202	\$0.00	\$43,430.00
Grade 1 - Bridge ISBNs Subtotal						\$ 43,430.00
Grade 2 - Bridge ISBNs						
9781428574076	MYVIEW LITERACY ENHANCED STUDENT INTERACTIVE CONSUMABLES PLUS DIGITAL LICENSE C2020 BRIDGE TO C2025 5-YEAR PACKAGE GRADE 2	215.00	0	205	\$0.00	\$44,075.00
Grade 2 - Bridge ISBNs Subtotal						\$ 44,075.00
Grade 3 - Bridge ISBNs						

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781428574083	MYVIEW LITERACY ENHANCED STUDENT INTERACTIVE CONSUMABLES PLUS DIGITAL LICENSE C2020 BRIDGE TO C2025 5-YEAR PACKAGE GRADE 3	215.00	0	235	\$0.00	\$50,525.00
Grade 3 - Bridge ISBNs Subtotal						\$ 50,525.00
Grade 4 - Bridge ISBNs						
9781428574090	MYVIEW LITERACY ENHANCED STUDENT INTERACTIVE CONSUMABLES PLUS DIGITAL LICENSE C2020 BRIDGE TO C2025 5-YEAR PACKAGE GRADE 4	215.00	0	230	\$0.00	\$49,450.00
Grade 4 - Bridge ISBNs Subtotal						\$ 49,450.00
Grade 5 - Bridge ISBNs						
9781428574106	MYVIEW LITERACY ENHANCED STUDENT INTERACTIVE CONSUMABLES PLUS DIGITAL LICENSE C2020 BRIDGE TO C2025 5-YEAR PACKAGE GRADE 5	215.00	0	243	\$0.00	\$52,245.00
Grade 5 - Bridge ISBNs Subtotal						\$ 52,245.00
Grade K - Bridge ISBNs						
9781428574052	MYVIEW LITERACY ENHANCED STUDENT INTERACTIVE CONSUMABLES PLUS DIGITAL LICENSE C2020 BRIDGE TO C2025 5-YEAR PACKAGE GRADE K	215.00	0	184	\$0.00	\$39,560.00
Grade K - Bridge ISBNs Subtotal						\$ 39,560.00
Mentor Stack Titles - Grade 1						
9781428466579	MYVIEW LITERACY 2020 MENTOR STACK PACKAGE GRADE 1	219.47	0	10	\$0.00	\$2,194.70
Mentor Stack Titles - Grade 1 Subtotal						\$ 2,194.70
Mentor Stack Titles - Grade 2						
9781428466586	MYVIEW LITERACY 2020 MENTOR STACK PACKAGE GRADE 2	118.47	0	10	\$0.00	\$1,184.70
Mentor Stack Titles - Grade 2 Subtotal						\$ 1,184.70

Bethel Public School District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Mentor Stack Titles - Grade 3						
9781428466593	MYVIEW LITERACY 2020 MENTOR STACK PACKAGE GRADE 3	213.47	0	9	\$0.00	\$1,921.23
Mentor Stack Titles - Grade 3 Subtotal						\$ 1,921.23
Mentor Stack Titles - Grade 4						
9781428466609	MYVIEW LITERACY 2020 MENTOR STACK PACKAGE GRADE 4	185.47	0	5	\$0.00	\$927.35
Mentor Stack Titles - Grade 4 Subtotal						\$ 927.35
Mentor Stack Titles - Grade 5						
9781428466616	MYVIEW LITERACY 2020 MENTOR STACK PACKAGE GRADE 5	267.47	0	5	\$0.00	\$1,337.35
Mentor Stack Titles - Grade 5 Subtotal						\$ 1,337.35
Mentor Stack Titles - Grade K						
9781428466562	MYVIEW LITERACY 2020 MENTOR STACK PACKAGE GRADE K	219.47	0	10	\$0.00	\$2,194.70
Mentor Stack Titles - Grade K Subtotal						\$ 2,194.70
myView Literacy Common Core Edition - Grade 1						
9781323219362	MYVIEW LITERACY 2020 COMMON CORE TEACHER EDITION PACKAGE GRADE 1	1728.50	14	0	\$24,199.00	\$0.00
myView Literacy Common Core Edition - Grade 1 Subtotal					\$ 24,199.00	\$ 0.00
myView Literacy Common Core Edition - Grade 2						
9781323219430	MYVIEW LITERACY 2020 COMMON CORE TEACHER EDITION PACKAGE GRADE 2	1728.50	14	0	\$24,199.00	\$0.00
myView Literacy Common Core Edition - Grade 2 Subtotal					\$ 24,199.00	\$ 0.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myView Literacy Common Core Edition - Grade 3						
9781323219508	MYVIEW LITERACY 2020 COMMON CORE TEACHER EDITION PACKAGE GRADE 3	1728.50	11	0	\$19,013.50	\$0.00
myView Literacy Common Core Edition - Grade 3 Subtotal					\$ 19,013.50	\$ 0.00
myView Literacy Common Core Edition - Grade 4						
9781323219577	MYVIEW LITERACY 2020 COMMON CORE TEACHER EDITION PACKAGE GRADE 4	1728.50	7	0	\$12,099.50	\$0.00
myView Literacy Common Core Edition - Grade 4 Subtotal					\$ 12,099.50	\$ 0.00
myView Literacy Common Core Edition - Grade 5						
9781323219645	MYVIEW LITERACY 2020 COMMON CORE TEACHER EDITION PACKAGE GRADE 5	1728.50	7	0	\$12,099.50	\$0.00
myView Literacy Common Core Edition - Grade 5 Subtotal					\$ 12,099.50	\$ 0.00
myView Literacy Common Core Edition - Grade K						
9781323219294	MYVIEW LITERACY 2020 COMMON CORE TEACHER EDITION PACKAGE GRADE K	1728.50	14	0	\$24,199.00	\$0.00
myView Literacy Common Core Edition - Grade K Subtotal					\$ 24,199.00	\$ 0.00
myView Literacy ©2020 - Additional myView Resources						
9780768569681	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 1	164.47	10	0	\$1,644.70	\$0.00
myView Literacy ©2020 - Additional myView Resources Subtotal					\$ 1,644.70	\$ 0.00
myView Literacy ©2020 - Grade 1						
9780134976068	MYVIEW LITERACY 2020 DUAL LANGUAGE IMPLEMENTATION GUIDE GRADE K/5 GRADESK/5	107.00	2	0	\$214.00	\$0.00

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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781486926190	MYVIEW LITERACY 2020 LEVELED READER TEACHERS GUIDE GRADE 1	109.50	15	0	\$1,642.50	\$0.00
9781428478152	MYVIEW LITERACY 2020 LANGUAGE AWARENESS HANDBOOK GRADE 1	107.00	15	0	\$1,605.00	\$0.00
9781428453630	MYVIEW LITERACY 2020 READING ROUTINES COMPANION GRADE 1	219.50	15	0	\$3,292.50	\$0.00
9780134904764	MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE 1	116.00	15	0	\$1,740.00	\$0.00
9780328991402	MYVIEW LITERACY 2020 SONGS & POEMS BIG BOOK GRADE 1	87.00	0	15	\$0.00	\$1,305.00
9780328983513	MYVIEW LITERACY 2020 FOUNDATIONAL SKILLS KIT GRADE 1	1378.00	0	15	\$0.00	\$20,670.00
9780134921198	MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 1	2700.00	5	5	\$13,500.00	\$13,500.00
9780134934358	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION PACKAGE LEVEL B	461.50	8	7	\$3,692.00	\$3,230.50
9780134963884	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 1	358.00	15	0	\$5,370.00	\$0.00
myView Literacy ©2020 - Grade 1 Subtotal					\$ 31,056.00	\$ 38,705.50
myView Literacy ©2020 - Grade 2						
9780134976068	MYVIEW LITERACY 2020 DUAL LANGUAGE IMPLEMENTATION GUIDE GRADE K/5 GRADESK/5	107.00	2	0	\$214.00	\$0.00
9781486926206	MYVIEW LITERACY 2020 LEVELED READER TEACHERS GUIDE GRADE 2	109.50	14	0	\$1,533.00	\$0.00
9781428478169	MYVIEW LITERACY 2020 LANGUAGE AWARENESS HANDBOOK GRADE 2	107.00	14	0	\$1,498.00	\$0.00

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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781428453647	MYVIEW LITERACY 2020 READING ROUTINES COMPANION GRADE 2	109.50	14	0	\$1,533.00	\$0.00
9780134904771	MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE 2	116.00	14	0	\$1,624.00	\$0.00
9780328983520	MYVIEW LITERACY 2020 FOUNDATIONAL SKILLS KIT GRADE 2	909.50	0	10	\$0.00	\$9,095.00
9780134921204	MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 2	2450.00	5	5	\$12,250.00	\$12,250.00
9780134934365	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION PACKAGE LEVEL C	461.50	14	0	\$6,461.00	\$0.00
9780134963891	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 2	439.50	14	0	\$6,153.00	\$0.00
9780768569698	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 2	138.47	14	0	\$1,938.58	\$0.00
myView Literacy ©2020 - Grade 2 Subtotal					\$ 33,204.58	\$ 21,345.00
myView Literacy ©2020 - Grade 3						

9780134976068	MYVIEW LITERACY 2020 DUAL LANGUAGE IMPLEMENTATION GUIDE GRADE K/5 GRADESK/5	107.00	2	0	\$214.00	\$0.00
9781486926213	MYVIEW LITERACY 2020 LEVELED READER TEACHERS GUIDE GRADE 3	109.50	11	0	\$1,204.50	\$0.00
9781428478176	MYVIEW LITERACY 2020 LANGUAGE AWARENESS HANDBOOK GRADE 3	107.00	11	0	\$1,177.00	\$0.00
9781428453654	MYVIEW LITERACY 2020 READING ROUTINES COMPANION GRADE 3	109.50	11	0	\$1,204.50	\$0.00
9780134904788	MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE 3	116.00	11	0	\$1,276.00	\$0.00

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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780328983445	MYVIEW LITERACY 2020 SOUND SPELLING CARDS GRADES 1/3	129.50	0	11	\$0.00	\$1,424.50
9780134921211	MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 3	2100.00	5	4	\$10,500.00	\$8,400.00
9780134934372	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION PACKAGE LEVEL D	461.50	5	6	\$2,307.50	\$2,769.00
9780134963907	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 3	439.50	11	0	\$4,834.50	\$0.00
9780768569704	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 3	177.47	9	0	\$1,597.23	\$0.00
myView Literacy ©2020 - Grade 3 Subtotal					\$ 24,315.23	\$ 12,593.50
myView Literacy ©2020 - Grade 4						
9780134976068	MYVIEW LITERACY 2020 DUAL LANGUAGE IMPLEMENTATION GUIDE GRADE K/5 GRADESK/5	107.00	2	0	\$214.00	\$0.00
9781486926220	MYVIEW LITERACY 2020 LEVELED READER TEACHERS GUIDE GRADE 4	109.50	7	0	\$766.50	\$0.00
9781428478183	MYVIEW LITERACY 2020 LANGUAGE AWARENESS HANDBOOK GRADE 4	107.00	7	0	\$749.00	\$0.00
9781428453661	MYVIEW LITERACY 2020 READING ROUTINES COMPANION GRADE 4	109.50	7	0	\$766.50	\$0.00
9780134904795	MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE 4	116.00	7	0	\$812.00	\$0.00
9780134921228	MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 4	2100.00	3	2	\$6,300.00	\$4,200.00
9780134934396	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION PACKAGE LEVEL E	461.50	3	4	\$1,384.50	\$1,846.00

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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780134963914	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 4	439.50	7	0	\$3,076.50	\$0.00
9780768569711	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 4	165.47	5	0	\$827.35	\$0.00
myView Literacy ©2020 - Grade 4 Subtotal					\$ 14,896.35	\$ 6,046.00

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9780134976068	MYVIEW LITERACY 2020 DUAL LANGUAGE IMPLEMENTATION GUIDE GRADE K/5 GRADESK/5	107.00	2	0	\$214.00	\$0.00
9781486926237	MYVIEW LITERACY 2020 LEVELED READER TEACHERS GUIDE GRADE 5	109.50	7	0	\$766.50	\$0.00
9781428478190	MYVIEW LITERACY 2020 LANGUAGE AWARENESS HANDBOOK GRADE 5	107.00	7	0	\$749.00	\$0.00
9781428453678	MYVIEW LITERACY 2020 READING ROUTINES COMPANION GRADE 5	109.50	7	0	\$766.50	\$0.00
9780134904801	MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE 5	116.00	7	0	\$812.00	\$0.00
9780134921235	MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 5	2100.00	3	2	\$6,300.00	\$4,200.00
9780134934402	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION PACKAGE LEVEL F	461.50	3	4	\$1,384.50	\$1,846.00
9780134963921	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 5	439.50	7	0	\$3,076.50	\$0.00
9780768569728	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE 5	191.47	5	0	\$957.35	\$0.00
myView Literacy ©2020 - Grade 5 Subtotal					\$ 15,026.35	\$ 6,046.00

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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780328993901	MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL A	329.00	6	9	\$1,974.00	\$2,961.00
9780134976068	MYVIEW LITERACY 2020 DUAL LANGUAGE IMPLEMENTATION GUIDE GRADE K/5 GRADESK/5	107.00	2	0	\$214.00	\$0.00
9781486926183	MYVIEW LITERACY 2020 LEVELED READER TEACHERS GUIDE GRADE K	109.50	15	0	\$1,642.50	\$0.00
9781428478145	MYVIEW LITERACY 2020 LANGUAGE AWARENESS HANDBOOK GRADE K	107.00	15	0	\$1,605.00	\$0.00
9781428453623	MYVIEW LITERACY 2020 READING ROUTINES COMPANION GRADE K	219.50	15	0	\$3,292.50	\$0.00
9780134904740	MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE K	116.00	15	0	\$1,740.00	\$0.00
9780134941677	MYVIEW LITERACY 2020 BIG BOOK PACKAGE GRADE K	1200.00	4	10	\$4,800.00	\$12,000.00
9780328983506	MYVIEW LITERACY 2020 FOUNDATIONAL SKILLS KIT GRADE K	1517.00	0	10	\$0.00	\$15,170.00
9780134921181	MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE K	2450.00	5	5	\$12,250.00	\$12,250.00
9780134963877	MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE K	274.50	15	0	\$4,117.50	\$0.00
9780768569674	MYVIEW LITERACY 2020 READ ALOUD TRADE BOOK LIBRARY GRADE K	204.47	10	0	\$2,044.70	\$0.00
myView Literacy ©2020 - Grade K Subtotal					\$ 33,680.20	\$ 42,381.00
myView Literacy Subtotal					\$ 269,632.91	\$ 416,162.03
myView Literacy Professional Development						
myView Literacy Professional Development ©2020						

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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
0000000124103	MYVIEW LITERACY PROGRAM CONSULTING SERVICES	3500.00	0	6	\$0.00	\$21,000.00
0000000124911	MYVIEW LITERACY FOR ADMINISTRATORS	3300.00	0	1	\$0.00	\$3,300.00
0000000123990	MYVIEW LITERACY PROGRAM ACTIVATION	3300.00	0	1	\$0.00	\$3,300.00
0000000124040	MYVIEW LITERACY IMPLEMENTATION ESSENTIALS	3300.00	0	1	\$0.00	\$3,300.00
myView Literacy Professional Development ©2020 Subtotal						\$ 30,900.00
myView Literacy Professional Development Subtotal						\$ 30,900.00
Solution Subtotal					\$ 269,632.91	\$ 599,937.03
Shipping and Handling						\$ 20,808.10
					Total	\$ 620,745.13
Discounted Shipping & Handling Applied						

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