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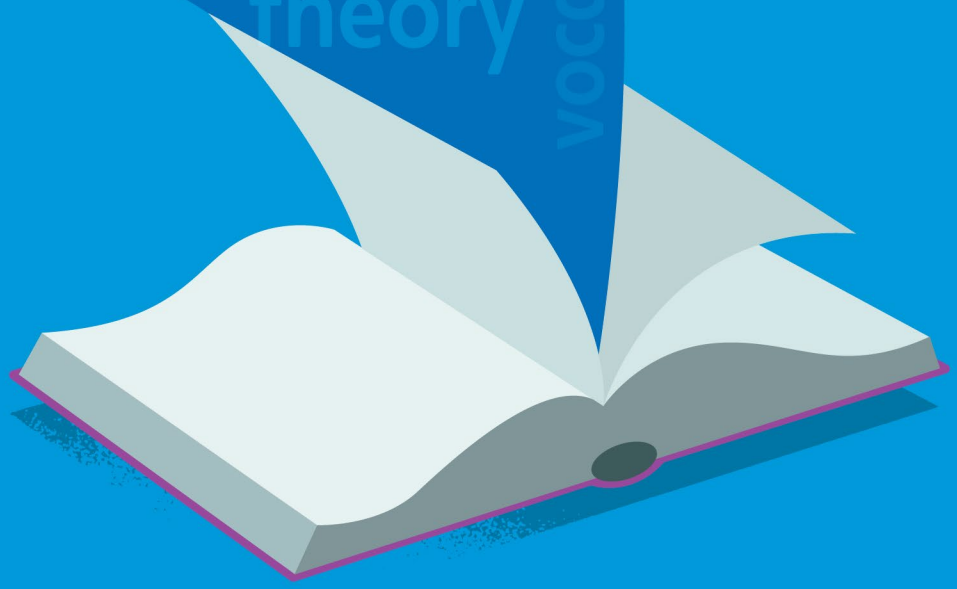
Research Base

myView® LITERACY



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INTRODUCTION

In a comprehensive report produced by the National Reading Panel (NICHD, 2000), several decades of scientific research were summarized clearly demonstrating that effective reading instruction must address phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Educators now understand the science of the "reading brain" much better than ever before. An individual learning to read likely has a firm grasp of a spoken language. Learning to read is largely about making connections between spoken language and how it relates to printed words. New readers are not relearning language; they're learning how the code of print is a variation of the language they already know (Seidenberg, 2019). Effective reading instruction leverages the brain's ability to do this, connecting the dots through the five essential elements of reading, so that a network of neurons devoted to reading functions fluently (Wolf, 2017 & 2018).

More than half a century of research has established a strong correlation between early literacy competency and later academic and workplace success (Murnane et al., 2012). Decades of data show that knowledge building across grades increases students' understanding of the world and allows them to use background knowledge, facts, vocabulary, and conceptual understanding to comprehend the text they read. This kind of expanded knowledge building improves reading comprehension across grade levels (J. S. Kim et al., 2023).

Research has also shown that the greatest likelihood for increased literacy skill attainment occurs when students receive explicit, systematic instruction that focuses on the essential components of language comprehension and word recognition. Reading is not a single skill but a complex series of interconnected skills that, when woven together, allow students to read with competence. By leveraging high-quality instructional materials that address the essential components of reading, educators can deliver comprehensive, explicit, and deliberate instruction that fosters student success and ensures they become lifelong readers. In addition, evidence-based literacy programs must provide learners with opportunities to practice the planning, reviewing, and revision phases of writing so that lower-level skills like handwriting and spelling interact with higher-order, executive, and self-regulatory functions that comprise writing (Ahmed et al., 2022; Berninger et al., 2002).

Finally, the existing body of evidence indicates that formative assessment is essential to literacy education. Applying formative assessment practices can help educators improve literacy development and adjust instruction to meet the specific needs of all learners (Andrade & Heritage, 2017; C. S. Brown, 2019; Yan & Pastore, 2022). Early identification of skill gaps, especially for striving readers, is critical for students to achieve future academic or workplace success that promotes a high quality of life (Denton et al., 2016; Wanzek et al., 2010). When educators are given the opportunity to access literacy curriculum and resources that are evidence-based, everyone wins. Literacy instruction infused with evidence-based practices empowers students and teachers to triumph on their reading journeys, opening doors and opportunities that might otherwise remain closed.

myView Literacy® (©2025) provides teachers and students with a research-backed literacy environment for all learners, supporting literacy in reading, writing, thinking, speaking, and listening.

PROGRAM OVERVIEW

myView Literacy is a Science of Reading-based, English Language Arts curriculum for learners in kindergarten through fifth grade, built around rigorous standards and with a consistent approach to improving student learning and achievement. Combining scientifically based research with differentiated learning experiences makes this ELA curriculum highly effective, inclusive, and rewarding. From quality instruction and compelling literature to purposeful digital interactions, *myView Literacy* transforms the classroom of today into a dynamic learning environment for the next generation of learners. The solution is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. *myView Literacy* encourages collaboration and vertically aligns knowledge, skills, and learning behaviors, all while utilizing the gradual release model of instruction, project-based inquiry, and rigorous standards-based lessons to support defined learning outcomes.

In 2000, the National Reading Panel (NRP) published a report sharing the findings of their longitudinal review of existing empirical evidence regarding the most effective methods for teaching literacy. Twenty years later, this existing body of evidence continues to support their findings that the following five elements are the cornerstone of literacy instruction (NRP, 2000):

1. Phonemic awareness
2. Phonics instruction
3. Fluency
4. Vocabulary
5. Text comprehension

The *myView Literacy* ELA solution focuses on providing learning activities that address these needs and more by promoting meaning, inspiring thoughtful conversation and debate, and allowing students to collaborate and share ideas. For teachers, *myView Literacy* offers critical opportunities for modeling, monitoring, and providing feedback that address students at an appropriate literacy level and challenge them to greater achievement. The solution was designed to bring teacher expertise together with student engagement to develop important lifelong skills that increase critical thinking, knowledge building, and effective communication.

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Direct, Explicit Instruction (The Gradual Release Model)

What Research Says

Explicit, systematic instruction that is direct, engaging, and success-oriented is one of the best tools available to teachers when it comes to effectively teaching academic skills (Archer & Hughes, 2011). Explicit, systematic instruction ensures that important skills are taught clearly and directly by the teacher and that concepts are presented in a logical order (Spear-Swerling, 2018). Anita Archer describes the three major steps of explicit instructional pedagogy as: (1) demonstration or "I do it," (2) guided practice or "we do it," and (3) checking for understanding or "you do it" (Center for Dyslexia MTSU, 2019). This type of instruction benefits all learners, including novice learners and striving students, and provides an applicable framework for teaching new topics.

Foundational skills need to be systematically taught and robustly practiced, with skills building on skills in a research-grounded sequence. When teachers focus on foundational reading skills and knowledge (print concepts, phonological awareness, phonics, word recognition, and fluency) at their most rudimentary level, they lean into the sequence of learning that the brain needs to read (Liben & Pimentel, 2021). For example, before teachers can expect students to practice decoding specific phonics word patterns (e.g., short vowel words with consonant digraphs) while reading a text, or to recognize specific irregular words, they need to teach those skills in isolation first, creating the building blocks that ultimately come together as reading. An explicit and systematic instructional approach builds in cumulative practice and allows for the ongoing review of previously learned skills, so that students retain those skills and develop the automatic response that creates fluent readers (Spear-Swerling, 2018).

The gradual release of responsibility (GRR) model provides educators with an instructional framework that shifts responsibility from teacher-directed learning to independent, student-directed learning (Pearson & Gallagher 1983; Fisher & Frey, 2021). In the GRR method, instruction begins with a high level of teacher support that is progressively reallocated to students until they are working independently to apply the skills and concepts they have learned (Harvey & Goudvis, 2007, 2017; P. L. Anderson, 2000). The GRR model was founded on several key theories, including Jean Piaget's work on cognitive structures and schema (1952), Lev Vygotsky's work on zones of proximal development (1962, 1978), Albert Bandura's work on attention, retention, reproduction, and motivation (1965), and David Wood, Jerome Bruner, and Gail Ross's work on scaffolded instruction (1976).

Over 35 years later, the GRR framework continues to offer an instructional approach focused on developing independent, confident learners who can apply critical thinking to their academic and personal pursuits. While educators have adapted the instructional GRR framework over the years, and additional phases are sometimes added depending on the unique needs of the educator and their learning environment, the intent remains the same. By teaching students the why, how, and when of applying strategies that are used by highly effective readers, gradual release of responsibility offers teachers an effective framework for increasing reading comprehension so that students become strategic, active readers for life (Pearson et al., 2019; Duke & Pearson, 2002).

From Research to Practice

myView Literacy employs a gradual release model (I Do, We Do, You Do) within all areas of reading instruction to help students develop independence in both reading and writing. *myView Literacy* is based on a gradual release of responsibility model that unfolds in whole group, small group, and independent learning environments. Core lessons on reading skills help teachers deliver explicit instruction using the consistent

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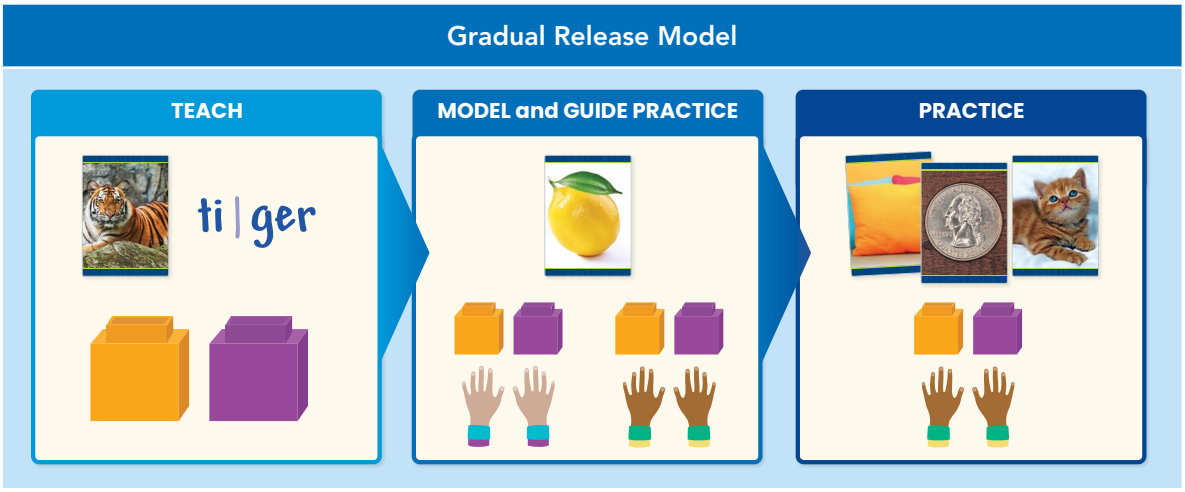
routine of "teach," "model," "guide practice," and "practice" framework. Language provided in the Teacher's Editions narrate teacher observations in order to help students recognize critical information. Point-of-use guides for teachers include instructional prompts and questions designed to deepen student understanding.

During "teach," language is provided to introduce students to a skill or concept and build background knowledge. Teachers then "model" the lesson's focus for students while verbalizing metacognition narrations of ongoing thought processes. Students engage in "guided practice" in conjunction with the teacher and are provided with corrective feedback to clarify misconceptions. Finally, teachers formatively assess students with "practice" opportunities. Teachers are then able to use these formative assessment results to provide further differentiation opportunities for students.

The gradual release model gives students the opportunity to actively learn from, engage with, and then master the targeted skill. This approach provides a structured progression from teacher-led instruction to independent application.



Drawing from the literacy research of educational experts, the architecture of this solution 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.

Direct instruction during a Read Together provides a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share discussions; Quick Checks; and Reflect and Share prompts to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic learning goals.

Extensive small group options, provided in the Teacher's Editions, offer a wide range of activities to help meet the diverse needs of students related to their abilities, interests, and learning styles. The Small Group Professional Development Guide also provides professional development support to assist educators in setting up, planning, and delivering small group instruction. Helpful tips from program authors give teachers the support they might need for small group time.

myFoundations Intervention is referenced within the Small Group pages as well. These explicit lessons provide teachers with increased scaffolding and reteaching lessons for students in need of more support in skill practice and application.

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Furthermore, the Student Interactive provides learners with the opportunity to annotate text and complete reading activities in meaningful ways as they work as a whole group, in small groups, or independently. Students record understandings and make connections as they "close read" selections. As they synthesize these understandings about how authors create engaging reads, they apply what they have learned to meaningful application opportunities.

Scaffolding

What Research Says

Teachers can strengthen and develop literacy skills for adolescents through scaffolding practices (Magnusson et al., 2023). Scaffolding allows educators to break up learning into smaller components by providing additional tools and structures for each component that support students as they increase their knowledge. Opportunities for reading, writing, spelling, and language development with the assistance of another adult or peer support learners as they progress through skills, becoming better readers as their independence grows (Soderman et al., 2004). Scaffolded instruction that includes modeling, feedback, and strategy coaching, such as previewing text, discussing key vocabulary, or reading longer text in shorter sections followed by detailed discussion after each section, builds competency and future literacy independence (Brownfield & Wilkinson, 2018). When educators introduce new concepts by providing clear instructions and guidance, students can work successfully towards increased learning autonomy. As increasingly complex ideas are slowly introduced through scaffolding, developing understanding of how new concepts fit into the whole of reading helps students become better readers (Barber & Klauda, 2020; Lutz et al., 2006).

From Research to Practice

Each *myView Literacy* Teacher's Edition provides appropriate scaffolds to support both the teacher and students. Scaffolded support is provided for all students as part of differentiated instruction.

In whole group learning, explicit instruction is structured using the "I Do, We Do, You Do" model to ensure students grasp key concepts and make strong connections with signal words.

1. **I do:** The teacher models the skill or strategy by providing a clear demonstration of how to apply it, using direct prompts to highlight important signal words (e.g., "This word means…" or "Notice how we use this word in context"). The teacher explicitly explains the connections between these words and their meaning, providing a step-by-step example for students to follow.
2. **We do:** The teacher then guides the students through a practice activity, where they participate together. The teacher continues to provide direct prompts and scaffold the learning process, encouraging students to identify and use signal words in context. This stage emphasizes collaborative learning, with the teacher offering support and feedback.
3. **You do:** Finally, students practice independently or in pairs, applying the skill on their own. The teacher offers less direct guidance, but still provides prompts and reminders as needed. This stage allows students to demonstrate their understanding and solidify their connection to the signal words, reinforcing their ability to use them accurately in their own work.

This model ensures that students not only learn the skill but also understand the connections between signal words and their meanings, reinforcing both comprehension and application in a structured, supportive way.

For multilingual learners specifically, *myView Literacy* provides scaffolds at varying levels of proficiency. With the goal to provide equitable access to grade-level content and to build academic language in English, the *Language Awareness Handbook* offers supportive instruction that includes:

- Scaffolded Support Lessons
- Routines and Activities
- Scaffolded Lessons for Writing Types
- Language Learning Resources
- Contrastive Analysis Chart

myView Literacy materials also provide spiraling and scaffolded practice designed to build on knowledge and skills over the course of the year. Throughout the year, the reading and writing lessons and a culminating project in Week 6 of each unit provide opportunities for review, scaffolding, and integration of previously taught skills.

Rigorous Standards

What Research Says

The majority of states have now adapted or modified their literacy standards to reflect the priorities of their populations, while ensuring they meet the Science of Reading best practices and federal ESSA guidelines. For standards to meet ESSA guidelines, they must be "challenging" and prepare all students, including those with "learning and thinking differences," to succeed in college and professional pursuits (ESSA, 2015). Today's standards must include rigor beyond the basic understanding of literary content. Rigor resides in the questions that students are being asked versus the answers they produce (Reich et al., 2015).

Currently, more demanding standards require that students understand the crafting and structure of a text, as well as the next steps for applying new knowledge. Students need to be able to conceptualize *how* an author is communicating meaning, *why* the information is being provided, and demonstrate what they can do with that knowledge (Boyles, 2018). When students are provided with instruction that challenges their thinking in fascinating new ways, requires them to approach fundamental ideas with complexity, and encourages them to seek answers they do not yet know, they experience academic rigor (Sztabnik, 2015). Rigor in literacy and beyond is the new standard to ensure students have the higher-order thinking and reasoning skills required for success in the 21st century.

From Research to Practice

myView Literacy meets ESSA's "moderate" evidence criteria with evidence to have demonstrated statistically significant positive effects on student outcomes. Additionally, Savvas contracted with independent research group JEM & R to conduct a one-unit formative field test of its *myView Literacy* English Language Arts program. This study was conducted in first- and fourth-grade classrooms during the 2018-2019 school year. A report summary presents an excerpt of findings from the final report, including the evaluation design and methods, a description of program usage and implementation, student performance results, and a discussion of the findings.

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Results by *myView Literacy* subgroups also showed significant learning gains across different types of students, including females, males, students receiving free/reduced lunch and those not, low-achieving students, and high-achieving students. *myView Literacy* teachers reported that students learned important English Language Arts skills over the course of the study. Qualitative teacher reports also evidenced that *myView Literacy* had a positive impact on academic skills, including higher-order cognitive skills, grammar, spelling, vocabulary, writing, phonics, fluency, and reading comprehension. Students reported they enjoyed using the *myView Literacy* program and preferred it to their previous program.

Evidence Explained for ESSA:

- Level 2 efficacy study (2023)
- Level 2 efficacy study (2022)
- Level 4 efficacy study (2019)

Cross-Curricular Content Knowledge

What Research Says

Today's educators are being asked to embed literacy instruction across disciplines, with standards for literacy often integrated into science, social studies, and other subjects. Teaching reading strategies that span across disciplines and content areas helps students get more information out of the text they read and increases reading comprehension (Gutierrez de Blume et al., 2021). Interdisciplinary literacy instruction provides a rich environment in which to teach students how to interpret different types of texts and problem-solving skills (Coppens, 2019). When students engage with complex, content-rich texts across multiple disciplines, they can increase literacy sense and skills (Chadwick, 2015). The integration of literacy across content areas boosts student learning in content knowledge, vocabulary, writing, and reading comprehension (Fenty & Brydon, 2017).

When instruction explicitly includes different content areas, literacy development becomes a collaborative effort that increases exposure to different texts and sustained learning opportunities (Shanahan & Shanahan, 2012). As educators implement interdisciplinary literacy instruction into classroom lessons, students can read, write, and think in a way that mirrors the methods professionals utilize in their respective fields, setting students up for success in later academic and professional endeavors (Vacca et al., 2021). These practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills and engages students with relevant content (Neugebauer & Gilmour, 2019). Interdisciplinary literacy focuses on the larger vision of continuous learning and empowers independent, lifelong learners, who think deeply and critically about text and utilize collaboration (Trisdiono et al., 2019).

From Research to Practice

Within every grade level of *myView Literacy*, students experience an enriching journey through five immersive knowledge-building units that center around the content areas of social studies, science, and humanities. These units serve as the cornerstone of instruction, revolving around thematic explorations designed to delve deep into diverse concepts and content areas. Through *myView Literacy*'s systematic and intentional instruction, students expand their vocabulary and cultivate a robust understanding of the world around them. This holistic approach to learning aligns vertically across grade levels, ensuring seamless progression in students' word and world knowledge. As students work through thematically aligned text sets each week,

they build upon their knowledge and vocabulary as they make connections across text genres and disciplines. The overarching themes are Exploration (Geography), Patterns (Life Science), Expressions (Arts and Literature), Connections (History), and Our World (Earth Science).

Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question.

Teachers revisit the unit's Essential Question as they read, discuss, and write about weekly selections. Throughout the week, students dig deeper into the unit topic and theme, addressing a related weekly question that ultimately leads them from general knowledge to specific understandings and insights needed for reflection and review at the end of the unit. A Reflect and Share activity within Lesson 5 provides the opportunity for further collaborative discussion around content-aligned topics..

In addition, *myView Literacy* includes a balanced representation of cultures and peoples in multiple settings, occupations, and lifestyles. Using authentic texts to deliver instruction provides an engaging and relevant learning experience for students. The goal is for readers to see themselves in the literature and see the lives of other people who don't look like them. The texts read help students make connections between what they read and write in *myView Literacy* and transfer that knowledge to their world outside of the classroom.

Building Background Knowledge

What Research Says

Building students' background and vocabulary knowledge before reading can lead to dramatic long-term improvements in reading comprehension (Grissmer et al., 2023; Kearns et al., 2020). The retrieval of background knowledge is an important link between foundational skills and comprehension (Verhoeven & Perfetti, 2022. When readers use background knowledge that utilizes vocabulary, facts, and conceptual understanding to comprehend the text they read, they tend to score higher in other content areas, show greater gains in reading comprehension over time, and are better readers in general (Cervetti, 2019; Cervetti et al., 2016; Wright et al., 2022). A literacy curriculum that increases knowledge building and provides learners with the opportunity for a broader focus across content areas, while providing opportunities for summarizing, visualizing, creating graphic organizers, and asking questions about understanding, can have positive effects on metacognition.

Knowledge-rich contexts are more likely to facilitate meaningful conversations, with a higher degree of sophisticated language structures, when reading and integrated with science and other subjects (Cabell et al., 2013). A reader's background knowledge in relation to the text they are reading is a major factor in their comprehension, both while they engage with the text and after they have read it (Catts, 2022). Additionally, when striving readers have a high degree of background knowledge, it can help support reading comprehension despite areas where greater reading skill attainment is needed (Smith et al., 2021). When students engage in active, inquiry-driven lessons, they can build background knowledge, deepen learning, and more readily find meaning in what they're learning (McTighe & Wiggins, 2013).

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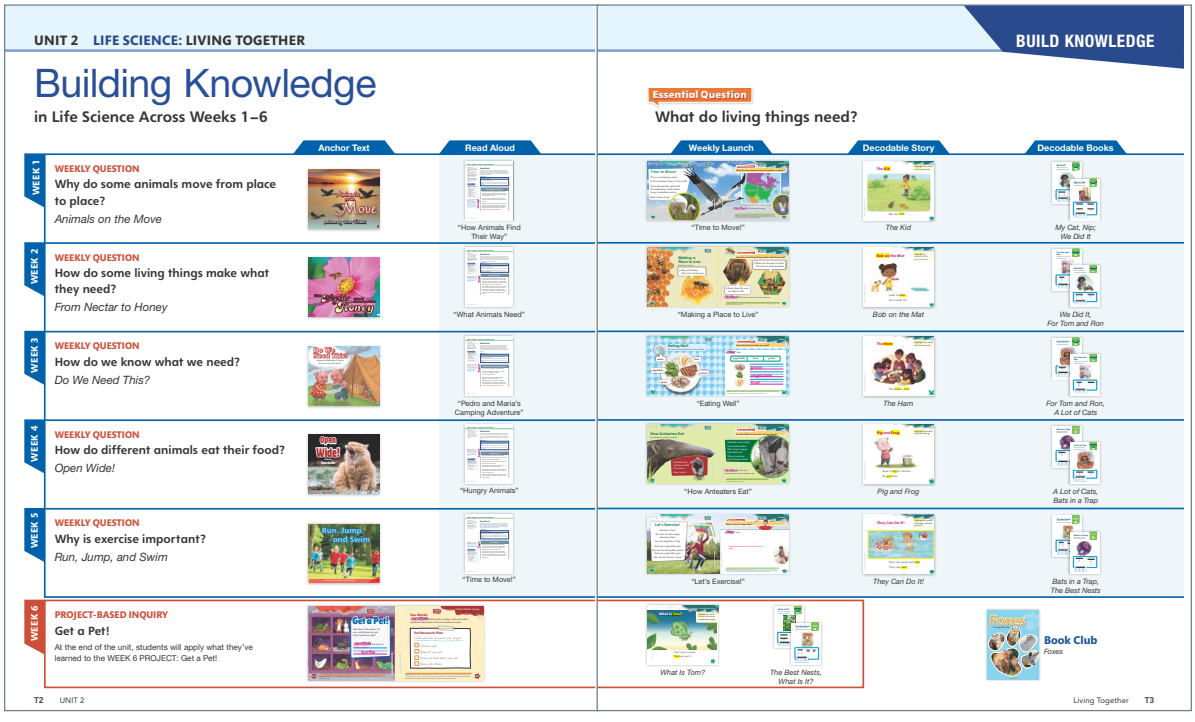
From Research to Practice

myView Literacy uses evidence-based practices to ensure students have ample opportunities to build background knowledge. During whole and small group instruction, students activate their background knowledge, identifying what they already know, and then build on that knowledge to access the content.

Each unit begins with a visual overview of the unit theme and topic around which students will build knowledge. Teachers then introduce an Essential Question, which students will work to answer as they read, discuss, and write about weekly selections.

As students move past the introductory unit materials, they launch the week, building knowledge through an infographic, map, visual, poem, or other piece of information that ignites discussion and prompts questions about the unit theme or topic. Students Turn, Talk, and Share ideas as they broaden their perspectives through collaborative conversations. They share prior knowledge and build background as they till the cognitive soil that gets them ready to read within a theme and a genre.

As they begin to explore key ideas in a week, students also engage with the Building Knowledge Library, introduced as part of the Weekly Independent Activity Options on small group pages in the Teacher's Edition. Among a variety of weekly independent learning options that foster knowledge building, the Building Knowledge Library invites students to choose a book from a wide selection of titles on SavvasRealize.com. Students watch a video to access prior knowledge as well as to build background for independent reading of self-selected text.



During Read the Text, students complete a First Read and a Close Read of the weekly selection, building knowledge across content areas by making connections to Science and Social Studies. After reading, students share their knowledge during collaborative class discussions.

In differentiated small groups, students participate both in teacher-led and in individual/collaborative settings. At the end of their small groups, students come back together as a class to share some of the impactful knowledge they've gained that day during a designated "Share Back" time.

As the week draws to a close, students once again reflect on the knowledge they have acquired and the understandings they've reached. They may talk about selections, retelling or comparing texts, or they may write about texts they've read and discuss the weekly question. Each time students review and reflect, they come closer to their own understanding of the unit's Essential Question.

The Project-Based Inquiry assignment students engage with in Week 6 invites them to expand their knowledge by collaborating as a group. Students conduct research using relevant sources that extend their engagement within each particular topic and create a product to share with the class.

At each unit's end, students share the knowledge they've gained and reflect on the processes that helped them explore the unit topic. They think about both the reading and writing goals they set as the unit began, and they get ready to move to a new unit and a new topic.

Themes and Essential Questions

What Research Says

Research shows that using a theme-based approach has a positive impact on student engagement and learning (Tessier, 2015). "An essential question frames a unit of study as a problem to be solved. It should connect students' lived experiences and interests (their only resources for learning something new) to disciplinary problems in the world. And it should connect what they learn back to the real world, where they can put their new understandings to work" (Wilhelm, 2012).

According to Grant Wiggins and Jay McTighe, "A good essential question

- causes genuine and relevant inquiry into the big ideas and core content;
- provokes deep thought, lively discussion, sustained inquiry, and new understandings as well as more questions;
- requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
- stimulates vital, ongoing rethinking of big ideas, assumptions, and prior lessons;
- sparks meaningful connections with prior learning and personal experiences;
- naturally recurs, creating opportunities for transfer to other situations and subjects." (Wiggins and McTighe, 2011).

From Research to Practice

There are five units in each grade of *myView Literacy*. The overarching program themes are Exploration (Geography), Patterns (Life Science), Expressions (Arts and Literature), Connections (History), and Our World (Earth Science). These themes link to the following unit themes and essential questions at each grade level.

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	myView Literacy Vertical Alignment Themes and Unit Essential Questions				
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
	Exploration: Geography	**Patterns: Life Science**	**Expressions: Arts & Literature**	**Connections: History**	**Our World: Earth Science**
Kindergarten	**Going Places** What makes a place special?	**Living Together** What do living things need?	**Tell Me a Story** Why do we like stories?	**Then and Now** What can we learn from the past?	**Outside My Door** What can we learn from the weather?
Grade 1	**My Neighborhood** What is a neighborhood?	**I Spy** How do living things grow and change?	**Imagine That** How can we use our imaginations?	**Making History** Why is the past important?	**Beyond My World** How do the seasons affect us?
Grade 2	**You Are Here** How do different places affect us?	**Nature's Wonders** What patterns do we see in nature?	**Our Traditions** What makes a tradition?	**Making a Difference** Why is it important to connect with other people?	**Our Incredible Earth** How does Earth change?
Grade 3	**Environments** How does our environment affect us?	**Interactions** How do plants and animals live together?	**Heroes** What makes a hero?	**Events** How do communities change over time?	**Solutions** How does the world challenge us?
Grade 4	**Networks** How can a place affect how we live?	**Adaptations** How do living things adapt to the world around them?	**Diversity** How can we reach new understandings through exploring diversity?	**Impacts** How do our stories shape our world?	**Features** Why is it important to understand our planet?
Grade 5	**Journeys** How do journeys change us?	**Observations** How do we learn through our observations?	**Reflections** How do the experiences of others reflect our own?	**Liberty** What does it mean to be free?	**Systems** How do elements of systems change?

An Essential Question is introduced at the beginning of each unit. Students learn relevant academic vocabulary words that facilitate discussion around the unit theme and the Essential Question. Throughout the unit, students generate and learn new words to add to their personal word banks.

Throughout the unit, students read texts that connect to and build knowledge about the unit theme. These texts include the Weekly Launch, Weekly Selections, Read Alouds, Book Club Trade Books, Decodable Stories (Grades K and 1), *Big Book of Songs and Poems* (Grades K and 1), and the Building Knowledge Library.

In Week 6, students are given the opportunity to demonstrate their learning and answer the Essential Question by (a) comparing the texts they have read and (b) working collaboratively on a Project-Based Inquiry.

Project-Based Inquiry allows students to engage with others and explore the theme while thinking critically, collaborating, and interacting with texts in authentic ways.

Multisensory Strategies

What Research Says

Multisensory literacy instruction has the power to improve reading proficiency and help bridge the literacy gap for all learners by teaching the brain to respond to a variety of inputs, resulting in enhanced learning (Shams & Seitz, 2008). Multisensory instruction combines listening, speaking, reading, and a tactile or kinesthetic activity, exposing students to auditory and/or visual components that help develop stronger literacy skills. Multisensory instruction also fosters enhanced phonological awareness, laying a robust foundation for future reading acquisition (Vestal et al., 2023). When educators can utilize multisensory strategies, they are better able to engage diverse learner profiles in a variety of contexts, extending skill acquisition benefits to every learner. In the early grades, a multisensory instructional approach improves phonemic awareness, phonics, and reading comprehension skills. Visual, auditory, and kinesthetic components as part of literacy instruction increase students' acquisition of phonics skills and improve memory performance (Okray et al., 2023). Multisensory activities provide necessary scaffolding to beginning and striving readers, helping to enhance their learning and boost retention (Fletcher, 2018; Luizzo, 2020). The science of reading endorses multisensory instruction as a transformative pedagogical approach that can enhance core literacy skills and provide instruction that is relevant to diverse learners (Vestal et al., 2023).

From Research to Practice

Multisensory practice is a major focal point throughout the foundational skills instruction in phonological awareness, phonics, and word study lessons within *myView Literacy*. A multisensory icon that resembles a "fidget spinner" with red, green, and blue circles helps teachers easily identify when specific lessons target multiple learning styles. Through multisensory techniques, including visual, auditory, and kinesthetic elements, students frequently engage with materials in a way that maximizes learning and retention.

Throughout the core Teacher's Edition, the *Reading Routines Companion*, and the *myFoundations Intervention* resources, the foundational skills instruction in *myView Literacy* provides a variety of multisensory activities that support students as they develop key literacy skills. Teachers can incorporate manipulatives, such as letter tiles, cubes, kinesthetic games, or sound cards, during lessons to help students practice building foundational literacy skills. These hands-on activities reinforce how sounds come together to form words, how words can be broken down into individual sounds, and how word parts build to create multi-tiered meanings within words.

In addition to whole group lessons within the core Teacher's Edition, the multisensory icon can be found in Small Group in the right-hand corner of each skill group. The multisensory instruction engages students in the learning process by causing them to use more than one sense at a time with teacher support in a smaller, focused group setting.

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The Manipulatives Resource Package provides teachers with additional multisensory-tailored practice tools that can be used to enhance collaborative and independent application of skills.

Furthermore, included at the back of each *myView Literacy* core Teacher's Edition is an introduction and glossary of lesson-agnostic strategies for implementing multisensory activities into daily instruction. This enhancement can be used to extend instruction in phonological awareness, phonics, fluency, comprehension, and vocabulary.

Foundational Skills

What Research Says

Foundational literacy skills are the beginning processes of reading. They facilitate students' understanding of important emergent reading concepts such as print concepts, phonological awareness, phonics and word recognition, and fluency (Caravolas et al., 2019). Foundational reading skills provide students with the knowledge to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read (Dombek et al., 2021; Foorman et al., 2016). Phonemic awareness is also a critical skill for learners, as studies indicate that children with significant reading problems have a core deficit in phonological processing (Milankov et al., 2021; NICHD, 2000). Young students must have a solid phonemic awareness in order to grasp the basic language skills required for reading and writing, including hearing and the identification and manipulation of sounds in spoken words. Alphabet knowledge, a necessary component of literacy development, is one of the best predictors of children's later reading and spelling abilities (Piasta et al., 2022). These foundational phonemic skills also mean students must be able to comprehend the basic symbols comprising the written language and letters of the alphabet that represent the auditory cues for spoken language (C. S. Brown, 2014, 2019).

From Research to Practice

Students engage daily with foundational skills instruction designed to mirror the ways the brain learns to read. Explicit instruction, guided practice, and corrective feedback allow teachers to make sound instructional decisions based on the needs of their unique learners. Emergent readers learn phonological and phonemic awareness, phonics, and fluency in a foundational skills segment that quickly builds competence and confidence. Teachers are empowered with instruction to strengthen student skills while stepped-out practice allows students to demonstrate growth. As students continue to progress, further word study allows them to expand and deepen their skills. While emergent readers will learn phonemic awareness, phonics, and fluency, deeper word study for fluent readers allows them to expand and deepen their vocabulary skills as they explore multisyllabic words

and morphologically related roots and base words. Students extend their vocabulary development at both the unit and the weekly level, using a generative approach to maximize their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.

The *Reading Routines Companion* accompanies each skill and gives teachers resources for additional differentiation and added explicitness in a multisensory lesson structure. Furthermore, *myFoundations Intervention* provides even further structured literacy intervention with a different, highly scaffolded lesson in each of the foundational skills corresponding to each grade's foundational scope and sequence.

Phonological Awareness

What Research Says

Phonological awareness is the recognition of speech sounds, syllables, and rhymes (Ehri & Flugman, 2018). This includes a clear awareness of the structure of syllables, onset-rime words, and individual phonemes (Moats, 2019). Phonological awareness, the precursor to phonics, is an integral component of literacy instruction (Torgerson et al., 2019). A core building block of proficient reading, phonological awareness is a fundamental and early indicator of emergent reading. As phonemic awareness has a reciprocal relationship with reading, these skills need to be taught early, systematically, and explicitly (Hoover & Tunmer, 2020). It's essential for reading because written words correspond to spoken words. Readers need a solid grasp of the speech sounds that letters and letter combinations represent to move from a spoken word to a printed word when reading, or a spoken word to a written word when spelling (Moats, 2009, 2020).

Reading attainment is primarily about making connections between spoken language and the relation to printed words. New readers are not relearning language; they're learning that printed words are a variation of the spoken language they already know (Seidenberg, 2019). Young learners need explicit and systematic opportunities to hear, identify, isolate, blend, segment, and manipulate sounds in words, starting with very basic phonological skills. This includes breaking words into syllables, recognizing and producing rhyme, and developing initial/final sound (alliteration) awareness. Decades of research show that including phonological awareness in early literacy programs increases the likelihood of later reading and academic success across content areas (Milankov et al., 2021; NICHD, 2000).

From Research to Practice

With a focus on foundational skills in the primary grades, teachers are equipped to build a strong understanding for their students around phonological and phonemic awareness through explicit daily instructional routines.

In *myView Literacy*, phonological awareness instruction is taught five times per week in Grades K, 1, and the first half of Grade 2. When a new sound is introduced, *myView Literacy* provides explicit instruction for teaching articulation of letter sounds, ensuring that students learn how to correctly produce each sound. For example, when teaching the /m/ sound, the teacher begins by saying, "Today we are going to learn a new sound. Listen carefully: /m/ /m/ /m/." This helps students focus on the sound itself, giving them a clear auditory example to follow.

The teacher then explains how to produce the sound, stating, "The sound /m/ is made by pressing your lips together while making a sound." By demonstrating the correct articulation, the teacher shows students exactly how to form the sound. This modeling allows students to see how the mouth moves when saying /m/, which is important for accurate sound production.

UNDERLYING PEDAGOGY

Once the teacher has modeled the sound, students are encouraged to practice. The teacher may say something like, "Now, let's all try it together. Ready? /m/ /m/ /m/." This gives students the opportunity to practice the sound while being guided by the teacher's example.

Articulation videos visually demonstrate how to make each sound and its combinations. The videos reinforce the teacher's modeling and offer students a chance to review the correct articulation.

Kinesthetic activities engage students in practice as teachers formatively assess skills progression. During Small Group instruction, teachers can provide additional support using lessons from the *Reading Routines Companion* and *myFoundations Intervention Teacher's Guide*. These lessons directly correlate to the whole group focus for each week.

Through weekly cumulative reviews, students are mastering skills comprehensively.

Phonics

What Research Says

As young readers become more skilled in phonemic awareness—being able to hear and manipulate the sounds in spoken language—they start being able to associate those sounds with written text. Phonics connects the 26 written letters of the alphabet to the 44 sounds, or phonemes, of spoken words in the English language. To teach phonics is to demonstrate to young learners how to read. When teachers systematically and explicitly help students learn the relationship between letters, groups of letters, or syllables, and the sounds of spoken language, they are teaching phonics. Once students have mastered letter-sound correspondences, or phonics, they are able to quickly and accurately decode words on a page.

A systematic approach to teaching phonics means that instruction is developmentally sequenced, with phonic elements taught in a thoughtful, sequential order. Students begin by learning letter-sound relationships in isolation. As they master the individual sound-symbol correspondences, they are taught to blend the sounds to decode words. As students' decoding skills progress, they engage with multisyllabic words, using what they know to decode increasingly more difficult words. They build self-extending strategies to expand their abilities to read increasingly complex text.

Over the years, several influential reviews of reading research have confirmed that phonics instruction is an important part of teaching reading. Jeanne Chall's 1967 book, *Learning to Read: The Great Debate*, examined 25 studies done between 1900 and 1960 and concludes that programs that included systematic phonics have substantial and consistent advantages over other programs, especially for children from lower socioeconomic backgrounds. While this book was largely ignored during the 1970s and 1980s as educators embraced the whole language movement, it was confirmed in another landmark study published in 1990. Marilyn Adams, in her book *Beginning to Read*, reviews 20 years of research, not only on reading instruction but also on the psycholinguistic processes involved in reading. She concludes: "More recent studies indicate that explicit, systematic phonics is a singular, successful mode of teaching young or slow learners to read" (Adams, 1990, p. 56).

Drawing on psychological research, Adams says that skilled readers recognize each individual letter and the sequence of letters in a word as they read, and they read words quickly by recognizing spelling patterns in words. "Toward hastening the development and refinement of the letter recognition network, students should be engaged in activities that encourage attention to the ordered, letter-by-letter structure of the syllables and words that they are to read. . . . Many of the most common practices of reading programs—including synthetic

phonics, writing, exercise with frequent blends and digraphs, and practice with word families—seem ideally suited to this end" (Adams, 1990, pp. 130–131).

The National Reading Panel, a committee formed by the National Institute of Child Health and Human Development (NICHD), published its own review of reading research in 2000, entitled *Teaching Children to Read*. The Panel conducted a meta-analysis of 38 research studies on phonics and concluded that "systematic phonics instruction enhances children's success in learning to read and that systematic phonics instruction is significantly more effective than instruction that teaches little or no phonics" (National Reading Panel, 2000, p. 9). *Put Reading First*, a book that summarized the National Reading Panel's results for teachers, reiterates this conclusion: "Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling" (Armbruster 2001, p. 14).

From Research to Practice

myView Literacy incorporates daily practice with a systematic approach to phonics, which means that instruction is developmentally sequenced, with phonics elements taught in a carefully structured order. With *myView Literacy*, this order begins with letter sound correspondence, progresses into consonant blends, consonant digraphs and vowel teams (both regular and irregular) and moves into syllabication and morphemic or structural analysis.

Kindergarten: In Units 1 and 2 and part of Unit 3, two focused phonics skills are taught each week, and the instruction follows a similar plan in Weeks 1–5. In Week 6 of these units, phonics instruction reviews learned sound-spelling patterns through word families. In the second half of Units 3–5, the phonics skills taught in kindergarten are revisited during Review and Reinforce instruction. See the table below for a weekly plan of lessons in Units 1 and 2.

Grade 1: Throughout Grade 1, there are two focused phonics skills per week. The instruction follows a similar pattern in all units, all weeks. See the table below for structural information on a week of lessons in any unit.

Grade 2: Throughout Grade 2, there is one focused phonics skill per week. The instruction follows a similar pattern in all units, all weeks. See the table below for structural information on a week of lessons in any unit.

Grades 3–5: The *Reading Routines Companion* provides explicit and systematic phonics instruction routines for teachers to use with students who would benefit from additional practice with letter-sound correspondences.

In general, phonics lessons follow this general format:

- **Phonemic Awareness:** In Grades K–1, activities in phonemic discrimination, oral blending, and segmentation allow students to become aware of the sounds they will focus on in the day's phonics lesson. This is a warm-up for the phonics instruction.
- **Sound-Spellings:** The teacher introduces the sound-spelling in isolation using key words.
- **Blending:** The lesson provides explicit modeling, teaching, and practice in the blending of already introduced sound-spellings to form words. Blending strategies include sound-by-sound, onset-rime, and whole-word blending.
- **Integrated Foundational Skills:** Students read and write words to reinforce sound-spelling patterns.
- **Spelling Connection:** Spelling lists connect to one of the phonics lessons of the week so that students see the connection between reading and writing in Grades 1–2. In Kindergarten, spelling is introduced later in the program and focuses on word patterns that students have already learned, such as VC and CVC words.
- **Decodable Text:** Practice in reading decodable text reinforces the letter-sound patterns being learned, helps students develop fluency, and shows them the utility of what they are learning.

UNDERLYING PEDAGOGY

Decoding

What Research Says

Decoding is a touchstone literacy skill on which all other reading instruction is built. For learners to understand the relationship between individual letters, letter combinations, and spoken words, they must have an essential grasp of decoding (Brady, 2011, 2020). Word decoding, along with phonics and phonemic awareness, are key skills that make up the foundation of phonological awareness. The morphemic patterns that enable us to decode and spell new words encountered in text are the foundations for higher-level literacy skills such as comprehension and writing (Cunningham, 2020). As such, these skills are crucial for students learning to read (Castles et al., 2018).

The National Center for Education Evaluation and Regional Assistance (NCEE) identifies decoding and the recognition of words and word parts as an effective instructional technique that educators should implement as part of evidence-based literacy instruction (Petscher et al., 2020; Foorman et al., 2018). When students lack foundational skills such as decoding, their reading fluency, vocabulary, and reading comprehension suffer. When students understand individual letters and their sounds, they possess the foundational knowledge needed to progress to more advanced concepts. For elementary readers, improving word decoding gives them a leg up on comprehension for current and future literacy learning (Cain et al., 2020; Garcia & Cain, 2014).

From Research to Practice

Each week, *myView Literacy* provides explicit, systematic instruction in the critical foundational skill of decoding. This concept is taught daily as part of phonics and word study instruction. As young readers master the individual sound-symbol correspondences, they are taught to blend the sounds to decode words. As students' decoding skills progress, they engage with multisyllabic words, using what they know to decode increasingly more difficult words. Over time, young readers build self-extending strategies to expand their abilities to read increasingly complex text. Practice in reading decodable text reinforces the letter-sound patterns being learned, helps students develop fluency, and shows them the utility of what they are learning. In Grades K–5, students practice reading texts that align to studied phonetic elements and/or word study focuses with the teacher, with a partner, using audio-assisted reading on SavvasRealize.com, and throughout multiple practice opportunities that provide immediate feedback.

Students in Grades K and 1 are provided with two decodable readers per phonics skill in order to reinforce application of skills, along with building reading fluency. One is found in the Student Interactive so students can annotate and use grapheme mapping with targeted phonics patterns. With their own copy of each reader, students are able to continue partner reading and independent reading of familiar text with predictable and known phonics patterns. An additional decodable reader for each phonics pattern is provided in small group sets within the Foundational Skill Kits for Grades K-2. Decodable readers for Grades 3-5 are also provided on Savvas Realize® to support each word study focus. Practice in reading decodable text reinforces the letter-sound patterns being learned, helps students develop fluency, and shows them the utility of what they are learning. Each word in the decodable readers contains sound and spelling patterns that have already been learned in instruction or can be recognized as high-frequency words. With the Student Interactive books, students can mark target phonics skills with grapheme mapping. The goal of this practice is to help students achieve automaticity decoding words representative of the newly taught phonics skills. Each reader provides a list of words that corresponds to the phonics element highlighted in the text. Teachers can preview words with students and encourage them to look for common phonics patterns as they read. Each reader also provides a

list of high frequency words that are featured within the text. Students can continue practicing these phonics skills with digital application activities that provide teacher reports and assignable differentiation suggestions. Additional decoding and word study practice for all grades are provided throughout lessons in the *Reading Routines Companion*, *myFoundations Intervention*, and on SavvasRealize.com.

High-Frequency Words

What Research Says

Sight Recognition is the ability to know a word by sight rather than needing to break the word apart to decipher it (Simonton, 2019). When readers see a word and the meaning and pronunciation are immediate, they are able to increase reading comprehension, efficiency, and fluency. Because English has several high-frequency words that have a high degree of spelling-to-sound irregularity, teaching sight recognition along with phonics instruction can increase reading ability (Castles et al., 2018). Word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together so that readers increase their reading accuracy and fluency with repetition and practice, and have a chance to focus on decoding individual words, implementing phonological awareness and making use of phonics (Scarborough, 2001).

As students master word recognition strategies, they create cognitive space for increased comprehension and higher-level thinking (Duke & Cartwright, 2021). Having opportunities to practice sight recognition enables students to generalize the relationship between sounds and letters and apply these concepts to new words while reading (Bibi et al., 2023). By activating sight recognition and associating phonemes (sounds) and graphemes (letters), learners are more likely to figure out individual words and understand text. By utilizing sight recognition, students increase their vocabularies through orthographic mapping, and the process of understanding text becomes easier (Gonzalez-Frey & Ehri, 2020). Learners know words more quickly as sight recognition improves reading fluency and efficiency. In this process, as learners see the word, they automatically activate the recognition of its meaning and pronunciation at the same time. (Amalia, 2022).

From Research to Practice

myView Literacy features high-frequency words from the Dolch and Fry word lists that are regular, pattern-based, irregular, or have unusual spellings. Sometimes students may use orthographic mapping to decode the regular phonic pattern in an unfamiliar word and easily identify letter-sound correspondences. At other times, students may need to learn a word by identifying phonetic elements they know and circling what they do not know.

The repeated practice in reading and writing sight words, both regular and irregular, ensures that students move toward automaticity and mastery of these words. By using a variety of strategies, including multisensory approaches, students who use *myView Literacy* internalize the several hundred words that allow them to fluently read over 50% of words they will encounter in school.

In *myView Literacy*, there is greater emphasis on high-frequency word instruction for students in Grades K–2. These students are introduced to the week's high-frequency words in Lesson 1. They continue to practice the words in each consecutive lesson during the week, including within the context of decodable text. Teachers who want to extend instruction and practice may additionally access high-frequency word routines in the *Reading Routines Companion*. (These routines are also available for students in Grades 3–5.) Additionally, there are printable High-Frequency Word Cards and online games.

UNDERLYING PEDAGOGY

The Phonics Scope and Sequence closely informs how high-frequency words are taught in *myView Literacy*. To address the fact that certain non-decodable high-frequency words will eventually become decodable later in the year, there is a feature on some Lesson 3 Teacher's Edition pages called "Now Decodable!" Here, teachers tell students that, for example, now that they have learned that the letter *u* spells the sound /u/, they can decode the word *up*.

Word Study

What Research Says

Word study covers word structure skills, or skills involving the meaningful parts of words, such as syllables, word endings, and affixes. It also includes morphemic and structural analysis. Understanding the structure of words improves skills in decoding, spelling, and vocabulary. Teaching students some generalizations about syllables (a unit of pronunciation that has one vowel sound) will help them read long words by helping them see the structure of the word and recognize letter patterns, especially vowel patterns. If they can divide a word into syllables—even if the division isn't exact—they can use the syllable patterns as a guide to decoding the word.

Morphemes are the smallest meaningful parts of language. A morpheme can consist of one or more syllables: *cat* and *elephant* are each one morpheme. A morpheme can be one word, like *happy*, or a morpheme can be a part of a word. The suffix *-est* is also a morpheme that means "most." A word can be made up of one morpheme *(banana*), or it can contain two morphemes (*happiest*, *outside*), three morphemes (*unfriendly*), or more. Free morphemes are morphemes that can stand alone as words (*peach*, *apple*). Bound morphemes are morphemes that must be attached to other morphemes to make words, such as affixes and word roots (*-ly*, *-ness*, *bio-*).

Decoding, spelling, and vocabulary are foundational to reading. As they learn to read, students need to move away from reading letter by letter and begin to recognize chunks of text immediately. Readers can read more quickly when they have an awareness of syllables and morphemes. At Grade 2 and above, an essential part of decoding is being able to read multisyllabic words. Longer words are nearly impossible to read letter by letter: "Anyone who tried to identify a long word by sounding out its individual letters would run out of memory space long before she or he was done" (Adams 1990, p. 128). Students who learn to look for patterns in multisyllabic words will be better decoders.

Regarding spelling and vocabulary, it is important to understand that English is a language in which many words are related through their morphology. This relationship is preserved through our spelling system. Students who learn to look for patterns in multisyllabic words will be better spellers and will expand their vocabularies. If they learn to look further and consider possible meaning relationships, they will increase their vocabulary (Cunningham 1998). "The rationale that underlies instruction in morphemic analysis is that if students can be taught basic and recurring free and bound morphemes, knowledge of many semantically related words can be acquired" (Baumann and Kame'enui 1991, p. 622).

From Research to Practice

myView Literacy focuses on syllabication and morpheme/structural analysis. Teaching students some generalizations about syllables (a unit of pronunciation that has one vowel sound) will help them read long words by helping them see the structure of the word and recognize letter patterns, especially vowel patterns. If they can divide a word into syllables—even if the division isn't exact—they can use the syllable patterns as

a guide to decoding the word. Morphemes are the smallest meaningful parts of language. A morpheme can consist of one or more syllables: cat and elephant are each one morpheme. A morpheme can be one word or a part of a word: *-est* is a morpheme. A word can be made up of one morpheme (*banana*), or it can contain two morphemes (*unhappy*, *outside*), three morphemes (*unfriendly*), or more. Free morphemes are morphemes that can stand alone as words (peach, apple). Bound morphemes are morphemes that must be attached to other morphemes to make words, such as affixes and word roots (*ly*, *ness*, *bio*).

Each grade level in *myView Literacy* provides a weekly Word Study focus. A consistent routine of: teach, Model and Guide Practice and Practice ensures that teachers explain word parts and meanings explicitly. This is done through lots of meaningful and deliberate practice opportunities. However, because students in the primary grades are completing their word study within the majority of a phonics driven focus, teachers in the intermediate grades will notice an increased emphasis on true syllabication and morpheme/structural analysis when compared to their primary counterparts.

Kindergartners learn to count the syllables in a word and blend syllables into a word (orally) as a part of phonological awareness instruction. Additional digital practice is available for students as well.

In **Grades 1 and 2**, *myView Literacy* teaches the most common word parts, including inflected endings such as *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; compound words; contractions; the most frequent suffixes and prefixes; spelling changes with inflections; and how to apply this knowledge to unfamiliar words. First and second graders are also taught the basic syllable patterns. In *myView Literacy*, word structure lessons are taught as part of the Phonics strand in Grades 1 and 2, and additional practice can be accessed through Realize.

In **Grades 3–5**, the program continues to cover all of the above in a daily Word Study strand. Complex spellings and less frequent word parts are introduced here. More complex syllabication rules are also introduced, and students read multisyllabic words consistently. Word study slides allow students to practice reading, writing, and spelling multisyllabic words in a teacher-led, whole group activity. Greek and Latin roots are taught in Grades 4 and 5. Support and additional practice are provided via access to Anchor Charts and digital resources.

Word Study Instructional Sequence Sample Week: Grades 3-5				
Day 1	Day 2	Day 3	Day 4	Day 5
• Teach - Introduce • Model and Guide Practice • Practice	• Teach - Review • Model and Guide Practice • Practice (Student Interactive)	• Teach - Review • Model and Guide Practice (Whole Group Slide) • Practice (Digital Resources)	• Teach - Review • Model and Guide Practice • Practice (Optional Skills Practice Book)	• Assess Understanding • Monitor Progress • Cumulative Review

UNDERLYING PEDAGOGY

Fluency

What Research Says

Fluency is the ability to read a text smoothly and accurately, with expression. The three main components of reading fluency are accuracy, rate, and prosody. Accuracy refers to reading the words in a text precisely, without substituting or deleting words. Rate refers to reading smoothly at the speed of natural speech, demonstrating automatic word recognition. Prosody refers to reading with appropriate phrasing and expression.

Research shows that fluency is a critical component of early reading instruction and is crucial to the success of readers at the upper grades. "Successful reading requires readers to process the text (the surface level of reading) and comprehend the text (the deeper meaning). Reading fluency refers to the reader's ability to develop control over surface-level text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text" (Rasinski, 2004). Essentially, fluency is in the service of comprehension.

To learn to read words and become fluent readers, students need a solid phonological base and strong alphabetic and language skills. As students' ability to read words with automaticity grows, they will be able to demonstrate different aspects of prosody as they read aloud. Fluent readers group words into meaningful phrases and use their voices to convey the meaning of a text by adjusting timing, expression, volume, emphasis, and intonation. As students make gains in fluency, they will read more quickly while maintaining accuracy and demonstrating expression. Mastery of these skills helps students focus on the meaning of the text.

The National Reading Panel found compelling evidence that guided oral reading procedures led to improvements in fluency and in overall reading achievement. To develop fluency, educators need teacher-directed lessons in which children spend time engaged in reading connected text (Stahl and Kuhn, 2002). "Students need to hear what fluent reading sounds like and how fluent readers interpret text with their voices" (Rasinski, 2004).

From Research to Practice

In the *myView Literacy* program, fluency instruction focuses on rate, accuracy, and prosody. Instruction occurs in both whole group and small group settings. In Grades K–5, the teacher models fluent reading using a variety of program texts. Students have opportunities for practice as they read decodable text with the teacher, with a partner, using audio-assisted reading on SavvasRealize.com, or on their own. Additional fluency routines are provided in the *Reading Routines Companion*, each including explicit instruction, teacher modeling, and opportunities for practice with immediate feedback. In Grades 1–5, weekly fluency practice and/or assessment is provided in the Cold Reads for Fluency and Comprehension.

In Grade K, fluency is modeled daily by the teacher using meaningful texts in the program. Students have opportunities to practice word-level fluency as well as demonstrate it within connected text. During Small Group instruction, teachers may record observations about rate and accuracy as they listen to students read a Decodable Book.

In Grade 1, fluency is modeled by the teacher in Lesson 1 using a Read Aloud. At that time, students are invited to practice fluency when they read the weekly text. Students also practice fluency in Lesson 4 using the Decodable Story. The fluency focus is on the phonics skills in the story. The goal of this practice is to help students achieve automaticity in decoding words representative of the newly taught phonics skills. On other days, fluency can be practiced and/or assessed in Small Group instruction, using a passage from Cold Reads for Fluency and Comprehension. It is important to always keep in mind the key understanding that

the purpose of fluency is not to simply improve rate and accuracy. The purpose and goal of fluency is improved comprehension.

In Grades 2–5, fluency is modeled and practiced in Lesson 1 using the Read Aloud, which helps students see that fluency is essential to support understanding. On other days, fluency can be practiced and/or assessed in Small Group instruction, using a passage from Cold Reads for Fluency and Comprehension.

Fluency Instructional Sequence in *myView Literacy*			
GRADE	MODEL	PRACTICE	ASSESS
K-2	• Daily, Using Program Text • Lesson 1 Read Aloud	• Weekly Text • Lessons 2–4 Small Group • Lesson 4/5 Decodable Story/Text	• Weekly Cold Reads for Fluency and Comprehension
3-5	• Lesson 1 Read Aloud	• Weekly Text • Lessons 2–4 Small Group	• Weekly Cold Reads for Fluency and Comprehension

Reading Development

What Research Says

There is a strong body of evidence-based, interdisciplinary research conducted and peer-reviewed over many decades that explains what reading is and how proficient readers develop. As educators, we understand that reading is the process of constructing meaning from words and other modes like visual models presented in a variety of mediums. We also know that reading development is not confined to a single component of instruction, nor is it a one-size-fits-all approach.

The National Reading Panel (2000) has determined that reading skills are built on five components working together: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Some have argued that engagement constitutes a sixth necessary component in developing strong, active readers (Guthrie, 2004). Word recognition and language comprehension comprise the two basic skill categories needed for successful reading. If either skill category is weak, reading development stalls. Additionally, no amount of skill in one area makes up for a lack of skill in the other (Farrell et al., 2020, "The Simple View of Reading").

Scarborough's reading rope model (2001) emphasizes that skilled reading is the result of interwoven word recognition skills (phonological awareness, decoding, and sight recognition) and language comprehension skills (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). However, most important to recognize is that reading is a *both/and* endeavor, not an *either/or* approach to learning. Skillful and responsive teachers move fluidly from one aspect of literacy instruction to another to meet the needs and demands of readers, tasks, and texts (Pearson et al. and Raphael, 2023). The ultimate goal of the reading experience is understanding and motivation to engage again.

The large body of scientific research called the Science of Reading is not new. Educators who are knowledgeable about the necessary connections between the pronunciation of the spoken word, the sequence

UNDERLYING PEDAGOGY

of the letters in the printed word, and the meaning of the word can provide reading instruction that helps students develop necessary and self-extending reading skills.

Explicit instruction and deliberate practice in all key areas of reading instruction develop efficient pathways within the brain, building critical neural connections. As a result, when foundational reading skills are delivered in a systematic and explicit way, and when students have an opportunity to develop confidence and automaticity through practice, the result is that more cognitive energy becomes available for constructing meaning from text and for developing deep insights and understandings through analysis and reflection. Simply put, explicit instruction is the "secret sauce" in teaching reading (Vaughn, 2022).

The Science of Reading allows teachers to select and implement practices about reading that will be most effective for their own students. This body of research constitutes a guide that informs decision making. "We don't teach the Science of Reading. We teach children. And we use the Science of Reading as a resource to guide our decisions" (Vaughn, 2022).

However, teachers must also find ways to transition the work of explicit reading instruction over to students, so learners eventually do most of the heavy cognitive lifting through their practice. Emergent readers need strategic practice with the alphabetic principle, learning how the sounds of English map to print. Additionally, the practice of connecting words in a fluent way facilitates higher-order thinking, and that deep thinking helps students truly understand how stories and other texts connect with their own lives. The gradual release of responsibility model accomplishes the task of turning learning over to students through the I Do, We Do, You Do framework of instruction.

By understanding how to use the Science of Reading, educators acquire better knowledge to make more informed decisions about their students' strengths and needs. Teachers who recognize that the work of developing strong readers is critical and who implement best practices built around the Science of Reading ultimately help cultivate and encourage successful, engaged learners who can read literally, inferentially, socially, emotionally, and critically.

Regarding **cognition**, reading:

- develops a stronger vocabulary
- supports academic success
- builds attention span
- increases concentration and discipline
- strengthens writing
- improves memory and focus
- expands knowledge building to help students understand the world

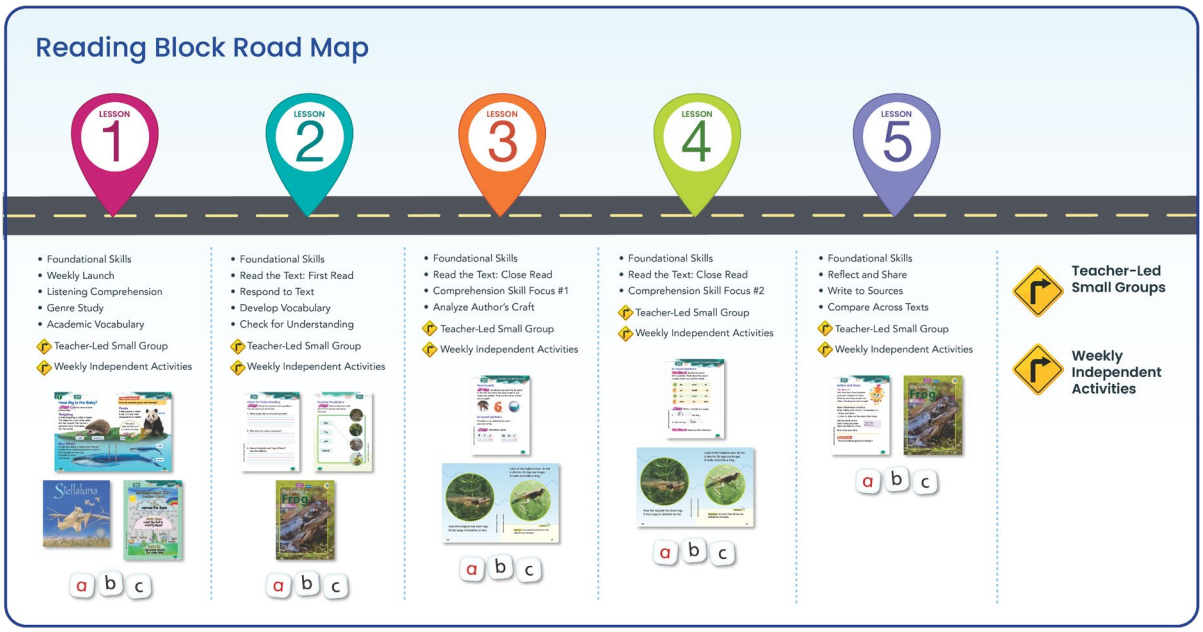
Regarding **social-emotional benefits**, reading:

- provides a safe place to explore strong emotions
- deepens empathy
- promotes bonding
- enhances imagination
- boosts mood
- increases enjoyment and relaxation

UNDERLYING PEDAGOGY

From Research to Practice

Drawing from the literacy research of P. David Pearson, Sharon Vaughn, Louisa Moats, and others, the architecture of *myView Literacy* 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.



Within each week of the Teacher's Edition, reading instruction focuses students' thinking as teachers establish a purpose for each day's instruction.

GRADES K–2 WEEKLY READING PLAN

- **Lesson 1:** In addition to beginning with a focus on foundational skills (phonological awareness, phonics, high-frequency words, decodable text), teachers begin the week with a launch to build knowledge about genre and theme. They introduce a Weekly Question that supports the unit's Essential Question. They use a read aloud to build students' listening comprehension of the genre and to model skills. Academic Vocabulary allows students to explore word learning as they are introduced to the important language of instruction for the week. Teachers then form small groups based on a Formative Assessment at the end of the Genre lesson.
- **Lesson 2:** Foundational skills instruction continues, and teachers guide students in a first read that introduces the weekly text and allows for student response. A comprehension check assesses both selection vocabulary and a general understanding of the text. Small group instruction follows.
- **Lesson 3:** Foundational skills instruction continues, and students do an initial close read of the weekly text, focusing on a comprehension skill that helps them unlock what is important in the text. Students use the Author's Craft lesson to consider text from the view of readers and writers in Read Like a Writer, Write for a Reader, and small group instruction follows.

UNDERLYING PEDAGOGY

- **Lesson 4:** Foundational skills instruction continues, where students practice reading a decodable story or text, and students continue their close reading of the weekly text. Comprehension work focuses on a metacognitive strategy. Small group instruction follows.
- **Lesson 5:** After additional foundational skills work, students complete the Reflect and Share activity to talk about what they've read during the week, and they answer the Weekly Question through collaborative conversations and writing activities.

Grades K-2 Weekly Reading Plan				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
• Foundational Reading Skills • Reading Weekly Launch: Build Knowledge • Listening Comprehension: Read Aloud • Genre • Academic Vocabulary • Small Group	• Foundational Reading Skills • Reading Read the Text • Respond to the Text: Check for Understanding • Small Group	• Foundational Reading Skills • Reading Comprehension • Author's Craft • Small Group	• Foundational Reading Skills • Reading Comprehension • Small Group	• Foundational Reading Skills • Reading Compare Texts: Reflect and Share • Small Group

GRADES 3-5 WEEKLY READING PLAN

- **Lesson 1:** Teachers begin the week with a launch to build knowledge about a genre and theme. They introduce a Weekly Question that supports the unit's Essential Question. Then, they conduct a read aloud to build students' listening comprehension of the genre and to model critical reading skills. A Genre lesson allows students to learn about the elements of a particular type of text. Academic Vocabulary and Word Study lessons help students explore word learning as they are introduced to important language needed to read, talk, and write within the genre. At the end of the genre lesson, teachers form small groups based on Formative Assessment information.
- **Lesson 2:** Teachers guide students in a first read that introduces the weekly text and allows for student response. In Respond to Text, students complete a Check for Understanding that assesses both selection vocabulary and a general understanding of the text. Word Study and small group instruction follow.
- **Lesson 3:** Students do an initial close read of the weekly text, focusing on a reading comprehension skill that helps them unlock the text. Author's Craft allows students to explore reading through the eye of a writer in the Read Like a Writer lesson, and Word Study instruction continues. Small group instruction follows.
- **Lesson 4:** Students continue their close reading of the weekly text. They focus on a metacognitive strategy after rereading. An additional Author's Craft lesson explores the view of a writer in Write for a Reader, and Word Study instruction continues. Small group instruction follows and is focused on comprehension.

- **Lesson 5:** Students reflect and share about what they've read during the week, and they answer the Weekly Question through collaborative conversations and writing activities. Word Study instruction provides a chance to assess what was learned and practiced during the week. Small group instruction focuses on comparing texts.

Grades 3-5 Weekly Reading Plan				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
• Reading Weekly Launch: Build Knowledge • Listening Comprehension: Read Aloud • Genre • Academic Vocabulary • Word Study	• Reading Read the Text: First Read • Respond to the Text: Check for Understanding • Word Study • Small Group	• Reading Comprehension • Author's Craft • Word Study • Small Group	• Reading Comprehension • Author's Craft • Word Study • Small Group	• Reading Compare Texts: Reflect and Share • Word Study • Small Group

Academic Vocabulary

What Research Says

Vocabulary, including that associated with academic language, is an important aspect of literacy learning (Hiebert, 2020; Silverman & Crandell, 2010). Vocabulary comprehension allows students to interpret and understand content across a vast array of topics, including that specific to textbooks, the type of academic language used in classrooms, and the language that encompasses assessments required to measure academic success and inform future academic placement (Pearson, Palincsar, et al., 2020; Pearson, Hiebert, et al., 2007; Stahl, 2003). Students need to master a high level of vocabulary to succeed in all other content areas, including math and science (Marzano, 2010). Every academic content area encompasses discipline-specific vocabulary, grammar, and punctuation that must be understood by students if they are to succeed in various academic disciplines and in school overall (Rasinski, 2019). Proficient reading attainment means students can use content-specific vocabulary and specialized, complex grammatical structures to acquire new knowledge and skills, discuss topics with proficiency, and share high-level information with others (Bailey, 2007).

Undoubtedly, vocabulary, and the associated background knowledge needed to understand words, have a profound influence on students' ability to comprehend what they read. Background knowledge is evident in the vocabulary used in oral and written language, and the ability to acquire new vocabulary is linked to background knowledge (Fisher et al., 2012). For many teachers, the push to teach new information can supersede vocabulary instruction. However, excluding vocabulary from lessons is detrimental to student learning, as these skills are important tools for reading comprehension and other core reading skills. Vocabulary and background knowledge are widely recognized as critical factors for both academic learning and learning in general (Fisher & Frey, 2009; Kamil et al., 2008; McKeown, 2019).

UNDERLYING PEDAGOGY

High-frequency words, such as *made*, *goes*, and *green*, occur often in text. These words connect ideas in sentences, but they are typically already in students' oral vocabularies. In Beck et al.'s three-tier system, these words comprise the first tier. In the third tier are the specialized words of content areas—words such as *equation*, *photosynthesis*, and *empire*.

It is the words in the second tier that are unique to high-quality texts, such as the selections in *myView Literacy*. These are words that "offer students more precise or mature ways of referring to ideas" (Beck et al., 2013, p. 16). Tier-two words are of two types: (a) general academic words and (b) selection vocabulary. Both types of words are essential to be a proficient reader and language user.

From Research to Practice

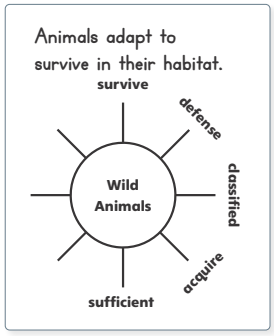
Within *myView Literacy*, general academic vocabulary acquisition is considered critical for reading comprehension and overall academic success. These academic terms appear in a variety of situations, modes, and text types across all content areas. As a result, they are challenging for students because they are more abstract and vary by context. By focusing on academic vocabulary, *myView Literacy* instruction helps students express themselves, in speaking and in writing, using a more sophisticated language of ideas.

A generative approach to academic vocabulary instruction helps students generate meanings of new words across unit themes and weekly texts. At the beginning of each unit, students are introduced to four or five general academic vocabulary words. These grade-appropriate academic words are chosen because they have:

- a close connection to the unit theme and essential question
- robust morphological and generative qualities
- multiple meanings, collocations, and cognates

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

On the first day of each week, students will have a word practice activity that explicitly focuses on an aspect of word meaning. On subsequent days of the week, the words are explicitly used in collaborative conversations, close read questions, core lessons, and teacher notes that help students make connections between the words and the lesson content. Teachers are encouraged to have students start a Word Wall of academic words and phrases they learn as they progress through the unit.



myView Literacy Student Interactive Book

In addition to the academic vocabulary support in the core program, the online *Language Awareness Handbook* offers scaffolded support, routines, activities, sentence frames, and games to help students explore morphological and semantic links that build academic rigor.

As students wrap up the unit in Week 6, they will have acquired more than 50 additional academic words for the unit of study, not including how these words are used in a variety of contexts. Students will then apply these newly acquired words as they compare across texts, answer the Essential Question, and participate in collaborative conversations during the Project-Based Inquiry.

Week 1	Related Words
Week 2	Synonyms & Antonyms
Week 3	Context Clues
Week 4	Word Parts/Figurative Language
Week 5	Oral Language/Parts of Speech

Academic Vocabulary Instructional Sequence

Selection Vocabulary

What Research Says

Selection vocabulary comes from the language of the text. Selection vocabulary acquisition is critical for reading comprehension and overall academic success. Teaching generative words as a network of ideas will increase students' vocabulary knowledge and comprehension of a text. As Hiebert (2020) has written: "What students need to learn is how a variety of words can be used to describe different degrees (*tepid, warm, hot, piping hot, steaming, sizzling*) or nuances (*pretty, glamorous, stunning*). These words carry different connotations when we encounter them in text." This approach will help students gain the vocabulary awareness they need as they encounter unknown words in texts.

From Research to Practice

Selection vocabulary from the language of the text is explicitly taught in *myView Literacy*. Words are chosen to help students unlock the meaning of a text. These words are pulled directly from each weekly text selection and meet the following criteria: Four to five words are chosen for their richness and morphological family; the words are taught as a network of ideas rather than as single words; and the words are important for comprehending the text. These groups of words might be Tier 2 words, including instructional words, such as *illustrate* and *preserve*. Or the groups of words might be Tier 3 words—specialized, domain-specific words, such as *photosynthesis* or *empire*—since these words represent complex concepts that are new for students.

In Weeks 1–5 of each unit, the four to five words that are chosen are thematically related by a network of ideas. For example, in a narrative text, the network of ideas might be:

- **Communication:** *exclaim, roar, shriek, screech* (for teaching point of view or plot)
- **Traits:** *sympathetic, benevolent, generous, considerate* (for teaching character)
- **Emotions:** *frustrated, irritable, confused, furious, outraged* (for teaching character)

For informational texts, rare words represent complex concepts that are new to students. For example, an expository text on climate change might include a cluster of words, such as *atmosphere, oxygen, carbon dioxide, ozone*, and *pollutants*.

In Lesson 2 of Read the Text, students are introduced to the selection vocabulary through the Preview Vocabulary section. The instruction is meant to be an improvisational activity to activate prior knowledge, build background, make predictions, and set a purpose for reading. The activity should be quick, helping the teacher gauge students' understanding.

Over the course of a week, the instructional plan builds on these selection words by generating, applying, and synthesizing the words within the Preview Vocabulary, Whole Group, First Read, Close Read, Develop Vocabulary, Reflect and Share, and writing activities. This ensures that students' word knowledge will be incremental, multidimensional, and interrelated.

UNDERLYING PEDAGOGY

Literacy Knowledge

What Research Says

Built over a lifetime, literacy knowledge contributes to skilled reading through the understanding of the purpose, literary features, and conventions of texts. Possessing knowledge of text and print features, from basic to sophisticated, provides readers with opportunities to explore a wide variety of genres (Alm, 2024). Students who are exposed to different genres have an increased literacy knowledge and gain a framework for understanding the common characteristics, themes, and structures of different written material, increasing their background knowledge for future comprehension (Pyle et al., 2017). As students read across genres, they benefit from clear and explicit instruction in text structures, a key strand of literacy knowledge (Shanahan, 2019).

Students are more likely to understand meaning when they employ strategies for analyzing the relationships of various ideas present in a text, build literacy knowledge, and gain a deeper understanding of content (Wornyo et al., 2018). Opportunities for applied literacy learning give students a framework for using texts for authentic purposes, such as reading a recipe while cooking, discussing poetry, responding to an opinion piece, or communicating information to a specific audience. By reading with purpose, students draw on literacy knowledge to partake in meaningful comprehension work. Additionally, writing is an integral part of increased literacy knowledge (Duke et al., 2021). When readers make organizational decisions in their writing, it reinforces the application of specific text structures, how to communicate ideas, and prepares them for experiences with similar texts in the future (Golden et al., 2021).

From Research to Practice

Each week, *myView Literacy* begins with a Build Knowledge infographic, map, poem, or other piece of information that supports the unit theme or weekly topic. Students activate their prior knowledge, share ideas, and employ a variety of learned strategies for analyzing the relationships of various ideas presented in the build knowledge section.

Following Build Knowledge, students focus on the weekly genre in the Spotlight on Genre. Students use a genre anchor chart for understanding the common characteristics, themes, and structures of different genres, increasing their background knowledge for future comprehension. The genre spread allows teachers to teach the language of the genre, providing students with a necessary tool for talking and writing about the weekly text. Anchor Charts highlight the essential elements of the genre as instruction models comprehension strategies students will use as they read and analyze the text. Teachers monitor progress through observational assessments or by having students complete exit tickets.

All texts in *myView Literacy* connect to the unit theme.

Students read and explore a variety of text types throughout each day. In addition, a partnership with *Savvas Now® Literacy* provides decodable practice texts for students in intermediate grades to apply newly acquired, age-appropriate foundational skills.

The following list shows a breakdown of the text variety featured throughout a week in *myView Literacy*:

- Weekly Launch texts found in the Student Interactive
- Main selection stories found in the Student Interactive
- Read aloud selections and authentic trade books
- Book Club trade books
- Decodable Stories in Student Interactive books (Grades K-3)

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- Foldable Decodables (Grades K-3) - more practice with phonics skills aligned to the scope and sequence (Available on SavvasRealize.com)
- Foldable Readables (Grades 4-5) - with a focus on multisyllabic words/skills, along with Building knowledge (Available on SavvasRealize.com)
- Big Book of Songs and Poems (Grades K and 1)
- Building Knowledge Library - texts that align with each unit to further enhance science and social studies topics.

Building Knowledge Library			
Grade K	48 Books	Grade 3	48 Books
Grade 1	59 Books	Grade 4	52 Books
Grade 2	49 Books	Grade 5	51 Books

- Online Independent Library - texts for students to read independently to practice fluency (Available on avvasRealize.com)
- Passages in the Week 6 Project-Based Inquiry activity

Texts are selected across a range of disciplines. Students may identify with texts through their cultural, community, gender, national, international, or economic identities.

The following examples show the range of text types and genres taught in *myView Literacy*:

FICTION

- Realistic Fiction
- Fiction
- Folktale
- Fairy Tale
- Poetry
- Myth
- Drama
- Fable
- Historical Fiction
- Traditional Tale
- Legend
- Tall Tale

NONFICTION

- Informational Text
- Persuasive Text
- Narrative Nonfiction
- Procedural Text
- Biography
- Magazine Article
- Video
- Argumentative Text
- Autobiography

myView Literacy provides practice in reading grade-level poetry with accuracy. Each lesson begins with a first read, where the teacher connects the text with students by making visual connections. The teacher then highlights similarities or differences to previous readings. Throughout the lesson, the teacher builds background knowledge and focuses on academic vocabulary. A close read component follows, having students analyze the text in detail, improving in word recognition, fluency, sentence structure, comprehension, and vocabulary.

In Week 6, students use knowledge gained from reading texts in Weeks 1–5 to answer and extend each week's Weekly Question. They also synthesize the knowledge they have built and the understandings they have gained to complete a cooperative project-based assignment that results in classroom presentations. Finally, after students have presented their projects to the class, they Reflect on the Unit, considering goals, reading selections, and writing.

UNDERLYING PEDAGOGY

Text Structure

What Research Says

Text Structure is unique to written language, and awareness of text structure supports both reading comprehension and writing (Sedita, 2023). The complex task of reading comprehension requires instruction that supports both decoding ability and language proficiency inherent in text structure (Scarborough, 2001; Duke et al., 2021). As students transition from learning basic reading skills to reading to learn, they are more likely to struggle if they lack the ability to understand text structure, since text structure ultimately influences how readers read and writers write (Bogaerds-Hazenberg, 2020). While striving readers are unlikely to rely on text structure to guide their reading, proficient readers readily use text structure to organize their memory for textual content and better understanding (Williams, 2018).

Text Complexity Rubrics for each text are found in the last pages of each unit's Teacher's Editions. Recommended placement boxes outline the rationales behind each text's inclusion in a grade level and unit. This includes quantitative measures such as Lexile levels, average sentence length, word frequency, and word count. Quantitative measures help teachers understand the projected readability level of a text in relation to the grade level in which it is included.

Qualitative measures are further provided to assist teachers with planning how to address various student populations throughout the instruction with each text. These measures are outlined in detailed categories of the author's purpose, text structure, language conventionality and clarity, and knowledge demands, and they provide valuable insight into the literary knowledge necessary to effectively navigate each selection. In addition to these four areas of detailed explanation, teachers are provided with explicit Teaching Ideas suggestions to bolster student literary knowledge each week.

As readers master text structure, their literacy proficiency increases, and they become more proficient in using background knowledge about genre or structure to infer and organize textual content as they read (Hebert et al., 2016). Students with a strong grasp of text structure are also more likely to ask relevant questions, monitor comprehension, and interact with text in meaningful ways (Eason et al., 2012). When students receive clear and explicit instruction that includes text structure, literacy skills, and comprehension, it accelerates learning for all abilities (Hall-Mills & Marante, 2022).

From Research to Practice

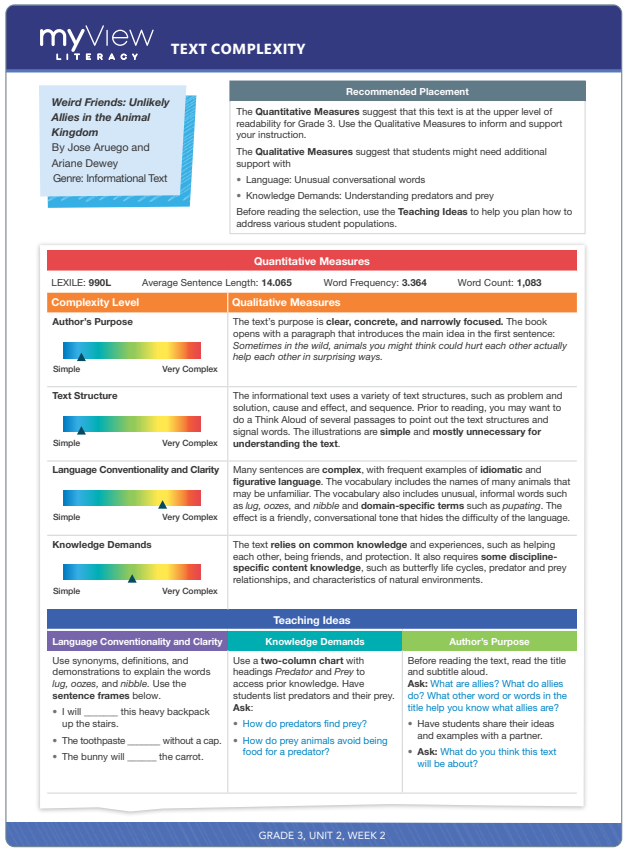
In *myView Literacy*, Grades K–5, students analyze text structure through a variety of program components, such as Spotlight on Genre, Comprehension, Read Like a Writer, and Writing. The explicit instruction on text structures teaches young readers to identify an author's purpose, main ideas and details, and explore key points of an author's argument. In addition to the five common types of text structure–chronological order, cause and effect, compare and contrast, problem and solution, and description–students are also exposed to other types of text structure, such as story structure and question-and-answer text structure.

Starting in Grade K, students learn about text structure through the Spotlight on Genre Anchor Chart. For example, when students learn about the text structure of the genre of Biography, they learn that biographies are told in chronological order and that they can look for signal words to identify the text structure.

Text structure is also taught as a comprehension skill. In Grades 3–5, Read the Text, students are given an analysis of the selection's language demands. The discourse level analysis includes information about the selection's text structure. In addition, at all grades, teachers have access to Text Complexity Rubrics where

they can actively engage with complex texts to comprehend what they are reading. Text Complexity Rubrics, located within the Teacher Resources section of each Teacher's Edition, support educators in focusing their instruction for a particular text. These charts help inform instruction by describing what may promise to be difficult as students read. In the Qualitative measures (i.e., author's purpose, text structure, language conventionality and clarity, and knowledge demands) help teachers understand what is and is not complex about text complexity levels in each text. Students can also explore a selection's text structure through the Read Like a Writer component.

Finally, *myView Literacy* writing exposes students to text structure through a variety of writing forms that progress across grades. Kindergarteners begin with more simple forms of writing, such as personal narrative and list books. As the grade levels increase, the sophistication of the forms increases as well. In the interest of student engagement, *myView Literacy* introduces different, more specific text structures in the later grades, such as historical fiction and science fiction. The same holds true for informational text genres with more specialized text structures, such as cause and effect and problem and solution.



myView LITERACY TEXT COMPLEXITY

Weird Friends: Unlikely Allies in the Animal Kingdom
By Jose Aruego and Ariane Dewey
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the Qualitative Measures to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Unusual conversational words
- Knowledge Demands: Understanding predators and prey

Before reading the selection, use the **Teaching Ideas** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **990L** Average Sentence Length: **14.065** Word Frequency: **3.364** Word Count: **1,083**

Complexity Level	Qualitative Measures
Author's Purpose Simple … Very Complex	The text's purpose is **clear, concrete, and narrowly focused.** The book opens with a paragraph that introduces the main idea in the first sentence: *Sometimes in the wild, animals you might think could hurt each other actually help each other in surprising ways.*
Text Structure Simple … Very Complex	The informational text uses a variety of text structures, such as problem and solution, cause and effect, and sequence. Prior to reading, you may want to do a Think Aloud of several passages to point out the text structures and signal words. The illustrations are **simple** and **mostly unnecessary for understanding the text**.
Language Conventionality and Clarity Simple … Very Complex	Many sentences are **complex**, with frequent examples of **idiomatic** and **figurative language**. The vocabulary includes the names of many animals that may be unfamiliar. The vocabulary also includes unusual, informal words such as *lug, oozes,* and *nibble* and **domain-specific terms** such as *pupating*. The effect is a friendly, conversational tone that hides the difficulty of the language.
Knowledge Demands Simple … Very Complex	The text **relies on common knowledge** and experiences, such as helping each other, being friends, and protection. It also requires **some discipline-specific content knowledge**, such as butterfly life cycles, predator and prey relationships, and characteristics of natural environments.

Teaching Ideas

Language Conventionality and Clarity	Knowledge Demands	Author's Purpose
Use synonyms, definitions, and demonstrations to explain the words *lug, oozes,* and *nibble*. Use the **sentence frames** below. • I will _____ this heavy backpack up the stairs. • The toothpaste _____ without a cap. • The bunny will _____ the carrot.	Use a **two-column chart** with headings *Predator* and *Prey* to access prior knowledge. Have students list predators and their prey. **Ask:** • How do predators find prey? • How do prey animals avoid being food for a predator?	Before reading the text, read the title and subtitle aloud. **Ask:** What are allies? What do allies do? What other word or words in the title help you know what allies are? • Have students share their ideas and examples with a partner. • **Ask:** What do you think this text will be about?

GRADE 3, UNIT 2, WEEK 2

Speaking and Listening

What Research Says

There is a fundamental and symbiotic relationship between oral language (listening and speaking), written language, and reading. Speaking and listening are the precursory steps to students' later success in decoding and comprehending text and the building blocks of all future literacy skills (Birsh, 2011). It is essential for all learners, whether native English speakers or non-native English speakers, to have the opportunity to increase their speaking and listening skills as they journey to becoming proficient readers (Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2010). Research has shown the necessity of helping students develop speaking and listening skills in early childhood if they are to become lifelong learners and readers (Kelly et al., 2019; N. Hall, 1987; Clay, 1991; Kirkland & Patterson, 2005).

Listening is often the first step in learning any kind of language, including unlocking the language of the written word. Listening skills play an important role in students' success in reading. Becoming aware of systematic patterns of sounds in spoken language, manipulating sounds in words, recognizing words and breaking them apart into smaller units, learning the relationship between sounds and letters, and building their

UNDERLYING PEDAGOGY

oral language and vocabulary skills allows them to become natural readers who take delight in literacy (M. C. Wolf et al., 2018). Teachers who want their students to be better readers understand that their students need daily opportunities to practice these skills, to listen to text and reconstruct it, and to have opportunities to participate in other literacy-related listening activities (Petscher et al., 2017; Hogan et al., 2014).

Literary discussions help students take ownership of their learning, promote higher-level thinking, create space for clarification, encourage confidence in building and sharing knowledge, and, most importantly, allow them the time and space to apply comprehension strategies (Kelley & Clausen-Grace, 2009). Literacy discussions give students an opportunity to actively engage while both constructing and negotiating meanings. These experiences let students share ideas in the context of an event that is both cognitive and social in nature (Serafini, 2020). Students from diverse backgrounds benefit from the inclusiveness of discussion. Active opportunities for discussion increase participation, especially for dual language learners, and improve reading satisfaction for all (Cho et al., 2021).

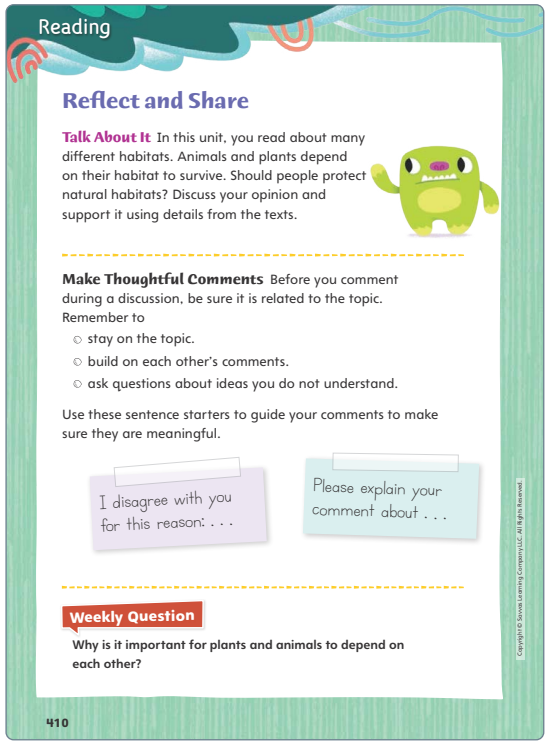
From Research to Practice

Students take ownership of their learning through focused instruction in relevant contexts that help them develop independent reading, writing, speaking, listening, and thinking skills in the context of meaningful projects. In addition, the program uses the social nature of learning and collaboration to engage students and encourage active learning. Student voice and choice are present in collaborative activities, presentation opportunities, creative expression opportunities, and a selection of independent reading texts that align with student interests and learning styles.

In Reading, after students have read a text, they will see a Reflect and Share activity. This activity is divided into two sections: an oral activity and a written activity. The purpose of these activities is to have students make connections between texts and other sources to emphasize comparisons between texts and genres. Activities have students go back into texts to cite evidence. Students will always answer the Weekly Question on this page, either through an oral discussion or a written response.

The Project-Based Inquiry at the end of the *myView Literacy* unit is another opportunity for formal presentations and reflection on the texts read. It is a culminating project that encourages students to look back at all the texts they read in the unit and reflect on the unit's Essential Question and theme. The Project-Based Inquiry combines inquiry and research skills to create a real-world, authentic, hands-on product aligned to standards while supporting social-emotional development in all learners. Students present their research findings at the end of the project. To accompany the teacher resources, teachers will find an oral presentation rubric to help evaluate student presentations. These rubrics are also provided in student-friendly formats to help them prepare for their presentation.

Book Club gives students an in-class opportunity for real-world reading enjoyment. Students get together in


Reading

Reflect and Share

Talk About It In this unit, you read about many different habitats. Animals and plants depend on their habitat to survive. Should people protect natural habitats? Discuss your opinion and support it using details from the texts.

Make Thoughtful Comments Before you comment during a discussion, be sure it is related to the topic. Remember to

- stay on the topic.
- build on each other's comments.
- ask questions about ideas you do not understand.

Use these sentence starters to guide your comments to make sure they are meaningful.

I disagree with you for this reason: . . .

Please explain your comment about . . .

Weekly Question

Why is it important for plants and animals to depend on each other?

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myView Literacy Student Interactive Book

Book Club on the first and fifth day of each week, Weeks 1–5. Book Club instruction can be found online at SavvasRealize.com. 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 without having their ideas or insights overly evaluated. Both the collaborative/independent work and Book Club options provide an environment where students can develop their social-emotional skills and become good learning partners with their peers.

Verbal Reasoning

What Research Says

Verbal Reasoning is a reader's ability to think about a text and infer meaning from what is explicitly and implicitly stated. Inference abilities have been found to be predictive of reading comprehension abilities (Cain et al., 2004; C. Hall et al., 2019; Kendeou et al., 2008). Readers rely on verbal reasoning skills to make sense of what they read and hear as they infer information that may not be explicitly stated so they understand a text more deeply (Segers & Verhoeven, 2016). Opportunities to use these types of skills require learners to access background knowledge to fill in gaps and facilitate literacy skills by enabling predictions, inferences, and connections (Smith et al., 2021). Learners must use verbal reasoning skills to access complex content through spoken and written word as readers engage in the cognitive and metacognitive processes needed to make logical inferences, integrate ideas within and across texts, and interpret abstract language (Currie & Cain, 2015). To become proficient at reading, students need opportunities to practice verbal reasoning skills through access to complex texts, acquire adequate stores of background knowledge, and engage in learning that allows them to practice critical thinking (Paige et al., 2024).

From Research to Practice

myView Literacy offers ample opportunities for students to think and speak about a text to infer meaning from what is explicitly and implicitly stated. During the Check for Understanding, students respond to questions about the text to assess their comprehension, including rigorous Think Like an Author questions. Students cite evidence by annotating the text and then using that evidence to infer meanings. Teachers monitor student progress through observational assessments or exit tickets.

At the end of each week, students Reflect and Share what they learned during the week by answering the Weekly Question through collaborative conversations and writing activities.

At the end of each unit, students use verbal reasoning to reflect on the findings of their research. This reflection enables students to reframe problems, identify gaps in their knowledge, and decide what additional inquiries may be necessary.

Language Structures

What Research Says

Language structures are the semantics of how word choice develops meaning along with syntax, the grammatical rules of language (Fedorenko et al., 2020). To read increasingly complex texts successfully,

students need support navigating complex structures and word choice to understand how each contributes to the text's meaning. Semantics and syntax both affect meaning, with reading comprehension relying on the subtleties of language structures (Perfetti & Stafura, 2013). Building a strong knowledge of semantics and syntax can help readers comprehend challenging texts and improve literacy skills.

Students increase their understanding of language structure when they are given opportunities to analyze the language of complex texts and apply that learning to their own reading and writing (Spencer et al., 2019). The application of language structures in both reading and writing increases effective communication, as students actively conceptualize that language conveys meaning comprehension. When grammar is taught isolated from texts and content knowledge, focusing primarily on students' ability to identify, describe, and define grammar rules, they miss out on the grammar's deep relationship with meaning (Richards & Reppen, 2014). As students make meaning from complex texts and analyze relationships among words, phrases, and clauses at the sentence level, reading habits, stamina, and written communication are improved.

From Research to Practice

myView Literacy offers ample opportunities for students to explore the language structures of challenging texts. Both quantitative and qualitative measures of text complexity are explored before reading selection texts. First Read and Close Read notes during reading guide students to use their knowledge of word meanings and syntax to cite text evidence.

Each week, students share their initial responses to texts and continue to develop vocabulary knowledge. During Read Like a Writer, Write for a Reader, students explore the author's craft and purpose to learn more about the semantics and syntax of the selection text.

The Literacy instructional block contains two main pillars that help students experience text from both a reader's and writer's perspective:

- **Bridge Pillar #1:** Read Like a Writer: When students read like a writer, they closely examine written craft and structure, exploring how word choice, syntax, and language devices are strategically used to effectively communicate with the reader. This part of the lesson focuses on exploring the author's craft within the weekly mentor text.
- **Bridge Pillar #2:** Write for a Reader: Writing for a reader involves thinking about the reader's experience while crafting a piece of writing. This is the time to highlight and test out linguistic and structural choices, exploring how they convey a given message and affect a reader.

Critical Thinking

What Research Says

Critical thinking is a key 21st-century skill with relevancy for every member of society, regardless of academic or professional pursuits. Critical thinkers are able to weigh pros and cons, consider alternatives, and anticipate potential consequences, making them effective decision makers. Heightened critical thinking shares a bi-directional relationship with the growth of cognitive abilities and academic achievement, key pieces of increased reading comprehension (Peng & Kievit, 2020 & Sparks et al., 2014). Students who engage in critical thinking as they reflect on what they read and what they want to communicate through their writing are more likely to generate ideas and gather information with proficiency.

UNDERLYING PEDAGOGY

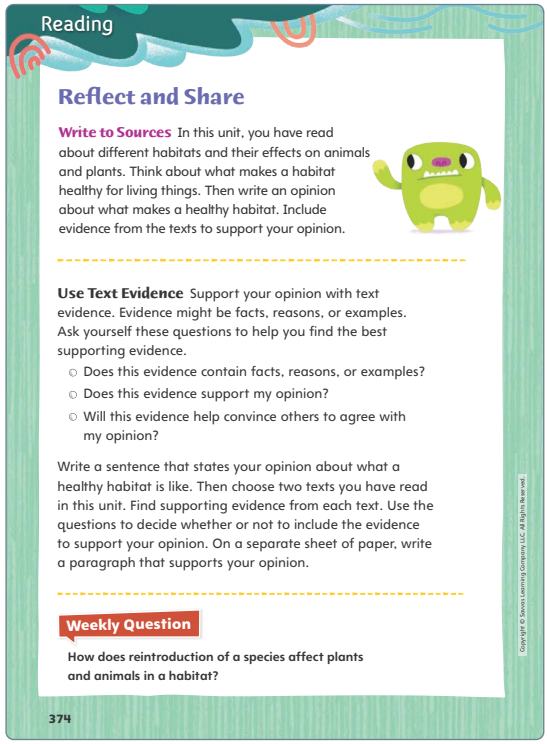
When students are exposed to clear and explicit instruction on brainstorming strategies, notetaking, and planning strategies for organizing their ideas, they gain valuable critical thinking skills (Sedita, 2023). Writing instruction that includes these types of processes also helps students make immeasurable gains in reading and writing (Aitken & Halkowski, 2023). Cognitive skill development that includes critical thinking is imperative for students who will need to become well-informed individuals capable of navigating increasing access to information and identifying unreliable sources and misinformation (Phillips, 2023). Literacy instruction that promotes critical thinking, encourages students to challenge assumptions, seek out novel solutions, and contribute to their own academic growth and achievement across subjects.

From Research to Practice

Students utilize critical thinking as they write to sources during three different lesson segments within *myView Literacy*:

1. **Reflect, Share, and Compare:** Within the Reading Block, Lesson 5, students reflect, share, and compare across texts they have read. The topic "Write to Sources" gives a prompt for students to engage with. They are encouraged to return to a text or texts and cite evidence to support their responses to the given prompts.
2. **Performance-Based Assessments:** Within each unit's writing instruction for Grades 2-5, teachers are given one or two performance-based assessment options that give students two or three sources to read from and use as evidence to craft an essay prompt.
3. **Project-Based Inquiry:** Each unit in *myView Literacy* culminates with a Project-Based Inquiry project. These projects are guided by three articles that students read either independently or cooperatively and then use to influence their project products.

In Week 6, students use critical thinking to build knowledge and explore research topics. Students are presented with scaffolded research articles that guide them in using critical thinking skills as they reflect on the research articles. Students will then use that knowledge to generate ideas, gather information, and write about the topic.


Reading

Reflect and Share

Write to Sources In this unit, you have read about different habitats and their effects on animals and plants. Think about what makes a habitat healthy for living things. Then write an opinion about what makes a healthy habitat. Include evidence from the texts to support your opinion.

Use Text Evidence Support your opinion with text evidence. Evidence might be facts, reasons, or examples. Ask yourself these questions to help you find the best supporting evidence.

- Does this evidence contain facts, reasons, or examples?
- Does this evidence support my opinion?
- Will this evidence help convince others to agree with my opinion?

Write a sentence that states your opinion about what a healthy habitat is like. Then choose two texts you have read in this unit. Find supporting evidence from each text. Use the questions to decide whether or not to include the evidence to support your opinion. On a separate sheet of paper, write a paragraph that supports your opinion.

Weekly Question

How does reintroduction of a species affect plants and animals in a habitat?

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myView Literacy Student Interactive Book

Writer's Craft

What Research Says

Research shows that writing is an important life skill. According to Dr. Steve Graham, Regents' Professor of Educational Leadership and Innovation at Arizona State University, writing "enhances students' performance in

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other important school subjects" and "is equally important to students' future success. . . . Approximately 90% of blue-collar jobs require some form of writing (NCOW, 2004, 2005). If students are to be successful in school, at work, and in their personal lives, they must learn to write" (Graham, 2019).

A variety of factors contribute to fluent, skilled writing. In 2002, Berninger et al. developed "The Simple View of Writing," which states that skilled written expression is the product of transcription and ideation. Transcription is the mechanical skills physically needed to write, and ideation is the ability to generate ideas (Berninger et al., 2002). Two additional factors, executive function and working memory, were added to the equation shortly thereafter in what's now known as the Not-So-Simple-View of Writing (Berninger and Winn, 2006). This new model recognizes the multifaceted nature of writing and the cognitive skills needed for planning and for recalling rules and structures.

Dr. Graham notes that "there is no single agreed-on set of skills, knowledge, processes, or dispositions for teaching writing." He goes on to provide some evidence-based practices that should be included in writing curriculum based on his research, including "basic foundational skills (handwriting, spelling, and typing), sentence construction skills, knowledge about different types of texts, the characteristics of good writing, vocabulary for writing, and processes for planning, drafting, evaluating, and revising text" (Graham 2019). Similarly, The Institute of Education Sciences asked a panel to review research findings and provide recommendations based on strong evidence about what to include in writing curriculum. Included in their recommendations were:

- Provide daily time for students to write.
- Teach students to use the writing process for a variety of purposes.
- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
- Create an engaged community of writers (Graham et al., 2012).

With so many facets to writing instruction, what do we focus on first? According to Dr. Gary Troia, Associate Professor of Special Education at Michigan State University, "If not applied with a large degree of automaticity, basic writing skills such as spelling, handwriting, typing, capitalization, punctuation, and grammar can become obstacles to productively written expression" (Troia and Graham, 2003). Therefore, fluency in these lower-level transcription skills should come first (Troia, 2014). This theory is supported by Dr. Graham, who notes, "Of all the knowledge and skills that are required to write, handwriting is the one that places the earliest constraints on writing development. If children cannot form letters—or cannot form them with reasonable legibility and speed–they cannot translate the language in their minds into written text. . . . Just as young readers must learn to decode fluently so they can focus on comprehension, young writers must develop fluent, legible handwriting (and must master other transcription skills like spelling) so they can focus on generating and organizing ideas" (Graham, 2010). Graham has conducted research that substantiates his claim that poor mechanical skills interfere with the quantity and quality of written compositions (Graham, 1990).

Research also supports the emphasis on oral language as a prerequisite to writing. In a 2012 study, Dr. Young-Suk Kim, Senior Associate Dean and Professor of Education at the University of California, Irvine, and colleagues found that "children's oral language skills (composed of vocabulary, grammatical knowledge, and sentence imitation) was positively related to writing for children at the end of kindergarten" (Kim et al., 2011). What this means is that the ideas a student brainstorms will be constrained by language. Students cannot write a complete and vocabulary-rich sentence without first being able to produce it orally. Before writing, students need to have the language necessary to express their ideas. The English Learners Success Forum proposes one way to assist bilinguals, but this can be extrapolated to all learners: "Many emergent bilinguals have difficulty brainstorming and planning their independent writing. It is important for teachers to spend some time engaging students in oral discussions about the topic. . . [within] a variety of student groupings (whole-group,

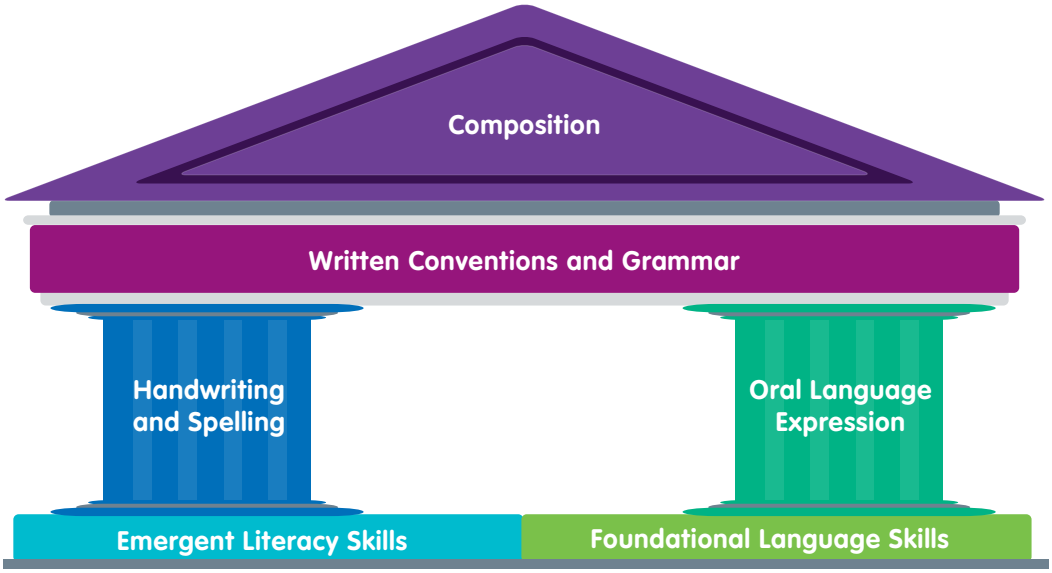
teams and partners). Oral discussion assists students with these first steps such as helping students turn brainstorming ideas into sentences using sentence frames, providing guiding questions to organize their thoughts, and modeling how to proofread their writing" (Gurulé and Martinez).

The process of learning to write is largely driven by both function and purpose. Writer's craft includes techniques that writers employ to affect their writing style, text structure, and choice of words as they express their own voice through written language (Sedita, 2023). In order for students to write like writers, they need ample exposure to a wide range of genres, and appropriate mentor texts that demonstrate the elements of writer's craft in practice (Marchetti & O'Dell, 2015). Young writers with opportunities to practice writing different genres with context in real-world situations are more likely to write with proficiency (Duke et al., 2012). When young writers are exposed to a prolific range of mentor texts that model the narrative elements and literary devices unique to each genre, they have a solid template for producing compelling writing of their own.

Educators who expose students to writing practices that include a wide range of mentor texts help conceptualize the nuances of writer's craft unique to various genres so that their students can emulate those characteristics successfully in the writing they produce (Gallagher, 2014). Students also benefit from explicit instruction in tasks such as word choice, writer's voice, and literary devices, as well as writing opportunities that allow them to be mindful of the task, audience, and purpose of their writing (Sedita, 2023). Writing craft places a natural emphasis on student voice and choice. As students engage in authentic writing, they make substantive choices about their writing that facilitate meaningful personal expression filled with purpose (Graham et al., 2018).

From Research to Practice

Because learning to write is just as complex as learning to read, teachers need a strong understanding of how the brain learns to write. The DIEW Model* of instruction, developed by Dr. Young-Suk Kim et al., equates this process to that of a building with different structural supports to make it strong. In Grades K–2, suggested writing prompts connect to the unit theme to better forge a connection between what students read about and what they write. In these earlier grades the drafting process, including brainstorming, is guided by teachers, and sentence stems may be provided. In Grades 3–5, students are given more freedom to express what topic engages them most. Across the unit, instruction progresses over five weeks and follows the writing process.



*DIEW Model of Instruction

UNDERLYING PEDAGOGY

WRITING MODES

The *myView Literacy* program offers a variety of writing forms that progress across grades. Kindergarteners begin with more simple forms of writing, such as personal narratives and list books. As the grade levels increase, the sophistication of the forms increases as well. In the interest of student engagement, *myView Literacy* introduces different, more specific forms of fiction in the later grades, such as historical fiction and science fiction. The same holds true for informational text genres with more specialized forms, such as travel articles, introduced in later grades.

In the Writing block, teachers and students focus on the skills and practices necessary to write effectively. The writing continuum of instruction ensures students are meeting all writing standards and studying all writing modes throughout the course of the school year. The following pages will walk through some essentials. To become confident and skilled writers, students will need systematic instruction in foundational writing skills and composition.

DAILY INSTRUCTIONAL ROUTINE

In Grades K-2, teachers will find a foundational writing focus marked by skills development in handwriting, spelling, sentence construction, and writing fluency. In Grades 3-5, there is an expectation that students are fluent in handwriting, and the focus shifts to more composition. Mentor "printables"/writing examples in Grades K-5 will help teachers elevate instruction while delivering developmentally appropriate writing instruction.

	Writing Genre Studies in *myView Literacy*		
	KINDERGARTEN	GRADE 1	GRADE 2
Unit 1	Introduction to Writing	Introduction to Writing	Introduction to Writing
Unit 2	Informational Text: List Book	Informational Text: Informational Book	Informational Text: List Article
Unit 3	Opinion Writing: Opinion Book	Opinion Writing: Opinion Book	Opinion Writing: Book Review
Unit 4	Narrative: Personal Narrative	Narrative: Personal Narrative	Narrative: Personal Narrative
Unit 5	Informational Text: Question-and-Answer Book	Informational Text: How-to Book	Informational Text: How-to Book
Online Bonus	Narrative: Fiction	Poetry: Poem	Poetry: Poem
	GRADE 3	GRADE 4	GRADE 5
Unit 1	Narrative: Personal Narrative	Narrative: Personal Narrative	Narrative: Personal Narrative
Unit 2	Informational Text: How-to Article	Informational Text: Travel Article	Informational Text: Informational Article
Unit 3	Narrative: Historical Fiction	Narrative: Realistic Fiction	Argumentative Writing: Opinion Essay
Unit 4	Opinion Writing: Opinion Essay	Opinion Writing: Opinion Essay	Narrative: Science Fiction
Unit 5	Poetry: Poem	Poetry: Poem	Poetry: Poem

UNDERLYING PEDAGOGY

myView Literacy Writing Unit Structure	
Week 1: Prewrite	Students learn about the genre, brainstorm ideas, and plan their text.
Week 2: Draft	Students draft a text while learning about the elements of the writing form.
Week 3: Draft	Students learn about the structure of the writing form. Students in Grades K–2 draft a second text, while students in Grades 3–5 are encouraged to continue their draft or write additional drafts.
Week 4: Revise and Edit	Students select one of their drafts to revise and edit.
Week 5: Publish	Students finalize and share their completed books.

Writing instruction is composed of the following parts:

- **TEACH:** Provide focused instruction on genre characteristics, author's craft and purpose, and conventions.
- **MODEL:** Demonstrate the new skill, then guide students as they apply what they have learned.
- **GUIDE PRACTICE:** Monitor student progress as they write. Offer feedback on their strengths and provide differentiated support as needed.
- **PRACTICE:** Students apply their learning by writing independently.
- **SHARE/FORMATIVE ASSESSMENT:** Showcase student successes and reinforce the lesson's objectives by allowing students to share their work.

WRITING PROCESS

Each week within a unit focuses on a separate piece of the writing process to help guide students through the steps needed for effective writing from beginning to end. In Week 1, students study a particular writing mode using mentor texts as teachers model brainstorming and planning techniques. Week 2 focuses on developing elements of that mode and sees students engage in drafting their own pieces of writing. In Week 3, students focus on developing the structure of their pieces, further refining their thoughts and techniques. During Week 3, students in Grades K–2 draft a second text, while students in Grades 3–5 are encouraged to continue their draft or write additional drafts. Week 4's focus centers on the writer's craft of editing and revising. Finally, in Week 5, students will publish and celebrate their writing as a classroom community. Teachers will have multiple assessment opportunities, both through each student's completed piece and through a performance-based writing assessment that concludes each unit.

Each unit offers a variety of support to help students build and refine their writing skills. These include:

1. **Mentor Printables:** These materials provide students with examples of high-quality writing that illustrate key writing techniques, structures, and vocabulary. The mentor printables help students see real-world applications of writing skills, guiding them through different genres and writing purposes.
2. **Skill-Based Practice in the Student Interactive:** The student interactive contains targeted exercises and activities that focus on specific writing skills, such as sentence structure, grammar, punctuation, rhyming, and organization. These activities reinforce the concepts taught in each unit and allow students to practice and apply their learning in hands-on ways.

UNDERLYING PEDAGOGY

3. **Additional Online Resources:** To further support writing development, teachers and students have access to a range of online resources on SavvasRealize.com. These may include interactive tools, templates, writing prompts, and video tutorials that cater to various learning styles and provide additional practice opportunities.

As students begin putting their thoughts on the page, teachers are encouraged to create and share their own writing. These various examples of writing—authentic, teacher, and student—serve as approximations of good writing in the various stages of the writing process. A balance of foundational writing skills and writing composition ensures students are well equipped to tackle challenging writing tasks. Teacher writing models allow educators to instruct from high-quality exemplars. Teachers select focused core lessons to tailor their instruction to students' needs. Collaborative conversations and teacher conferring prompts guide students as they work to communicate effectively for specific audiences and purposes. Conferring (both teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout instruction.

Syntax

What Research Says

Syntax is the study and understanding of the system and arrangement of words, phrases, and clauses that form sentences, or what we commonly refer to as "grammar" (Foorman et al., 2016). Syntactic skills are correlated with increased reading and language comprehension, both syntax and grammar being predictors of later reading comprehension ability (Logan, 2017). Students benefit from clear and explicit instruction on how to develop syntactic awareness through the correct use and relationship of words in sentences and focus on building sentence skills, including sentence elaboration and combining (Sedita, 2023). As they develop, children typically learn aspects of the five domains of language: phonology, phonology, syntax, semantics, morphology, and pragmatics, with each language domain playing an important role in later literacy learning (Koutsoftas, 2013).

As readers develop syntax skills, they understand how sentences work and gain a deeper insight into the meanings behind word order, structure, and punctuation. Educators need to provide support for developing syntax skills so that readers can understand increasingly complex texts. Knowledge of how grammatical elements such as pronouns, lexical references, and connectives function in sentences allows developing readers to follow the ideas in a sentence and understand the intended meaning (Collingwood, 2015; Oakhill et al., 2014).

From Research to Practice

Daily Language and Conventions instruction in *myView Literacy* utilizes an explicit and systematic approach in each lesson by following a stepped-out plan of Teach, Model and Guide Practice, and Practice. The study and mastery of language and conventions teaches students to appreciate a writer's craft and to understand clear and accurate writing is in service to a clear understanding of text and an author's message.

As students assimilate knowledge of language and conventions, they convey their thoughts clearly, effectively, and correctly across genres and modes of writing. Research has established that it is more effective to teach punctuation, syntax, and usage in the context of writing than to approach the topic by teaching isolated skills. In *myView Literacy*, information about grammar and language conventions is integrated into the drafting, revising, editing, and proofreading stages of the writing process.

Multiple contexts for conveying language conventions were found to be effective, including individual and small group meetings with teachers, responding to and writing with peers, and short lessons that targeted grammatical functions.

Grades K–5 follow this plan:

- **Lesson 1:** Teachers begin the week with a review of the previous week's skill. The focus is on reinforcing the previous week's learning. Teachers teach, model, and guide practice with the reviewed skill, and then students practice the skill on their own or with a partner.
- **Lesson 2:** Teachers teach, model, and guide practice of the new weekly skill with an emphasis on oral language. Students practice the skill using the conventions of language as they engage in collaborative conversations.
- **Lesson 3:** Teachers teach the week's skill, and they model and guide practice using the skill. Students engage in practice as they complete a short activity. A note to the teacher is provided, prompting students to connect the week's skill to their own writing during Writing.
- **Lesson 4:** Students practice the language and conventions weekly skill on their own in the Student Interactive.
- **Lesson 5:** Students apply knowledge of the language and conventions weekly skill by engaging in Standards Practice activities. Teachers use the Additional Practice activities from the Resource Download Center to assess student understanding.

Transcription and Encoding

What Research Says

Transcription is the basic skill of transcribing the words a writer wants to put into writing. As students become automatic and fluent with spelling and handwriting/keyboarding, they can focus their attention on other key literacy skills (Sedita, 2023). Research has shown there is a reciprocal relationship between reading, writing, and spelling, making spelling an important aspect of both the reading and writing process (Ehri, 2014). Learning to spell relies on the integration of speech sounds, print, and meaning, ultimately supporting whole-word memory skills that are needed for both spelling and sight reading (Moats, 2004, 2005). Students lacking solid spelling skills tend to see declines in reading and writing if they choose to limit their use of vocabulary to words they are confident they can spell (Sumner et al., 2016).

The word decoding is well known and is often used by experts and laypeople alike when discussing early literacy instruction and reading acquisition. The term encoding is less commonly used by laypeople, but no less important. When we read, we take words apart or decode. But when we spell, we put words together or encode. Spelling is the process or activity of writing or naming the letters of a word.

Encoding has long been viewed as a byproduct of mastering decoding, but researchers have found that without sustained explicit instruction in spelling, reading fluency and comprehension will improve while spelling performance drops off (Mehta et al., 2005). When students practice spelling, they demonstrate mastery of phonics while bolstering their reading, fluency, and comprehension skills.

UNDERLYING PEDAGOGY

Fluent readers can map sounds to letters quickly; it is not their ability to memorize words that leads to automaticity. The same can be said for spelling—more fluency with letter-sound mapping leads to improved spelling outcomes. "Grapheme-phoneme knowledge, also referred to as alphabetic knowledge, is essential to literacy acquisition to reach a mature state. It is important to include spelling as well as reading in this picture, because learning to read and learning to spell words in English depend on processes that are tightly interconnected" (Ehri, 1992). The notion that these processes are reciprocal was bolstered recently (McNeill et al., 2023) in another study that found students' spelling development is connected to their early reading acquisition.

From Research to Practice

Spelling instruction is based on a developmental continuum. Instruction first focuses on sound-spelling relationships, then on word structure study (word endings, compound words, contractions), and finally on spelling and meaning relationships, such as Greek and Latin roots, homophones, and affixes.

Spelling instruction is built on the following instructional principles:

- **Grade K:** Pre-Spelling (Units 1–3) and Sound-Spellings (Units 4–5)
- **Grades 1–2:** Sound-Spelling
- **Grades 2–4:** Word Structure
- **Grades 4–5:** Spelling and Meaning Relationships

While sound-spelling, word structure, and spelling-meaning relationships are taught at all grade levels, the instructional emphasis changes as students move through the grades. Kindergarten students practice pre-spelling skills, such as sorting concepts, letter naming fluency, and basic phoneme-grapheme mapping. In Grades 1 and 2, the emphasis is on sound-spelling relationships. Throughout, spelling words are explicitly tied to the Phonics/Word Study skill. As students move through the program, the instructional emphasis changes to structure and meaning. However, students continue to have more challenging examples of sound-spellings at each grade level.

Handwriting

What Research Says

Handwriting is the act of using a writing tool to form words on paper. The two main styles of handwriting are print and cursive. Components of handwriting instruction include pencil grasp, letter formation, and legibility.

Research consistently shows a link between handwriting and academic success. In a New York Times article, Maria Konnikova writes, "Not only do we learn letters better when we commit them to memory through writing, memory and learning ability in general may benefit. Two psychologists, Pam A. Mueller of Princeton and Daniel M. Oppenheimer of the University of California, Los Angeles, have reported that in both laboratory settings and real-world classrooms, students learn better when they take notes by hand than when they type on a keyboard. Contrary to earlier studies attributing the difference to the distracting effects of computers, the new research suggests that writing by hand allows the student to process a lecture's contents and reframe it—a process of reflection and manipulation that can lead to better understanding and memory encoding" (Konnikova, 2014).

Our brains process information better through the physical act of writing. In a 2012 study, children were asked to either draw, trace, or type a letter or shape. When shown the letter or shape again, those who were asked to draw it exhibited more significant brain stimulation in areas of the brain that relate to reading and writing than

those who traced or typed it (Konnikova, 2014). These findings are supported in the *Journal of Early Childhood Literacy*, where authors cite neuroscience research conducted by Dr. Virginia Wise Berninger, Professor of Learning Sciences and Human Development at the University of Washington. Her research suggests that the motor movements of forming letters help to solidify the learning of letter names and sound-letter correspondences (Reutzel et al., 2017). Therefore, it is beneficial for students to learn letter formation at the same time that they learn letter names and sounds.

Occupational therapists and researchers also recommend that letters be learned in groups that have similar strokes so students can practice the same motor patterns. Dr. Steve Graham, Regents Professor of Educational Leadership and Innovation at Arizona State University, provides a list of research-based recommendations for handwriting instruction, including:

- Letters should be grouped for instruction based on common characteristics, such as slanting lines.
- Letters that appear more frequently should be taught before those that are less frequent.
- Letters that can be easily confused or reversed should not be introduced together.
- Letters that are easier to form should be taught first (Graham, 2010).

All these criteria should be considered and prioritized in a scope and sequence.

How should formation be taught? According to Dr. Graham, "Research has found that examining a model of the letter marked with numbered arrows (indicating the nature, order, and direction of component strokes), combined with reproducing the letter from memory, procured the best handwriting performance in a study with first-grade students at risk for handwriting problems. . . . (O)nce a letter is introduced, students should spend a short time carefully practicing it under the teacher's direction and then evaluate the quality of their efforts (e.g., by circling their two best-formed letters). The letter should then be reviewed and practiced in subsequent sessions as needed" (Graham, 2010).

Cursive handwriting is also important, as it elicits unique brain stimulation. Dr. William R. Klemm, a senior professor of Neuroscience at Texas A&M University, states, "In the case of learning cursive, the brain develops functional specialization that integrates both sensation, movement control, and thinking. Brain imaging studies reveal that multiple areas of the brain become co-activated during the learning of cursive writing of pseudo-letters, as opposed to typing or just visual practice" (Klemm, 2013).

From Research to Practice

In the *myView Literacy* program, explicit handwriting instruction is provided from Kindergarten through Grade 2.

Students encounter handwriting instruction in two different areas of the program. The first is within Foundational Skills instruction. Each time a new letter-sound is introduced in Phonics, Kindergarten students are taught stroke formations. This includes directional arrows in the Student Interactive that show them how to start, continue, and finish letters. When formations are explicitly taught using the directional arrows as guidance, confusion can be staved off. For example, learning that a lowercase *b* is formed by writing a straight line followed by a circle while a lowercase *d* is formed by writing a circle and then a straight line can help many early writers avoid confusing *b* and *d* altogether. Later, first- and second-grade students are reminded to exhibit legible printing as they complete the My Words to Know pages in the Student Interactive.

The other area of the program in which students encounter handwriting instruction is in Writing. Systematic and explicit handwriting instruction occurs twice a week, with letters being introduced based on stroke formation. Instruction begins with behaviors such as proper paper position. Then, the instruction moves on to specific letter formations and number formations. Lessons that focus on word and sentence legibility are integrated throughout.

UNDERLYING PEDAGOGY

Handwriting instruction follows a predictable routine using the gradual release model. Routines contain explicit teaching, modeling, guided practice, and independent practice, which culminates in students writing words and sentences to practice handwriting fluency. The words and sentences offered for fluency practice contain only those letters that students have learned to form. Additional practice pages are available on SavvasRealize.com. Manuscript letters are the focus in Kindergarten and Grade 1, whereas Grade 2 begins with a review of manuscript letters and then moves into cursive lettering.

In Grades 3–5, students are expected to write fluently and legibly on all assignments. Specific lessons in writing encourage practice of cursive writing. The focus on handwriting in these grades is on students' fine-tuning their penmanship and recognizing the importance of legible handwriting.

myView Literacy Handwriting Scope and Seequence

KINDERGARTEN			
Unit	Week	Lesson	Skill
1	2	2	Vertical Lines
1	1	4	Horizontal Lines
1	2	2	Backward Circles
1	2	4	Slanted Lines
1	3	2	Forward Circles
1	3	4	Proper Sitting Position
1	4	2	Proper Paper Position
1	4	4	Proper Pencil Grip
1	5	2	Ll
1	5	4	Ii
2	1	2	Tt
2	1	4	Oo
2	2	2	Cc
2	2	4	Write Words
2	3	2	Aa
2	3	4	Dd
2	4	2	Ee
2	4	4	Ff
2	5	2	Write Words
2	5	4	Gg
3	1	2	Jj
3	1	4	Qq
3	2	2	Uu
3	2	4	Ss
3	3	2	Bb

KINDERGARTEN			
Unit	Week	Lesson	Skill
3	3	4	Write Words
3	4	2	Pp
3	4	4	Rr
3	5	2	Nn
3	5	4	Mm
4	1	2	Hh
4	1	4	Write Words
4	2	2	Vv
4	2	4	Yy
4	3	2	Ww
4	3	4	Xx
4	4	2	Kk
4	4	4	Zz
4	5	2	Write Words
4	5	4	1, 2
5	1	2	3, 4
5	1	4	5, 6
5	2	2	7, 8
5	2	4	9, 0
5	3	2	1-5
5	3	4	6-10
5	4	2	Write Simple Sentences
5	4	4	Write Simple Sentences
5	5	2	Write Simple Sentences
5	5	4	Write Simple Sentences

UNDERLYING PEDAGOGY

GRADE 1			
Unit	Week	Lesson	Skill
1	1	2	Proper Sitting Position
1	1	4	Proper Paper Position
1	2	2	Proper Pencil Grip
1	2	4	Vertical Lines
1	3	2	Horizontal Lines
1	3	4	Backward Circles
1	4	2	Slanted Lines
1	4	4	Forward Circles
1	5	2	Ll
1	5	4	Ii
2	1	2	Tt
2	1	4	Write Letters
2	2	2	Oo
2	2	4	Cc
2	3	2	Write Words
2	3	4	Aa
2	4	2	Dd
2	4	4	Ee
2	5	2	Ff
2	5	4	Write Words
3	1	2	Gg
3	1	4	Jj
3	2	2	Qq
3	2	4	Uu
3	3	2	Ss

GRADE 1			
Unit	Week	Lesson	Skill
3	3	4	Bb
3	4	2	Write Words
3	4	4	Pp
3	5	2	Rr
3	5	4	Nn
4	1	2	Mm
4	1	4	Hh
4	2	2	Write Sentences
4	2	4	Vv
4	3	2	Yy
4	3	4	Ww
4	4	2	Xx
4	4	4	Kk
4	5	2	Zz
4	5	4	Write Sentences
5	1	2	1, 2
5	1	4	3, 4
5	2	2	5, 6
5	2	4	7, 8
5	3	2	9, 0
5	3	4	Write Sentences
5	4	2	Write Answers
5	4	4	Write Answers
5	5	2	Write Answers
5	5	4	Write Answers

GRADE 2			
Unit	Week	Lesson	Skill
1	1	2	Proper Sitting Position
1	1	2	Proper Paper Position
1	1	4	Proper Pencil Grip
1	2	2	Ll, Ii, Tt
1	2	4	Oo, Cc, Aa
1	3	2	Ee, Ff, Dd

GRADE 2			
Unit	Week	Lesson	Skill
1	3	4	Gg, Jj, Qq
1	4	2	Uu, Ss, Bb
1	4	4	Pp, Rr, Nn
1	5	2	Mm, Hh, Vv
1	5	4	Yy, Ww, Xx
2	1	2	Kk, Zz

UNDERLYING PEDAGOGY

GRADE 2			
Unit	Week	Lesson	Skill
2	1	4	Numbers 1-10
2	2	2	Cursive Starter: Swing Ups
2	2	4	Cursive Starter: Loops
2	3	2	Cursive Starter: Swoops
2	3	4	Cursive Starter: Waves
2	3	4	i. t
2	4	4	u, w
2	5	2	e, l
2	5	4	b, h
3	1	2	f, k
3	1	4	r, s
3	2	2	j, p
3	2	4	a, d
3	3	2	Write Words
3	3	4	g, o
3	4	2	c, q
3	4	4	n, m
3	5	2	y, x
3	5	4	v, z
4	1	2	Write Words

GRADE 2			
Unit	Week	Lesson	Skill
4	1	4	A, O
4	2	2	D, C
4	2	4	E, N
4	3	2	M, H
4	3	4	Proper Nouns
4	4	2	K, U
4	4	4	Y, Z
4	5	2	V, W
4	5	4	X, I
5	1	2	Proper Nouns
5	1	4	J, Q
5	2	2	T, F
5	2	4	G, S
5	3	2	L, P
5	3	4	R, B
5	4	2	Proper Nouns
5	4	4	Practice Cursive Writing
5	5	2	Practice Cursive Writing
5	5	4	Practice Cursive Writing

Inquiry and Research

What Research Says

Inquiry and research are processes by which students ask questions and use a variety of means to investigate topics. These processes enable students to pursue information, to answer questions, to write reports, to prepare for discussions or debates, to explore different content areas, and to pursue personal interests. Students should also understand that the basic means for conducting research include both print and digital resources. "Even at a young age, children can start to practice important online reading skills like questioning, locating, evaluating, and composing digital texts while participating in and contributing to the literacy community" (Coiro, 2015).

A growing body of research indicates that students learn with greater depth and awareness when they engage in complex, meaningful projects that allow them to apply classroom learning to real-world problems (Darling-Hammond et al., 2024). When students are given the opportunity to develop their own agency and critical thinking skills through project-based inquiry, learning becomes relevant, meaningful, and exciting. Lessons

that include these types of learning opportunities provide the framework for students to learn how to be active thinkers rather than passive learners. Projects are complex tasks that address challenging questions or problems and provide an arena where students can flex their creativity, decision making, problem solving, and collaborative skills (Mergendoller, 2018; Jones et al., 1997; Thomas & Mergendoller, 2000).

Professor Coiro stresses that authentic research stems from students' personal wonderings and proposes a "Personal Digital Inquiry" (PDI) framework for inquiry and research that includes four practices. "Students actively (a) inquire, (b) collaborate and discuss, (c) participate and create, and (d) reflect. These practices integrate classic and contemporary principles of inquiry-based learning (Bruce and Bishop, 2008; Dewey, 1938/1997) with elements of cognitive apprenticeship (Collins, Brown, and Holum, 1991) and ideas associated with connected learning (see more at dmlhub.net) and design thinking (see designthinking.ideo.com). Literacy instruction, within this framework, seeks to actively involve students in deep, authentic, and personally relevant learning experiences that foster academic achievement, reflection, and civic engagement."

From Research to Practice

In *myView Literacy*, students participate in three different levels of project inquiry and research. These three levels of inquiry and research instruction progress in phases across the grades:

- **Phase 1:** Small Groups Inquiry (Small Group Lesson 1 and Lesson 5)
- **Phase 2:** Project-Based Inquiry (Week 6)
- **Phase 3:** Quest Social Studies and uEngineer It! (Week 6 Extension)

Phase 1: Small Group Inquiry - During Small Group Lessons 1 and 5, students research unit topics and themes. In Lessons 1 and 5, the Challenge Group Inquiry section has students generating questions about a topic or theme. Then, students choose one question to investigate throughout the week. In Lesson 5, students organize and communicate their findings to the group.

Phase 2: Project-Based Inquiry (PBI) - Each unit in *myView Literacy* culminates in a Week 6 research project in which students address real-world questions and problems in their communities, such as making playgrounds safer, preserving community landmarks, collecting origin stories, and preparing for natural disasters and extreme weather. Students will "grow and change with opportunities to identify problems in their community, generate personal wonderings, and engage in collaborative dialogue around these problems, and apply their knowledge by acting out solutions in ways that transform thinking" (Coiro, et al., 2016). In accordance with Professor Coiro's PDI Framework, *myView Literacy* follows these weekly core practices for research:

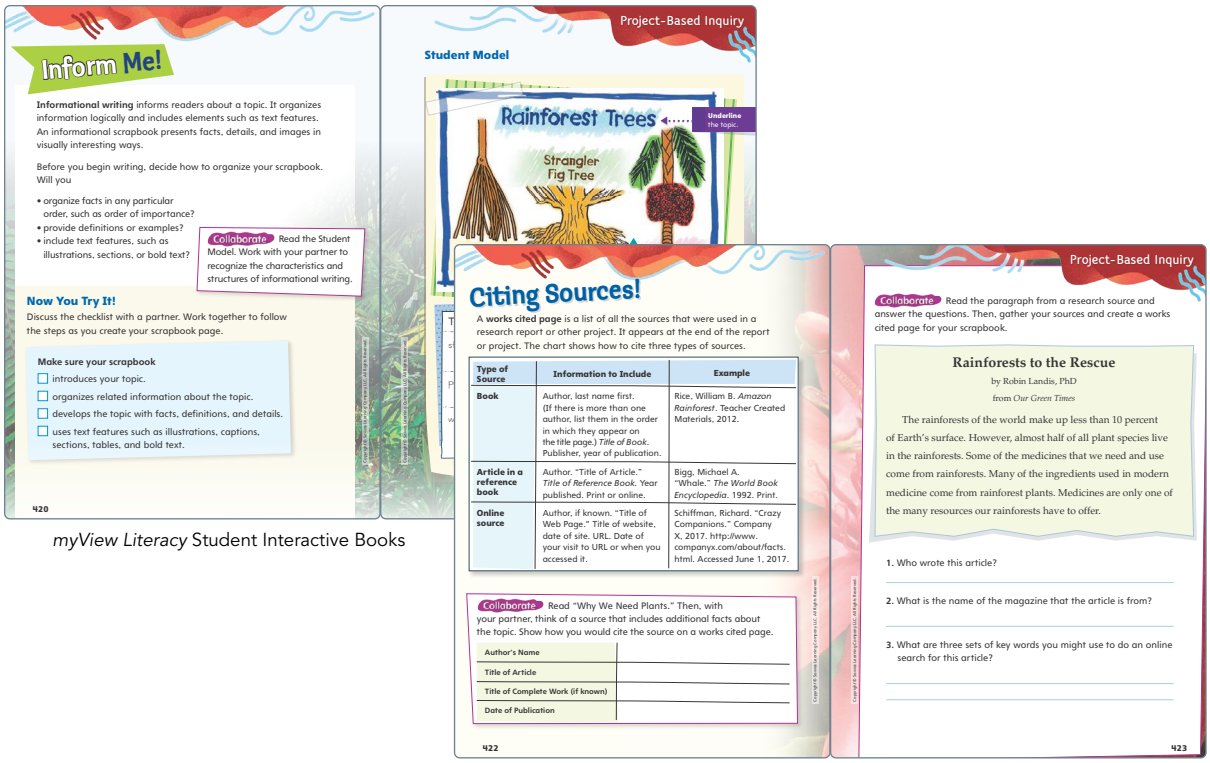
- **Inquire** (pose questions)
- **Explore and Plan** (find resources)
- **Conduct Research** (evaluate resources)
- **Collaborate and Discuss** (interpret and discuss findings)
- **Extend and Refine Research** (evaluate, revise, expand findings)
- **Celebrate and Reflect** (report findings)

Inquire: During the Inquire stage, students are presented with a real-world prompt that activates their prior knowledge and helps set a purpose for research. After discussing the research prompt, students read a research article on the topic, scaffolded at three levels, to help build questions and to satisfy their own curiosity. In *myView Literacy*, students have many opportunities to work collaboratively with other students to explore contemporary, real-world topics, leading to deeper engagement and increased knowledge about the topic or theme.

UNDERLYING PEDAGOGY

Explore and Plan: During this stage of the PBI, students create a plan and search for resources to answer the questions they posed during Inquiry. Students also read a second research article related to the topic. Then, students work with a partner or partners to plan their research.

Conduct Research: During this stage of the process, students collect and evaluate information on their topic from online search engines, library books, magazines, and interviews. Students are encouraged to use multiple resources that are accurate and true. *myView Literacy* author Professor Julie Coiro says, "[Students] must evaluate the information. Is it relevant? Is it reliable? Is it useful for their needs? To figure these things out, they should have models of how to evaluate the author's purpose and the quality of the author's claims" (Coiro, 2015).



myView Literacy Student Interactive Books

Collaborate and Discuss: During this stage of research, students interpret and evaluate their findings. How does it relate to what I know? Does it raise any new questions? This process helps students actively question and look for information that goes against what they thought was true. Finally, during this stage, students read and discuss a student model. They review text features and characteristics of the target genre they will be writing, including main ideas, text structures, and word choice.

Extend and Refine Research: During these stages of the PBI, students are encouraged to use a variety of digital tools and technologies as a way of evaluating, revising, and expanding their findings. As students identify and gather additional relevant information from a variety of sources, they reflect on the choices they have made, and look for ways to add new content, such as photographs, drawings, maps, etc. Students also read the third and final research article to explore primary and secondary sources, quoting, and paraphrasing.

Celebrate and Reflect: In the final stage of the PBI, students celebrate and reflect on the findings of their research. Providing time for reflection is critical for students. "Reflection . . . enables students to reframe problems, identify gaps in their knowledge, and decide what additional inquiries may be necessary (Casey & Bruce, 2011). Ultimately, Professor Coiro thinks that inquiry should lead students "to the next burning question."

Phase 3: Quest Social Studies and uEngineer It! - Science The final phase of research is an optional, self-contained unit that is taught over four to six weeks at the teacher's discretion in Grades 3–5. The Week 6 launch page in the *myView Literacy* Teacher's Edition includes a science or social studies link to uEngineer It! science or Quest social studies for alternative inquiry projects. The Savvas websites can be reached from SavvasRealize.com.

Differentiation

What Research Says

Student populations have changed significantly in the last 20 to 30 years (Burk & Hasbrouck, 2023). It is increasingly common for 21st-century classrooms to be made up of a diverse group of students with very different needs when it comes to literacy instruction. Overarching diversity is the new "normal," replacing the staid homogeneity of the past. Indeed, many classrooms include students from non-English-speaking backgrounds, students with disabilities, students from diverse cultural backgrounds, and students on accelerated programs. Diverse classrooms require educators to adjust their teaching and instructional practices by providing differentiation if they want to address the learning needs of their entire student population (Mulroy & Eddinger, 2003). Students learn best when educators accommodate their unique interests, learning profiles, and readiness levels (Tomlinson & Imbeau, 2023).

In order to maximize student growth, educators must teach in a way that allows them to identify the distinctive learning needs, varied backgrounds, and strengths of each student rather than attempting to teach to a class as if it were composed of identical students (Pozas, et al., 2020). The ability to customize the literary experience, so students of all levels are exposed to a wide variety of texts, increases the vocabulary skills and knowledge needed to expand learning. For English Language Learners (ELL) and students with low socioeconomic status, access to a rich text environment that encourages active and engaging literacy helps increase positive learning effects (Scheavonna, 2022). By addressing learner variance through the use of differentiated instruction teachers can readily leverage each student's innate ability to learn (Wray et al., 2022; Tomlinson & Imbeau, 2023).

In short, differentiated instruction creates meaningful learning experiences for every type of learner. Students of all abilities who receive instructional interventions designed to meet their unique educational requirements show a statistically significant difference in achievement over students not being accommodated (Puzio et al., 2020). When literacy teachers are able to learn about their students' backgrounds, identify language demands inherent in classroom tasks, and scaffold learning, they're better equipped to facilitate needed supports and provide targeted, differentiated instruction (Bondie et al., 2019).

From Research to Practice

Differentiation is a crucial component of effective reading classrooms in *myView Literacy*. Effective differentiation and flexible student groupings not only enhance engagement but, more importantly, promote a classroom that is consequently more inclusive and successful. *myView Literacy* provides the most robust English Language Arts instruction for teacher needs with all instructional groupings. Whether it's whole group, small group, or intensive intervention, teachers can rest assured that the instruction found in each area will rise to meet the needs of their students, ensuring that they never have to compromise on the quality of their instruction, simply because whole group time is now more purposeful.

UNDERLYING PEDAGOGY

A quality introduction of skills within a whole group setting ensures that all students have access to the same core content and learning experiences. By weaving differentiation strategies within whole group lessons, teachers can create a more inclusive, engaging, and effective learning environment for all students.

Instructional supports ensure that all students work toward the same learning objectives and were created with the understanding that all students come to school with cultural and linguistic resources and assets.

Teachers form small groups flexibly to provide instruction based on materials, process, or product. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments.

Differentiated Instructional Sequence in *myView Literacy*

The *Reading Routines Companion* is a resource with *myView Literacy* for teachers to use during small group work. It provides a variety of multisensory foundational skills activities that support students as they develop key literacy skills. Teachers can incorporate manipulatives, such as letter tiles, cubes, kinesthetic games, or sound cards, during small group lessons to help students practice blending and segmenting sounds. These hands-on activities reinforce how sounds come together to form words and how words can be broken down into individual sounds.

Even with the most explicit instruction in whole and small groups, some students need even more support. Through progress monitoring, *myView Literacy* provides teachers with early identification and intervention resources that are crucial for those still-developing readers. *myFoundations Intervention* guides teachers and students along the journey to close foundational skills gaps and achieve reading success. With scripted teacher language and targeted intervention lessons directly tied to Daily Core Skill Instruction, *myFoundations* gives teachers confidence in their ability to support students at every level in the key foundational areas of Concepts of Print, Phonological Awareness, Phonics, Word Study, Vocabulary, High-Frequency Words, and Fluency.

myView Literacy provides multiple opportunities for customizable instruction with regard to process, product, and content. This allows teachers of differing populations to ensure that they can meet the needs of all students, regardless of their individual classroom makeup from year to year.

Small Group Instruction

What Research Says

Existing research shows that students who experience small group literacy instruction learn significantly more than students who are not provided with opportunities to engage in small group settings, including students with mild to severe disabilities (Foorman & Torgesen, 2001). This type of focused instruction beyond the whole class model allows educators to focus on what varied groups of students need to learn next in order to move

beyond their current skills (Tyner, 2003). Small group settings also facilitate meaningful sharing and provide situations where students receive feedback from their peers. Additionally, small groups typically support maximum efficiency when it comes to the use of teacher and student time, increase instructional time, and help improve general literacy skills (Polloway et al., 1986).

Students who regularly engage in small group instruction are more likely to do better on vocabulary assessments and expository retells (Fien et al., 2011). They are also more likely to exhibit voluntary participation, more readily ask questions, and request corrective feedback (C. Hall, et al., 2019; Vaughn & Linan-Thompson, 2003; Vaughn et al., 2001). Differentiated instruction creates a successful learning environment for students by encouraging them to collaborate and work together to understand concepts and apply skills and engage in literary discussions while allowing the teacher to assess current needs and provide targeted responses (Liu, 2021; Goldenberg, 1993).

From Research to Practice

Teacher-led Small Group plans follow each day's lesson with *myView Literacy*. Revisiting instruction through the Skill Group in the core Teacher's Edition allows teachers to tailor content and activities within a day. Through practice readers, picture cards, and the invaluable Student Interactive book, this targeted attention helps students solidify their understanding of the day's material with an extra layer of focus.

Lessons align directly with the skills taught during whole group instruction. Teachers use Quick Checks during whole group times to determine appropriate small group placements for students. Lesson plans include Intervention lessons, Strategy Group lessons, Fluency lessons, and Challenge lessons. Teachers are provided with conferring prompts to assist them in asking meaningful questions that lead to student understanding.

When it comes to foundational skills instruction especially, teachers often need to provide an additional layer of support. For even more connected Small Group instruction, the *Reading Routines Companion* is an invaluable partner. Teachers will find lessons rich with kinesthetic activities using letter tiles, counters, word cards, and graphic organizers. Multisensory work, like using counters to blend and segment, has been proven to increase brain connections in learning. The *Reading Routines Companion* strengthens and reinforces foundational reading skills with predictable steps that scaffold students toward increased independence.

The *Small Group Guide* provides professional development support to assist educators in setting up, planning, and delivering small group instruction.

myView Literacy's independent activity options for literacy centers during small group time are designed to align with and reinforce the skills taught in whole group and small group lessons. These independent activities provide students with opportunities to practice and reinforce the same skills introduced during whole group and small group lessons, ensuring a cohesive learning experience. These activities are organized into specific categories based on grade levels:

For Kindergarten through 2nd grade, the seven categories are:

1. Review Foundational Skills
2. Practice Foundational Skills
3. Comprehension
4. Vocabulary
5. Writing
6. Building Knowledge Library
7. Book Club

UNDERLYING PEDAGOGY

For 3rd through 5th grades, the six categories are:

1. Comprehension
2. Vocabulary
3. Building Knowledge Library
4. Book Club
5. Writing
6. Word Study

With *myView Literacy*, teachers also have access to over 800 differentiated center activities to offer additional practice options for students. Resources are downloadable from SavvasRealize.com and can be distributed during small group time based on the needs of students and to accommodate any number of flexible grouping options.

Striving Learners

What Research Says

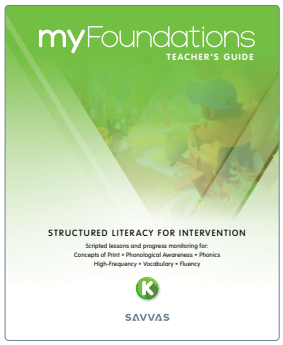
For striving learners, a one-size-fits-all approach can be especially detrimental to future reading achievement, as striving readers benefit greatly from the customized approach to learning that differentiation affords them. Instruction that is individualized to their strengths and weaknesses and is modified as their skills change may be more effective than high-quality instruction that is not differentiated, as some students require more intensive and ongoing support (Connor et al., 2014; Espinas & Fuchs, 2022). Striving learners are not different from their on-level or accelerated peers; they still need instruction that includes regular, built-in, structured, and supported opportunities to develop the skills of competent readers. However, the type and style the differentiated instruction should take depends on the individual needs of the striving learner (Tomlinson, 2017).

Research has shown that teachers need to allocate time for students to develop meaning-related skills to boost reading comprehension (Solari et al., 2022). Striving learners need to practice routines in order to develop their reading fluency and often benefit from repeated readings of familiar texts (Tatum, n.d.). Striving learners also need to be exposed to literacy activities that boost their confidence, expose them to reading options that are appropriate to their skill level, and foster positive learning experiences. To truly provide the kind of differentiated learning opportunities a striving student needs, teachers must understand what a student knows and does not know, what motivates that student to learn, and how the student learns best (Earl, 2003; Tomlinson & Imbeau, 2023). There is no magic formula for providing differentiation for striving students, but rather, striving students especially benefit from the type of customized, targeted literacy instruction that differentiation delivers.

From Research to Practice

The *myFoundations Intervention Teacher's Guide* provides a comprehensive, research-based approach to improving foundational literacy skills for students in Grades K-5. Designed to address the needs of striving readers, this program offers targeted, explicit, and systematic instruction rooted in the Science of Reading, with a specific focus on the lower half of the Reading Rope. By supporting educators with a clear, structured path to literacy mastery, *myFoundations* ensures that each student receives the intervention necessary to build and reinforce the essential building blocks of reading.

UNDERLYING PEDAGOGY



myFoundations is organized around the core components of foundational literacy, including:

- Concepts of Print (K-1)
- Phonological Awareness
- Phonics
- Word Study
- Vocabulary
- High-Frequency Words
- Fluency

Each instructional component is designed with clear, actionable guidance for teachers, including:

- **Explicit and Systematic Instruction:** Step-by-step lessons ensure that all students engage with targeted skills through direct, multi-sensory teaching strategies.
- **Multimodal Instruction:** Incorporates visual, auditory, and kinesthetic techniques to meet the diverse needs of all learners, including multilingual students.
- **AI Support:** Embedded Artificial Intelligence (AI) recommendations offer personalized ways to deepen instruction, ensuring that teachers can expand their teaching to meet individual student needs.

Features and Benefits for Tier 2 Intervention

- **Targeted and Strategic Intervention:** Designed for small group intervention, *myFoundations* includes frequent progress monitoring and corrective feedback. Lessons are crafted to address skill gaps while providing a gradual release of responsibility through the I Do, We Do, You Do model.
- **Digital and Print Resources:** Lessons are supported by student pages, digital review activities, and online interactive tools, available via the Savvas Realize platform, allowing for real-time student practice and tracking.
- **Progress Monitoring:** Includes built-in progress checks to track growth and guide instructional adjustments, ensuring that students receive the necessary support to advance through their literacy journey.
- **Teacher Readiness:** Each lesson begins with preparatory "Get Ready" instruction, ensuring that teachers are equipped with the tools, strategies, and understanding needed to implement lessons effectively, including reminders about rules, misconceptions, and key support for diverse learners.

Comprehensive Support for Educators

- **Multilingual Learner Support:** Each section includes tailored notes to support the needs of multilingual learners, ensuring that all students, regardless of language background, have the tools to succeed in literacy development.
- **Professional Development and AI Integration:** The program includes resources to help educators integrate AI for further instruction expansion, as well as multimodal tools for a diverse, inclusive approach to teaching.

The *myFoundations Teacher's Guide* delivers everything needed for targeted Tier 2, small group, and structured literacy interventions. This resource empowers teachers to deliver explicit, focused instruction.

UNDERLYING PEDAGOGY

Enrichment

What Research Says

The goal of any dedicated teacher is to make sure that all students are being challenged, building on existing skills, and increasing academic attainment, regardless of their current ability. With a general focus on ensuring that all students meet minimum proficiency levels, talented readers often slip through the cracks. Accelerated literacy students often receive little to no instruction tailored to their needs and are inclined to be overlooked when it comes to the encouragement and support needed to engage in challenging reading. Waning interest, apathy, and lack of engagement may be exacerbated by the limited differentiation frequently provided for students reading at an advanced level (Reis et al., 2004). Existing evidence suggests that advanced readers tend to read books that are too easy for them and that this negatively impacts opportunities for them to stretch their reading skills and navigate challenging experiences. Programs that lack exposure to challenging texts do not have provisions for choice when it comes to reading selections and, in turn, fail to create ample opportunities for high-level literary discussions that grow the reading skills of accelerated students (Eckert, 2008; Reis et al., 2004).

The issue of accelerated students not receiving the differentiation they need is particularly prevalent in schools struggling to meet state testing standards, as these schools tend to focus on ensuring that the maximum number of students meet the minimally accepted standards. Unfortunately, this means students who read at higher levels often miss out on the enriching experiences they need for their own continued literary development (Johnson & Johnson, 2005; Pedulla et al., 2003). It is important, then, that remediation for struggling readers is not a barrier to the instructional differentiation needed to ensure that more advanced learners are every bit as successful in terms of growth and new skill attainment as their on-level or lower-performing peers (Reis et al., 2004).

From Research to Practice

myView Literacy provides clear, concise, and meaningful activity options each week that align directly with instruction and build connections across concepts. With *myView Literacy*, students demonstrate understanding of a topic in a variety of ways. Through engaging, open-ended activities, students have a wide range of options for expressing their learning rather than a "one-size-fits-all" approach.

Differentiation for students who are mastering content encourages students to think critically, problem solve, and apply their knowledge in new ways. Teacher-led "Challenge Groups" and "Fluency Groups" are provided to ensure that all students are appropriately challenged and engaged.

There are four types of Extension online resources to support work with Advanced Learners:

- **Record Keeping Templates:** Easy-to-use tool for genre reading logs, fiction and nonfiction bookmarks, tips for choosing books, and more.
- **Creative Reading (Invention, divergent thinking, discovery):** Creative response activities for fiction, nonfiction, and vocabulary extension.
- **Inquiry Reading (Conducting research in an area of interest):** Develop inquiry questions, plans, documentation, and sharing of ideas.
- **Critical Reading (Asking questions, making judgments, hypothesizing):** Prepare questioning of the author/text, noticing and connecting, analyzing words, and more.

In kindergarten, the Kindergarten Acceleration offers students the opportunity to blend words by the third week of school and learn all sounds by Unit 3.

Other enrichment opportunities include project activities and extension options in small groups. Book Club provides multiple reading levels and, along with Writing Club, can be used as an enrichment option.

Book Club opportunities are offered on the first and fifth day of each week in Weeks 1-5. An overview of instructions for Book Club can all be found on SavvasRealize.com. The overview serves as a guide for teachers who choose to assign a book or allow students to self-select books to talk about other than the featured trade book. Suggested alternate titles are also offered. This gives students an in-class opportunity for real-world reading enjoyment. 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 without having their ideas or insights overly evaluated.

The collaborative/independent work and Book Club options provide an environment where students can develop their conversational skills and become learning partners with their peers.

For teachers who wish to organize a Book Club with more traditional guidance, *myView Literacy* also provides Trade Book Lesson Plans for each prescribed trade book. These plans, available on SavvasRealize.com, feature text-based guided conversation, cross-curricular perspectives, strategic support, graphic organizers, and writing prompts.

Multilingual Learners

What Research Says

To build on the linguistic strengths of multilingual learners (MLLs), it is important to provide instruction that honors the wisdom and capabilities of their first language while supporting them as they learn English. Learning to read in a second language requires lessons that support the ability to combine cultural, linguistic, and cognitive development (Freeman & Freeman, 2011). Great literacy teachers find opportunities to evaluate and better understand their students and use what they know about literacy to build reading and writing skills tailored to the strengths and weaknesses of each student (Jimenez, 2014). MLLs thrive when exposed to and have opportunities to practice all four language processes: reading, writing, listening, and speaking. This includes vocabulary practice and aural supports such as read- alouds and audiobooks, as well as consistent writing opportunities. When it comes to school-age MLLs, research has empirically shown that vocabulary aptitude is the single best predictor of their future academic success across all other subjects (Milton, 2013).

Differentiation that employs a full range of linguistic supports through multiple language processes enables MLLs to relish and connect with the various texts and books they are reading (Gibbons, 2009). Multilingual students achieve amazing results when their linguistic diversity is recognized and valued as an asset to continued literacy skill attainment (Borrero & Bird, 2009). Research has consistently shown that one of the most consistent ways to support MLLs is through diverse, extensive reading in ways that engage their intellectual abilities and promote both academic and lifelong success (Worthy & Roser, 2010; Cho et al., 2021). Teachers who take the time to provide differentiated instruction that creates meaningful communication and extends cognitive abilities (in two or more languages) will engage their multilingual students in a way that fosters a lifelong love for reading and learning and fosters appreciation for dual language skills.

UNDERLYING PEDAGOGY

From Research to Practice

myView Literacy offers a cohesive vision for multilingual learners based on 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

Multilingual learners' targeted support is embedded at the point of use in the Teacher's Edition. Ongoing, frequent, and consistent support for all English language proficiency levels are provided throughout the teacher support, making it possible for teachers to ensure they have the robust, in-the-moment instructional tips to help reach all learners. 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. These instructional support notes for multilingual learners include:

- Language Support
- Language Demands
- Language Links
- Language Checkpoint

Language Support notes integrate content and language, amplify rather than simplify content, and draw attention to language with metacognitive strategies. Multilingual learners can complete the same academic tasks as their non-ML peers when given appropriate instructional tools and practices. The Language Support notes are scaffolded 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 that the task rather than the proficiency level is being scaffolded. In addition to scaffolds, the Language Support notes will also appear in the side columns of the Teacher's Edition to reference additional activities and routines from the *Language Awareness Handbook*. This connected resource can be used to explicitly draw students' attention to metacognitive strategies to further stimulate curiosity about language.

LANGUAGE SUPPORT Multilingual Learners

SPEAKING Guide students to compare and contrast texts.

Light Have partners orally summarize the argument of each text. Then have them complete the activity in the *Student Interactive* together.

Moderate Assign partners one of the two texts. Have them summarize the author's argument using the sentence frame: *The author of _____ argues that wolves (improve/cause problems in) Yellowstone.* Then have them find one or two supporting details in the text. When ready, ask pairs who worked on different texts to join, share their outlines, and compare and contrast the texts.

Substantial Using pictures, gestures, and words, help students orally sum up the argument in each text. Use the notes to create a brief outline of each on the board. For example: *Wolves should stay in Yellowstone. 1. Wolves improve biodiversity. 2. Wolves bring money to local businesses.*

Language Support: *myView Literacy* Teacher's Edition

Language Demands notes appear prominently in these key areas of the instruction: at the 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 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 Demands at the word level follow Professor Elfrieda Hiebert's Generative Vocabulary Instruction approach, which stipulates that "a critical group of words can be taught, but both the choice of words and the

nature of instruction need to be generative, if students are to be prepared to unlock the meanings of many rare words they will encounter in complex texts." Generative refers to the ability to apply knowledge of how words work when encountering new words. Generative instruction makes visible critical features and functions of words and connections among words. Each reading selection focuses on categories of words from the text to make connections and to make visible critical features and functions of words. Some examples include collocations, word families, and figurative language.

Language Demands at the sentence level, which include grammar and syntax, focus on the four types of sentences: statements, questions, commands, and exclamations, as well as other sentence-level features, such as conditionals, comparisons, and relative clauses.

Language Demands at the discourse level focus on the organization, text structure, and purpose of the text. Discourse is about discussing higher-level features and text structures. At the discourse level, students navigate a text to understand the gist, summarize or explain the meaning, or highlight key information from the text. At the discourse level, students produce academic language.

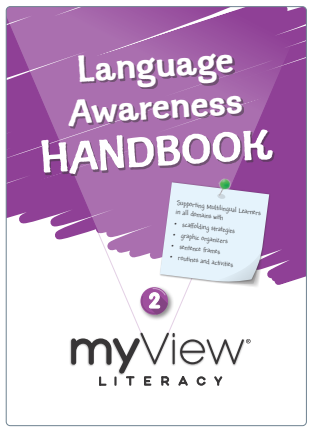
Language Links connect and engage with students' multilingual resources and appear prominently in two key locations: at the point of use in the side column and in the main column of foundational reading and word-work pages. The purpose of the Language Links notes is to create teacher awareness of language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

Lastly, *myView Literacy* includes a formative assessment for multilingual learners called a Language Checkpoint. The assessment 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.

In addition to the in-text notes for teachers in the Teacher's Edition, the *Language Awareness Handbook* offers an all-in-one resource that supports scaffolded instruction during Reading and Writing instruction:

- Scaffolded Support Lessons
- Routines and Activities
- Scaffolded Lessons for Writing Types
- Language Learning Resources
- Contrastive Analysis Chart



UNDERLYING PEDAGOGY

Progress Monitoring and Formative Assessment

What Research Says

Ongoing progress monitoring, especially when difficulties are encountered, makes it feasible for teachers to identify exactly what each student needs to support them in reaching learning targets (Daro, Mosher, & Corcoran, 2011). One of the greatest strengths of progress monitoring is the ability to highlight immediate actions that need to be taken by either the student or teacher to support immediate next steps for learning. This includes the early identification of students with reading challenges and allows educators to allocate the extra time and resources needed to address gaps in learning (Mouzaki et al., 2021).

Understanding what is needed next for continuous literacy progress keeps learning relevant and helps students track their own evolution, take ownership of their work, and increase student engagement and overall achievement (Chan et al., 2014). When implemented properly, progress monitoring informs more than just students and educators. It also supports families and policymakers by ensuring they have timely and appropriate information that allows them to make decisions pertinent to the diverse learners in today's classrooms.

Assessment is a vital part of any learning experience. When learners are provided with informative, responsive, targeted feedback their depth of knowledge and skills for continuing to learn expand. Indeed, providing learners with feedback is a major influencer of student achievement (Hattie, 2008; O'Leary et al., 2017). Formative assessments are designed to accelerate student progress and are embedded into curriculum to support the development of higher-order thinking skills and improve instruction for all types of learners (Lee et al., 2020; National Research Council, 2001; G. H. Wood et al., 2007).

When formative assessments serve as a precursor to summative assessment, they support the instructional process by providing information for both students and teachers designed to accelerate students' progress (M. R. Fisher & Bandy, 2019; Fuchs & Fuchs, 2003). Students can take ownership of their learning as they use feedback from formative assessments to monitor their own progress. With appropriate teacher scaffolding, students increase their literacy skills and knowledge of how to transfer literacy strategies to other genres and literary contexts (Mason, 2020). Highly effective teachers monitor student progress in real time and know when and how to intervene with supports that help students meet academic goals (Fuchs & Fuchs, 2003; Hattie & Yates, 2014).

From Research to Practice

myView Literacy provides tools and resources that help teachers gather comprehensive assessment data using digital and print formats. Teachers can find tools such as Conferencing Records, Observational Checklists, and Rubrics to help them monitor student performance. Realize reports are also available to help teachers analyze both student and class results.

Daily Formative Assessment: *myView Literacy* provides teachers with daily routines and opportunities to gather information to

FORMATIVE ASSESSMENT

MONITOR PROGRESS ☑ **Words families *-en* and *-et***

Choose from one of the following options.

- Write the following words. Notice errors as you have the class read the words aloud. Ask volunteers to reread some of the words, and then have students write a word from the list with *-en* or *-et*.

  Ken set let den wet ten met pen

- EXIT TICKET See SavvasRealize.com for an exit ticket on word families *-en* and *-et*.

If students cannot read and write words in the word families *-en* and *-et*, or cannot complete the exit ticket, use the Skill Group on p. T402.

Formative Assessment: *myView Literacy* Teacher's Edition

inform teachers of students' progress and monitor progress. Teachers can track student learning and inform subsequent instructional pathways through integrated formative assessments.
These include:

- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go

These assessment features should be used to monitor progress and help teachers identify those students who may need remediation or intervention.

Weekly Assessments:

- **Progress Check-Ups, Grades K–5:** Progress Check-Ups assess student progress on the standards presented during that week's instruction. Every item in the Progress Check-Ups is aligned to standards. There is one Progress Check-Up for each of the 25 weeks of instruction per grade.
- **Weekly Standards Practice, Grades 2–5:** The Weekly Standards Practice provides multiple-choice practice items for Academic Vocabulary, Phonics/Word Study, and Language and Conventions taught each week. These items are presented on slides, and teachers may project them as weekly exit tickets to assess immediate student understanding in these categories.
- **Cold Reads for Fluency and Comprehension, Grades 1–5:** These weekly tests assess student progress in targeted reading comprehension standards. Cold Reads provide teachers with new reading passages and questions in multiple choice and short response formats. These assessments offer three different levels of passages followed by standards-based questions. Teachers can use these reading passages to measure fluency and words correctly read per minute.
- **Selection Quizzes, Grades 1–5:** Selection Quizzes are brief, five-item multiple-choice assessments that check for basic comprehension of the week's main reading selection.

Cumulative Assessment

What Research Says

Competency-based cumulative assessments provide evidence of student learning growth, show if they have reached proficiency, and where there are knowledge gaps that might keep them from mastering their learning goals (Khanna et al., 2013). The quality of teachers' instructional practices can be improved when they are informed by relevant assessment data (Lawrence, 2013). Cumulative assessments that are built into curriculum are one way evidence-based assessment principles can be integrated into classroom instructional practices.

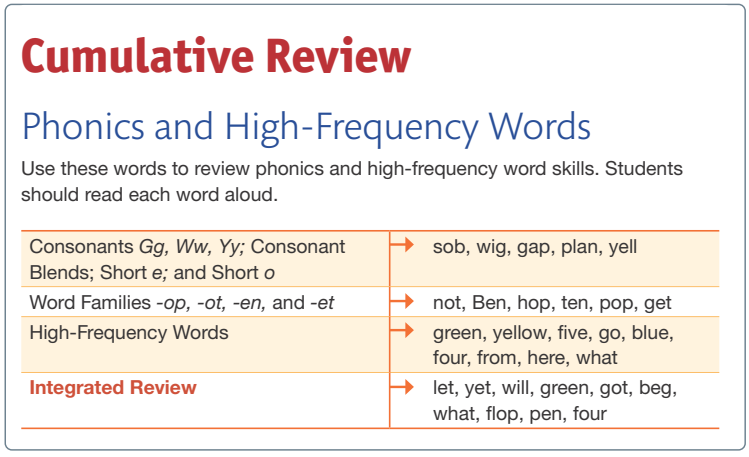
Cumulative assessments benefit literacy learning and drive future learning by giving teachers and students an opportunity to revisit material from previous lessons and assessments (Kerdijk et al., 2013). Cumulative assessments also provide a form of retrieval practice, a learning approach that emphasizes recalling information rather than encoding it (Bertilsson et al., 2021). When students are given an opportunity to show what they've learned and take ownership over how they demonstrate acquired skills, it inspires future learning. Cumulative exams provide evidence-based data that supports classroom, school, and district goals and help illuminate where individual students are in their learning journey so that educators can innovate and ensure meaningful learning occurs (Hebbecker et al., 2022).

UNDERLYING PEDAGOGY

From Research to Practice

Daily Spiral Review Presentation Slides Quick cumulative, spiral reviews of content from each day's lessons.

Each Lesson 5 of *myView Literacy* includes a **Cumulative Review** assessment designed to reinforce and **Weekly Cumulative Reviews** evaluate students' understanding of phonics and phonological awareness skills taught throughout the week. The assessment reviews key concepts such as letter-sound correspondences, word decoding, and phoneme segmentation, helping to ensure students are mastering foundational reading skills and retaining what they've learned. It serves both as a recap of the week's lesson and as a tool to identify areas that may need further practice.



Cumulative Review

Phonics and High-Frequency Words

Use these words to review phonics and high-frequency word skills. Students should read each word aloud.

Consonants *Gg, Ww, Yy;* Consonant Blends; Short *e;* and Short *o*	sob, wig, gap, plan, yell
Word Families *-op, -ot, -en,* and *-et*	not, Ben, hop, ten, pop, get
High-Frequency Words	green, yellow, five, go, blue, four, from, here, what
Integrated Review	let, yet, will, green, got, beg, what, flop, pen, four

Cumulative Review: *myView Literacy* Teacher's Edition

The **Language Checkpoint** is a formative assessment for multilingual students. The assessment is given once a week in the Lesson 5 small group time. 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.

Summative Assessment

What Research Says

Summative assessments provide educators the opportunity to measure student knowledge and skill attainment at a specific point in time. Unlike assessments that are formative or diagnostic, the purpose of summative assessment is to determine the student's overall achievement in a specific area of learning at a particular time (Harlen, 2005; Allal, 2021). When properly aligned to required standards, they provide educators with valuable data that illuminates the achievement and progress of students (Chasteen et al., 2011; Andrade & Brookhart, 2020). Summative assessments are a key component of highlighting the progress of all students, providing insights regarding equitable access to educational opportunities and supports, and narrowing achievement gaps (Celio, 2013).

Summative assessments make identifying whether or not students are meeting standards in a specific subject or content possible and assist with evaluating the effectiveness of instructional curriculum, as they are often administered to a specific group of students (Tetzlaff et al., 2020; Garrison & Ehringhaus, 2007; Harlen & James, 1997). Many schools, districts, and states administer formal summative assessments at the end of the year, since this is the time to capture whether students have met a given objective. These types of assessments provide both system-wide data on student achievement and powerful information on how sub-groups of learners are performing.

From Research to Practice

Unit Assessments, Grades K–5 Unit Tests assess the standards presented during each unit. The reading comprehension portion of each Unit Test uses one or more fresh passages—often a mixture of literary and informational text. In the primary grades, students are assessed on high-frequency words and phonics skills from across the unit. In the intermediate grades, Unit Tests assess word study skills. All students are tested on their knowledge of the unit's language and conventions skills. Students write in response to a prompt that mirrors the writing mode that has been studied throughout the course of each unit. Every item in the Unit Test is standards aligned. In the intermediate grades, the Reading Comprehension section includes a variety of item types, some of which will help prepare students for technology-enhanced items they may encounter on computer-based tests.

There is one Unit Test for each of the five units of instruction per grade.

Additionally, Grades 2-5 include an optional Performance-Based Writing Assessment. These rigorous tasks determine student mastery of various writing genres. Students are supplied with a prompt and multiple source documents to utilize for text evidence.

Ongoing Skill Assessment: Optional oral fluency passages for each unit beginning at Grade 1 Unit 3. Letter/word reading fluency assessments are available for kindergarten, and word reading fluency assessments are available for the beginning of Grade 1.

Middle-of-Year Assessment, Grades K-5: The Middle-of-Year Assessment measures student progress in the yearly standards, following the same format as the Unit Test. There is one Middle-of-Year Test per grade.

End-of-Year Test, Grades K–5: An End-of-Year Test measures student progress in the yearly standards, following the same format as the Unit Test. There is one End-of-Year Test per grade.

Flexible Assessment Options

- **Test Banks:** Test Banks are individual banks of reading, language/editing, and writing items that were designed to give teachers flexibility. Options for using the Test Banks include:
    - o administering test banks at regular intervals throughout the year
    - o using test banks to support instruction as needed
    - o combining test banks to simulate a full-length test
- **Practice Test:** Practice Test provides students with opportunities to practice items that build their test-taking skills and can help them prepare for standardized reading and writing tests. This Practice Test includes an ELA Reading test and a text-based Writing test. Items are aligned to grade-level skills and standards.

Data Literacy and Actionable Insight

What Research Says

Data literacy in education is the ability to collect student data and create actionable instructional plans that can be integrated into curriculum and daily teaching practices to improve student outcomes (J. Henderson &

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Corry, 2020). When teachers are given access to resources and supports that help them grow in data fluency they create better assessments, standards, and lesson plans. Data literacy helps teachers track how students learn and assess what they need so that individual instruction takes place with less effort. When teachers use data literacy to assess their students and adjust their lessons, student learning and understanding increase (Dunn et al., 2013). Leveraging data to focus on the individual needs of students also increases their chances of success. Analyzing student data gives teachers valuable insights into individual needs, helps improve the overall educational experience, and prepares their students for meaningful futures (Abrams et al., 2021).

This includes taking advantage of programs that have embedded assessments that allow educators to monitor the learning process right down to the very details of how their students are constructing thoughts, conjectures, and future goals. This kind of in-depth data collection provides teachers with the information they need to give students individualized feedback so students can act in the moment (Chappuis, 2022; Nelson et al., 2016). Data pulled from digital assessments also help keep parents and caregivers up to speed with what and how their children spend their time learning during the school day (Olmstead, 2013). Analyzing and using student data has the power to change the course of a student's education trajectory. The relevancy of data literacy supports educators, schools, districts, states, and the nation in longitudinal endeavors to advise continuous improvement plans and other decision-making processes informed by data (Bill & Melinda Gates Foundation, 2015).

From Research to Practice

With *myView Literacy* on SavvasRealize.com, teachers can use the data tab to access student and class data that shows standards mastery on assessments, overall progress, and the amount of time students have spent on their work. If students have completed their assignments, choosing the data tab provides a listing of all classes that have data. The three types of reports in Realize are Mastery, Progress, and Usage.

Mastery covers test scores and standard skill mastery for the class and individual students. When the Class Mastery by Assignment screen is opened, the teacher can view class and student mastery of the assignment and see how it aligns to standards. Progress shows which students have completed their assignments, whose assignment is "in progress," and who has not started yet. Usage data shows how much time each student spent in Realize doing specific assignments.

Teachers are also able to view detailed reports, including:

- Standard Analysis: See progress by standard.
- Question Analysis: Drill into questions to see where students are struggling.
- Student Analysis: Focus on individual performance to determine learning gaps.
- Performance Analysis: Teachers set their own acceptable percentages and get recommendations on student grouping and next-step instructional resources.

Teacher Support

What Research Says

Research has demonstrated that ongoing support for educators and professional development are closely linked to improved outcomes in literacy learning (Burns et al., 2023). Quality instruction delivered by highly effective teachers is a top factor when it comes to positively impacting student achievement, but oftentimes

teachers are not provided with the recommend amount of support needed to be highly effective (Grant et al., 2021; Grasley-Boy et al., 2021). The Learning Policy Institute conducted a 2017 review "of 35 methodologically rigorous studies that demonstrated a positive link between teacher professional development, teaching practices, and student outcomes" (Darling-Hammond et al., 2017). As part of this effort, they concluded that teachers are best supported when professional development and instructional strategies for educators achieve the following:

- Are content focused
- Incorporate active learning
- Support collaboration
- Use models of effective practice
- Provide coaching and expert support
- Offer feedback and reflection
- Are of sustained duration

Professional development should also correlate with teacher-identified needs and include feedback from teachers regarding the type of learning they require to best support their students (A. Curtis, 2017; R. E. Curtis, 2010). Teachers also benefit greatly when they have opportunities to collaborate with peers. Supports that provide access to strategies for creating and participating in personal learning networks (PLNs) expose educators to new concepts and allow them to share and receive feedback about their professional experiences (Ferguson, 2010; U.S. Department of Education, 2010).

Effective literacy teachers need to be well-trained and knowledgeable when it comes to reading development, data-based and assessment-based instructional decisions, and additional evidence-based and personalized teaching strategies (Y. S. Kim & Snow, 2021). If integrated instructional resources are going to support the habits of effective teachers, they must also provide a diverse range of tools for planning, make structuring engaging learning experiences easy, provide opportunities to formatively monitor student progress, evaluate learning using multiple sources of evidence, and adapt interventions accordingly (Grant et al., 2021).

From Research to Practice

Lessons within *myView Literacy* consistently include Think Aloud prompts for the teacher; Introduce the Text includes teacher scripting; First Read and Close Read lessons include Think Aloud prompts, teacher directions, and teacher scripting; Assess and Differentiate Strategy Groups include teacher scripting. These are just some examples of how teachers are supported in implementing the lessons in *myView Literacy*. The Small Group Guide provides additional support for setting up classrooms and successfully conducting small group activities.

Other professional development support within the *myView Literacy* program includes:

- The Professional Development Center on SavvasRealize.com offers a multitude of videos and advice from program authors.
- The Getting Started page on SavvasRealize.com contains a walk-through and teacher guidance for implementation.
- Model Lessons showcase authentic *myView Literacy* users in classrooms around the country.
- The Dual Language Implementation Guide gives information to deepen knowledge of teaching strategies in biliteracy classrooms.
- The *Language Awareness Handbook* provides exclusive insights from leading experts in the field of language acquisition.

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- The Small Group Professional Development Guide provides support to assist educators in setting up, planning, and delivering small group instruction. Helpful tips from program authors give teachers the support they might need for small group time.
- The Assessment Guide offers professional development on a variety of assessment topics. This resource helps teachers find specific and practical directions for using data to inform instruction in a literacy classroom. Each chapter includes a discussion about a specific literacy assessment topic, information about where to find resources in the program, Q&A, and references for further reading.
- Embedded professional learning tips called "Expert's View" appear throughout the Teacher's Edition.

In addition to the content within *myView Literacy*, SavvasRealize.com provides a continuum of choices for the *myView Literacy* professional learning experience, including virtual sessions, self-paced modules, in-person (on-site) sessions, job-embedded coaching, online chat, and a 24/7 training website.

myView Literacy educators are provided with complete access to MySavvasTraining.com, a full-service training website that provides educators with innovative and effective live and on-demand resources, including:

- On-Demand Tutorials: Product training on curriculum materials and the Savvas Realize digital platform
- Training Resources: User guides, training guides, implementation ideas, helpful tips, and more
- Virtual Workshops: Topic-based training simulations that focus on current educational issues such as problem-based learning with a focus on improving instructional practices.
- Chat and Email Support: Teachers can access MySavvasTraining.com to connect with training specialists to find answers to their *myView Literacy* questions.

Social-Emotional Learning

What Research Says

Beliefs about intelligence can have lasting consequences in terms of how students perceive their learning experience and related challenges. In the past 30 years, Carol Dweck and her colleagues have pioneered what we now refer to as "growth mindset." After studying the behavior of thousands of children, Dweck observed that students' attitudes about learning could be categorized two ways, as either a fixed mindset or a growth mindset (Dweck & Leggett, 1988; Yeager & Dweck, 2020). When students have a growth mindset, they believe they control their ability to become smarter and that this directly correlates to the effort they put forth; they are much more likely to put in the time and effort that leads to gains in academic achievement (Garcia & Cohen, 2012; Yeager & Walton, 2011).

Alternatively, when students have a fixed mindset, they believe inherent intelligence is a static metric that cannot be changed (i.e., you are either smart or you are not). When students approach learning with an expanded awareness and actionability of their natural abilities, they are able to grow prolifically and embrace hurdles as opportunities to deepen the skills they already possess (Yeager & Dweck, 2012). Educators must imbue their teaching with a growth mindset if they want to reinforce the concept that capacity for growth and learning is based on the willingness to put forth effort toward these pursuits. A growth mindset puts the capacity for student achievement just as much in the hands of students as it does with the educators that support them. Instruction that supports skills like resiliency and perseverance provides students with opportunities to explore long-term learning goals that are relevant to them and fosters optimal challenges that motivate students to continue learning (Tough, 2012; Perkins-Gough, 2013; Pappano, 2013).

Finally, fostering a sense of students' self and belonging within school culture is paramount. When students feel respected, accepted, and supported by teachers and peers, they experience a sense of self and the belonging that goes with it (Parrett & Budge, 2012). Research has linked a sense of belonging with the amount of attention and effort students exert in class. A sense of belonging can also significantly impact dedication, persistence, and follow-through in academic pursuits (Allen et al., 2018; Osterman, 2000). Fostering behaviors that enhance a sense of self and belonging directly correlates to how good or bad students feel about schoolwork and also the extent to which they value and enjoy it (Trujillo & Tanner, 2014). Students who report a high sense of belonging at school typically expend more effort to achieve and are more likely to exhibit the kind of motivation that leads to future success both in the classroom and out.

From Research to Practice

With the *myView Literacy* solution, 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. Teachers can help students set goals as they practice and apply the skillful competencies that characterize lifelong readers, writers, and thinkers.

Throughout *myView Literacy*, small group opportunities and collaborative discussions help encourage the key aspects of social-emotional learning in the classroom. This kind of learning helps empower students to develop and effectively apply the skills, attitudes, and knowledge needed to help them manage their emotions, set and attain personal goals, develop and maintain positive relationships, make good decisions, and show empathy for others.

During unit introductions, students take a self-evaluation where they reflect on what they already know and set goals on what they will need to learn as they begin the unit. This self-assessment encourages students to take ownership of their learning. At the end of the unit, students complete a self-reflection by referring to their original goals, considering their growth and challenges, and reflecting on how they have progressed.

Finally, within *myView Literacy*, texts showing characters experiencing social-emotional strategies help students gain perspective and empathy. Students can see themselves represented in the reading and are encouraged to share their opinions and explore the perspectives of others through class/group discussions. This experience is critical for creating an inclusive classroom environment.

School-to-Home Connections

What Research Says

The ideal environment for fostering educational experiences that support lifelong learners is not the exclusive domain of school-time hours. Students do not cease learning beyond the walls of the school, and the relationship between home and school is a key ingredient for academic success (Dodd & Konzal, 2016). Research has shown that students do better academically and socially when schools build positive relationships with their families. In fact, negative home-school relationships may be a contributing factor to low student performance (Hughes & Kwok, 2007). If we want home-school relationships to support the kinds of rich academic experiences that improve student learning, it's important to create opportunities that bring parents and schools together. Learning that connects home life to school life, and vice versa, increases learning potential (Jacob & Ryan, 2018).

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Evidence-based best practices for generating meaningful and lasting connections between school and home require students, parents, and educators to perceive the experience as beneficial (Cox, 2005). Fostering these types of favorable partnerships promotes effective education that is advantageous to all students. Learners with involved parents, regardless of their socioeconomic status or background, are more likely to have better attendance, receive higher grades, achieve greater levels of social confidence, require less disciplinary action, perform better on tests, and more readily adapt to their educational environment (National Coalition for Parent Involvement in Education, 2006).

Indeed, the most accurate predictor of student achievement is not family income or social status, but the extent to which a student's family creates a home environment that values learning, has high but reasonable expectations for academic success, and is actively engaged in their child's educational journey (J. Johnson et al., 2021; PTA, 2000). More importantly, when schools foster an environment where parents are frequently involved, academic performance increases schoolwide, not just for the students of parents who participate (Erdem & Kaya; 2020; Henderson & Berla, 1995). As the lines between school and home dissolve and general parent participation increases, so does student academic achievement, especially when the partnership between parents and the school is comprehensive and thoughtfully orchestrated in order to create a lasting school-to-home connection (El Nokali et al., 2010).

From Research to Practice

The *myView Literacy* student edition is available offline for students to work at home, even without an internet connection. Downloadable PDFs of the entire student edition are available for offline use, and offline access to the interactive eText is available on an app for Windows, iOS, and Chromebook devices. The Realize Reader app allows for downloading the entire interactive student edition or single units, and student work is synchronized when students return to online status.

myView Literacy engages families with meaningful resources and consistent communication to ensure that support for learning goes beyond the school day.

Home-School connection letters share essential reading and writing goals and include family discussion prompts to extend learning at home. These letters are built to reinforce the skills being taught in class and are available in English and Spanish.

Parent Forms strengthen relationships with families by leveraging their knowledge and observations around a variety of topics, such as "My Child as a Learner" and "Observing My Child's Reading." These opportunities help form an educational partnership between the parents/guardians and the teacher, encouraging open communication and increasing the teacher's knowledge of specific life circumstances for their students outside of the classroom.

Accessible on Savvas.com, the Parents' Corner empowers families with tools they need to support their children with work at home.

These tools include:

- How-to videos
- Savvas Realize® user guide
- Tips for supporting students at home
- Tutorials for accessing completed assignments, scores, and teacher comments

SavvasRealize.com brings both the materials and assignments used in class into the home. Students can continue a reading assignment, practice the weekly text, play a game of Spelling Sea, start their own library,

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and more. A user-friendly learning platform ensures a seamless transition whether students learn at school or home.

Additionally, instructional materials included in *myView Literacy* are easily accessible at home, both in print (all-in-one Student Interactive) and digitally (on Realize). A partnership with Google Classroom facilitates even further the school-to-home connection. With the integration between Google Classroom and Realize, teachers can communicate with parents seamlessly in multiple languages. Furthermore, for Grades K-1, *myView Literacy* provides a weekly removable decodable text in the Student Interactive. Teachers have the option of sending this text home with students, ultimately creating an at-home library for students who may not have access to extensive reading opportunities outside of school.

Unite for Literacy® fosters reading at home with over 500 books in multiple languages. With easy, digital access, the Unite for Literacy library builds a strong foundation for reading at home.

CONCLUSION

As more and more states pass laws and implement policies requiring the use of evidence-based methods for teaching literacy, the importance of having access to evidence-based curriculum is imperative (Schwartz, 2023). Research has shown that the greatest likelihood for increased literacy skill attainment occurs when explicit, systematic instruction that focuses on the essential components of language, comprehension, and word recognition is implemented in classrooms. By leveraging high-quality instructional materials that address the essential components of reading, educators can deliver comprehensive, explicit, deliberate instruction that fosters student success and ensures they are lifelong readers and learners (Ahmed et al., 2022; Berninger et al., 2002). Evidence-based literacy instruction empowers students and teachers to triumph on their reading journeys and sets the trajectory for future academic, professional, and personal success that brings meaning and value to the students of today. *myView Literacy* provides teachers and students with a research-backed literacy environment for all learners, supporting literacy in reading, writing, thinking, speaking, and listening.

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