

**SAVVAS**

**OVERVIEW**

# myView<sup>®</sup>

L I T E R A C Y



**Create Your Story!**

**GRADES K-5**



# myView<sup>®</sup>

## L I T E R A C Y

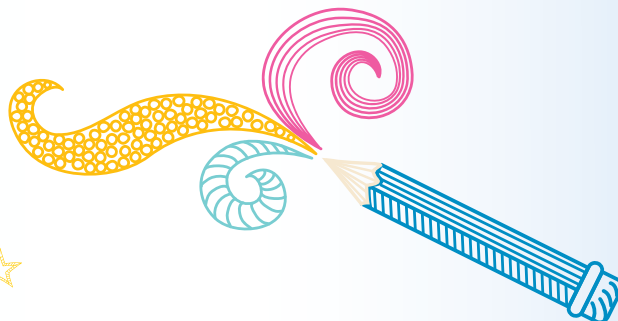


# Create Your Story!

Stories shape who we are. As a teacher, your story includes twists and turns, sacrifice, joy, and that amazing feeling when student **light bulbs illuminate**.

*myView Literacy*<sup>®</sup> was built to help you reach those light bulb moments. It allows you to teach integrated literacy grounded in the science of reading and inspires creativity to **teach from your heart**. At the same time, it **empowers your students** to learn from the world around them as their stories begin to unfold.

You're still writing your story — make it a bestseller with *myView Literacy*.





**INSPIRE** confidence using a research-based approach that focuses on the whole child.



**ENGAGE** all students with project-based inquiry, high-interest texts, and easy differentiation.



**CREATE** the learning environment you've always imagined using time-saving lesson plans and all-in-one resources.





# Designed by Experts

From trusted practitioners and respected researchers, guidance from *myView Literacy's* unparalleled authorship team resulted in a solution that is just that — unparalleled.



**María Guadalupe Arreguín-Anderson, Ed.D.**  
*Associate Professor, Interdisciplinary Learning and Teaching, University of Texas at San Antonio*  
**Contributions:** Elementary Bilingual/Bicultural Education, Differentiation, and Cultural/Linguistic Factors in Bilingual Classrooms



**Richard Gómez Jr., Ph.D.**  
*CEO, Gómez and Gómez Dual Language Consultants*  
**Contributions:** English Language Learners and Dual Language Instruction



**Julie Coiro, Ph.D.**  
*Associate Professor, School of Education, University of Rhode Island*  
**Contributions:** Week 6 Project-Based Inquiry Research and Digital Literacies



**Elfrieda "Freddy" H. Hiebert, Ph.D.**  
*CEO/President, TextProject*  
**Contributions:** Generative Vocabulary, Text Leveling/Text Complexity, and Fluency



**Jim Cummins, Ph.D.**  
*Professor Emeritus, University of Toronto*  
**Contributions:** ELL Differentiation and Second Language Literacy



**Pamela A. Mason, Ed.D.**  
*Senior Lecturer on Education, Harvard University Graduate School of Education*  
**Contributions:** Formative/Summative Assessment and Comprehension



**Pat Cunningham, Ph.D.**  
*Professor, Wake Forest University*  
**Contributions:** Foundational Skills/Phonics and Spelling



**Ernest Morrell, Ph.D.**  
*Coyle Professor of Literacy Education and Director of the Center for Literacy Education at the University of Notre Dame*  
**Contributions:** Engagement, Media Literacy, and Diversity





To learn more about our authors, go to  
[Savvas.com/myViewLiteracy](https://www.savvas.com/myViewLiteracy)



**P. David Pearson, Ph.D.**

*Evelyn Lois Corey Emeritus Chair  
 in Instructional Science, Graduate  
 School of Education, University  
 of California, Berkeley*

**Contributions:** Comprehension,  
 Gradual Release of Responsibility,  
 Assessment, and Connection  
 of Reading and Writing



**Judy Wallis, Ed.D.**

*National Literacy Consultant  
 Houston, Texas*

**Contributions:**  
 Comprehension,  
 Small Group Instruction,  
 and Guided Reading



**Frank Serafini, Ph.D.**

*Professor of Literacy Education  
 and Children's Literature,  
 Arizona State University*

**Contributions:** Book Club,  
 Reading Instruction,  
 Writing Instruction, and  
 Multimodal Literacies



**Lee Wright, Ed.D.**

*Literacy Coach and  
 Regional Staff Developer  
 Houston, Texas*

**Contributions:** Small Group  
 Instruction, Classroom  
 Management, and Early  
 Childhood Education



**Alfred Tatum, Ph.D.**

*Provost and Vice President  
 for Academic Affairs,  
 Metropolitan State  
 University of Denver*

**Contributions:** Engagement,  
 Motivation, Reader Response,  
 Writing, and Diversity



**Sharon Vaughn, Ph.D.**

*Professor and Executive Director  
 Meadows Center for  
 Preventing Educational Risk,  
 The University of Texas at Austin*

**Contributions:** Diverse Learners,  
 Rtl, Science of Reading, and Reading  
 Challenges



# An Instructional Model for Today's Classroom



**Research-based instruction** helps you address literacy, content knowledge, social-emotional learning, and – most importantly – student curiosity every day.

## PROJECT-BASED INQUIRY

Tackle science and social studies themes in your Literacy block while fostering student interest. *myView Literacy* selections build background knowledge, so students are equipped to solve a culminating, real-world challenge.



### Reading

Using whole group and small group instruction, the Reading block follows a **gradual release model** that enables you to easily differentiate for all reading abilities.



### Reading-Writing Bridge

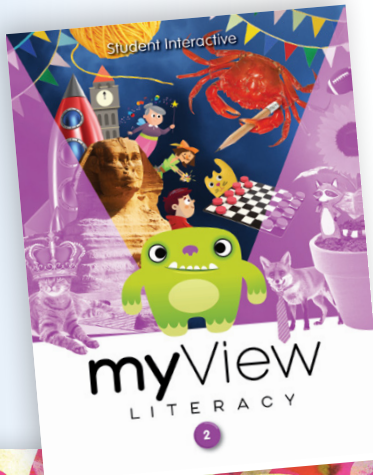
In Bridge lessons, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and delving into the structure of language.



### Writing

During Writing instruction, student authors participate in **daily minilessons** where they're immersed in genres through mentor texts and develop their own writer's craft.

**WHY BRIDGE?** As teachers, we know that reading and writing are reciprocal. The Bridge makes this crucial connection perfectly clear for your students. They have the opportunity to read as writers and write for readers with every selection!



## IT'S AN IDEA BOOK! Meet the Student Interactive

The all-in-one write-in book includes full-color practice pages and selections by award-winning authors and illustrators . . . plus a place for students to annotate, respond, and generate ideas!



**CLOSE READ** 

**splattered**  
splashed by dots of something

- 55 When their clothes were splattered with a million colors, everyone sat down to rest—except the muralist.
- 56 His eyes sparkled.
- 57 “You, my friends, are all artists,” he told them.
- 58 “The world is your canvas.”
- 59 He smiled wide, then pulled everything together in big, sweeping motions.
- 60 His paintbrush was like a magic wand.

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- 61 When he was finished, Mira added one more bird, way up in the sky.
- 62 Maybe, she thought. Just maybe . . .

**CLOSE READ** 

**Ask and Answer Questions**

What questions do you have about how the story ends?  
**Highlight** a text detail that you can ask a question about.

**Fluency**

Read aloud paragraphs 1 to 8 of the story several times with a partner. Practice reading at the same rate you talk, not too fast and not too slow.



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# myView Literacy Resources

From the systematic and explicit instruction in the Reading Routines Companion to the all-in-one Student Interactive, *myView Literacy*® resources are designed to give you time to focus on what you do best.

## STUDENT RESOURCES

Whole Group



Student Interactive

Mentor STACK



Read ALOUD Trade Books



Genre, Skill, and Strategy Videos



Big Books (Grades K-1)

Small Group & Independent

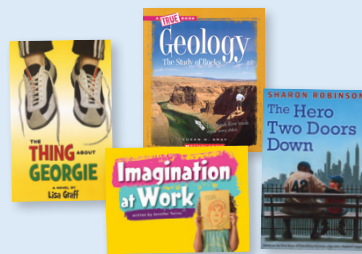


Digital Games

WRITING CLUB

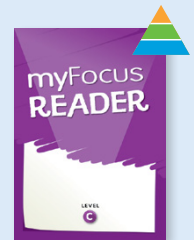


Readers with Building Background Videos



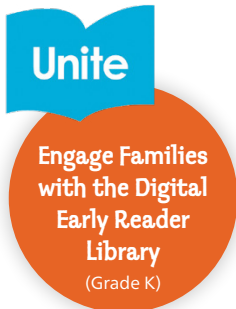
BOOK CLUB with Trade Books

successmaker®

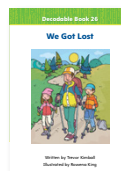


myFocus Reader (Grades 1-5)

Foundational Skills for Whole & Small Groups



Decodable Stories (Grades K-1)



Decodable Readers (Grades 1-3)



High-Frequency Word Cards



Letter Tiles



Picture Word Cards



Alphabet Cards



Sound Spelling Cards (Grades 1-3)



All myView Literacy resources available digitally on Realize.

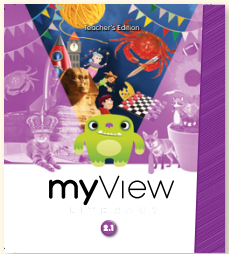


**Savvas Realize®**

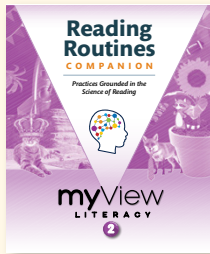
- Seamless Google Integration
- Primary and Intermediate Student Views
- Downloadable/Printable Content
- Customizable Playlists
- Upload Files and Video
- Distance Learning Teacher's Guide
- Assign, Submit, and Grade
- Access to Realize Reader On and Offline
- Interactive PDFs



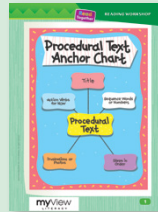
TEACHER RESOURCES



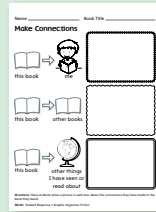
Teacher's Edition



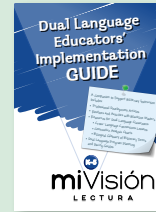
Reading Routines Companion



Anchor Charts



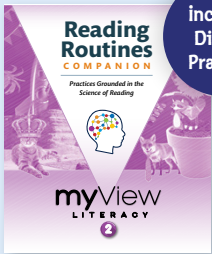
Read Aloud Trade Book Lesson Plans



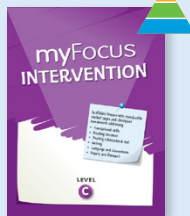
Dual Language Educators' Implementation Guide

**Printables Include:**

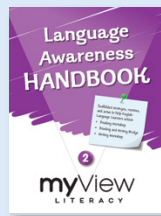
- Handwriting Practice Online Student Resources
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources



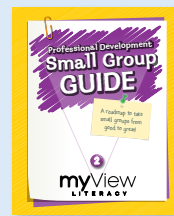
Reading Routines Companion



myFocus Intervention Teacher's Guide (Grades K-5)



Language Awareness Handbook

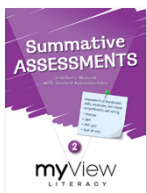


Small Group Professional Development Guide

**Printables Include:**

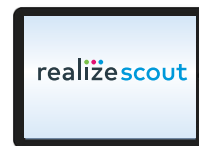
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Reader Teacher's Guide

Assessment & Reporting



Unit and Benchmark Assessments

- Literacy Screener and Diagnostic Assessments
- High-Stakes Test Practice (Grades 2-5)
- Assessment Guides
- Weekly Standards Practice (Grades 2-5)
- Test Banks (Grades 2-5)
- ExamView®
- Data & Reporting
- Cold Reads for Fluency and Comprehension



Realize Scout Observational Tool



Essay Feedback and Scoring (Grades 3-5)

See the Assessment Sampler for more information.

Trade book titles are subject to change.

# A Continuum of Resources to Meet the Needs of Your Students



myView Literacy focuses on the development of foundational skills and comprehension strategies to ensure that students are equipped to Read to Learn.

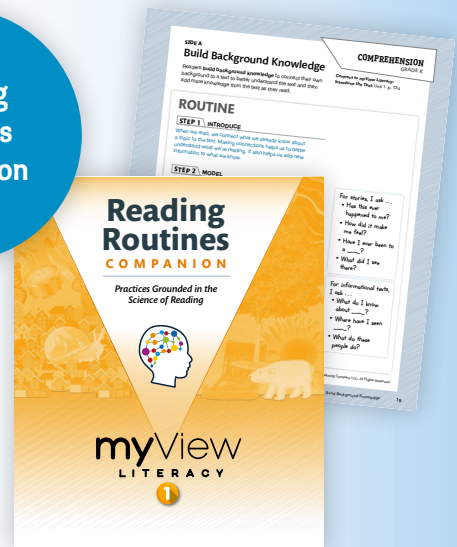
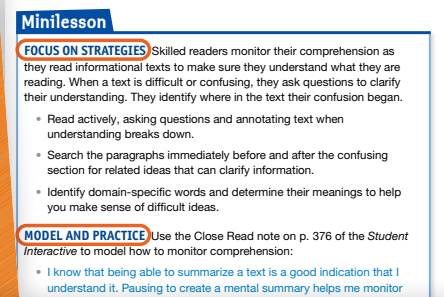
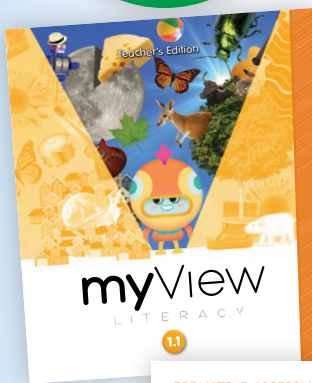


## LEVEL OF SUPPORT

### Whole Group Minilesson

Core lessons in the **Teacher's Editions** help you deliver an explicit skill with an easy, consistent routine and include a formative **Quick Check** assessment.

### Reading Routines Companion



#### FORMATIVE ASSESSMENT OPTIONS

##### Apply

Have students use the strategies to monitor their comprehension across multiple sources.

**OPTION 1 | My Turn** Have students monitor their comprehension using the other Close Read notes, and then use the text they highlighted and their annotations to complete the chart on p. 395.

**OPTION 2 | Use Independent Text** Have students put sticky notes on places in the text where they become confused and apply comprehension monitoring strategies. Ask them to explain how they resolved their confusion to understand the text.

##### QUICK CHECK

**Notice and Assess**  
Can students monitor their comprehension across multiple sources?

##### Decide

- If students struggle, revisit instruction for monitoring comprehension in Small Group on p. T322.
- If students show understanding, extend instruction for monitoring comprehension in Small Group on p. T323.

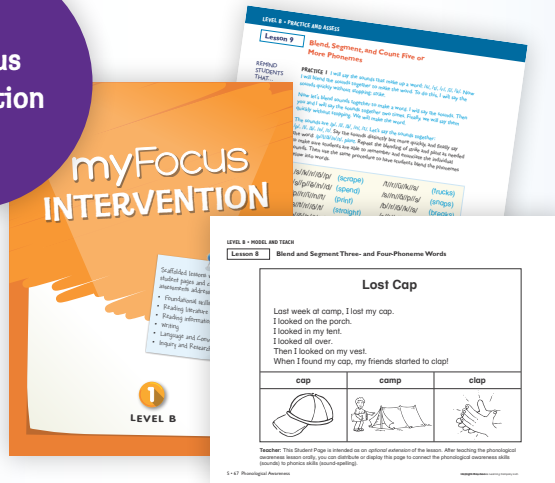
The **Reading Routines Companion** offers structured support to address the range of needs in your classroom, with simple progress monitoring for data-based decision-making.

SuccessMaker



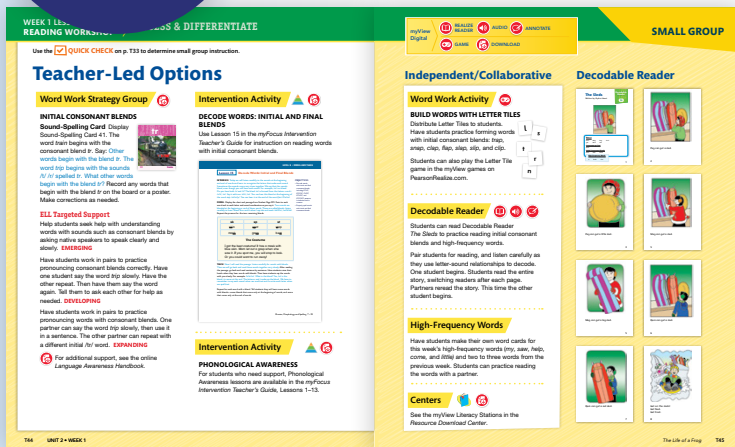
**successmaker®**  
Incorporate adaptive and prescriptive reading instruction for intervention, differentiation, and personalization.

myFocus Intervention



The **myFocus Intervention Teacher Resource Guide** provides skills/standards-based instruction, explicit entry and exit points, and focused practice for each minilesson.

Small Group Differentiation



The **Small Group** pages in your **Teacher's Edition** provide lessons to meet student needs identified during **Quick Checks**.

# Built for the Way You Teach

*myView Literacy* gives you the tools and support to do your best work. Whether you're looking for a step-by-step approach or prefer to choose your path, *myView Literacy* has you covered.

## You Do Enough Juggling

The *myView Teacher's Edition* saves you time—teach reading, writing, and small group from one TE!

Everything You Need to Plan

### UNIT 2 WEEK 2 SUGGESTED WEEKLY PLAN

Realistic **Suggested Daily Times** are provided to help you plan.

Foster student agency with clear **Learning Goals**.

**Assessment Options** allow you to begin with the end in mind.

Downloadable and Editable Lesson Plans are on Savvas Realize®

**Materials** needed for the week are listed to make planning even easier.

#### Suggested Daily Times

READING WORKSHOP	10–20 min.
READING BRIDGE	5–10 min.
WRITING WORKSHOP	5–40 min.
WRITING BRIDGE	5–10 min.

#### Learning Goals

- I can read informational text.
- I can make and use words to read and write informational text.
- I can write an informational text.

**SEL** SOCIAL-EMOTIONAL LEARNING

#### Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

#### Materials

Turn the page for a list of materials that will support planning for the week.

#### LESSON 1

##### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T76–T77
  - Phonological Awareness: Produce Rhyming Words
  - Phonics: Sound /k/ Spelled ck
- High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T78–T79
- Listening Comprehension: Read Aloud: "Growing Food for the Table" T80–T81
- Informational Text T82–T83
- Quick Check T83

##### READING BRIDGE

- Academic Vocabulary: Synonyms T84–T85
- Handwriting: Letters Oo T84–T85

##### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T89
- Strategy, Intervention, and On-Level/Advanced Activities T88
- ELL Targeted Support T88
- Conferring T89

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T89
- Literacy Activities T89
- BOOK CLUB** T89 **SEL**

##### WRITING WORKSHOP

##### MINILESSON

- Informational Text T332–T333
  - Main Idea
  - Share Back

##### INDEPENDENT WRITING

- Informational Book T333
- Conferences T330

##### WRITING BRIDGE

- Spelling: Spell Words with Consonant Pattern -ck T334
- Assess Prior Knowledge T334

- Language & Conventions: Spiral Review: Simple Sentences T335

#### LESSON 2

##### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T90–T91
  - Phonics: Decode and Write Words with Sound /k/ Spelled ck
  - Quick Check T91
- High-Frequency Words

##### SHARED READ

- Introduce the Text T92–T99
  - Preview Vocabulary
  - Read: *The Life Cycle of a Sunflower*
- Respond and Analyze T100–T101
  - My View
  - Develop Vocabulary
  - Quick Check T101
- Check for Understanding

##### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T105
- Strategy and Intervention Activities T102, T104
- Fluency T104 • Conferring T105
- ELL Targeted Support T102, T104

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T103
- Independent Reading T105
- Literacy Activities T105

##### WRITING WORKSHOP

##### MINILESSON

- Informational Text T336–T337
  - Explore Facts and Details
  - Share Back

##### INDEPENDENT WRITING

- Informational Book T337
- Conferences T330

##### WRITING BRIDGE

- Spelling: Teach Consonant Pattern -ck T338

**FLEXIBLE OPTION** Language & Conventions: Oral Language: Declarative Sentences T339

## Small Group Instruction

### WEEK 3 READING WORKSHOP

#### ASSESS & DIFFERENTIATE

Use the **QUICK CHECK** on p. T141 to determine small group instruction.

## Teacher-Led Options

#### Strategy Group

**IDENTIFY INFORMATIONAL TEXT Teaching Point** When readers read a text, they can figure out the author's purpose for writing it. If the text describes something real, then we know it is an informational text. That means the author's purpose was to provide information about this real thing. Look back to *The Life of a Frog*. Discuss the ways students can tell that the author's purpose is to describe how baby animals change as they grow.

**ELL Targeted Support**  
Have pairs reread *The Life of a Frog*. Then ask them to retell the text by completing these sentence frames: One fact about a real thing in the text is \_\_\_\_\_. This fact helps me know the author's purpose is to \_\_\_\_\_. **EMERGING/DEVELOPING**  
Ask students in small groups to reread the text. Then prompt them to retell the main idea and one detail about frogs. **EXPANDING**  
Have students reread the text in small groups. Ask them to summarize the text and discuss why they know this text is informational. **BRIDGING**  
For additional support, see the online *Language Awareness Handbook*.

#### Intervention Activity

**INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS**  
Use Lesson 49 in the *myView Intervention Teacher's Guide* for instruction on informational text.

#### Conferring

3 students / 3–4 minutes per conference

**IDENTIFY INFORMATIONAL TEXT**  
**Talk About Independent Reading** Ask students to share the details they marked with sticky notes and explain why the author included them.

**Possible Conference Prompts**  
• Does the book's main idea give you any clues about the author's purpose?  
• Are there details about real things?  
• What is important about the information in your book?

**Possible Teaching Point** Readers can get clues about whether an author's purpose is to inform by looking at the text's details.

### SMALL GROUP

#### Independent/Collaborative

#### Independent Reading

Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader.
- continue reading the Book Club text.

#### Centers

See the *myView Literacy Stations in the Resource Download Center*.

#### Literacy Activities

### WEEK 3 WRITING WORKSHOP

#### DEVELOP STRUCTURE

## Weekly Overview

Students will:

- learn the structure of an informational book.
- understand how authors organize their text using features, simple graphics, and an introduction and conclusion.
- continue to work on their own informational book.

WEEK	WRITING PROCESS	FLEXIBLE POINT
1	Prewriting	Introduce and Intersperse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft

### INFORMATIONAL BOOK

#### Mentor STACK

Use the following criteria to add to your informational book stack:

- Books that show examples of different types of features and graphics.
- At least one book with a table of contents, glossary, index, graphics, and labels.
- Books with a clearly identifiable introduction and conclusion.

## Writing Weekly Overview

### LESSON 3

#### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T106–T107
- Phonological Awareness: Add Phonemes
- Phonics: Sound /s/ and Sound /z/ Spelled Ss
- High-Frequency Words

#### CLOSE READ

- Find Text Structure T108–T109
- Close Read: *The Life Cycle of a Sunflower*
- **Quick Check** T109

### LESSON 4

#### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T114–T115
- Phonics: Sound /s/ and Sound /z/ Spelled Ss
- **Quick Check** T115
- Decodable Story: Read *The Sterns* T116–T117

#### CLOSE READ

- Make Inferences T118–T119
- Close Read: *The Life Cycle of a Sunflower*
- **Quick Check** T119

### LESSON 5

#### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T124–T125
- Phonological Awareness: Remove Phonemes
- Phonics: Spiral Review Initial Consonant Blends and Xx /kx/
- High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T126–T127
- Talk About It
- **Quick Check** T127
- Weekly Question

#### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T110–T111
- Handwriting: Letters Cc T110–T111

#### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T113
- Strategy and Intervention Activities T112
- Fluency T112 • Conferring T113
- ELL Targeted Support T112

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T113
- Literacy Activities T113
- Partner Reading T113

#### WRITING WORKSHOP

#### MINILESSON

- Informational Text T340–T341
- Apply Facts and Details
- Share Back

#### INDEPENDENT WRITING

- Informational Book T341
- Conferences T330

#### WRITING BRIDGE

**FLEXIBLE OPTION**

- Spelling: Review and More Practice: Consonant Pattern -ck T342
- Language & Conventions: Teach Declarative Sentences T343

#### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T123
- Strategy and Intervention Activities T120, T122
- Fluency T122 • Conferring T123
- ELL Targeted Support T120, T122

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T121
- Independent Reading T123
- Literacy Activities T123

#### WRITING WORKSHOP

#### MINILESSON

- Informational Text T344–T345
- Explore Simple Graphics
- Share Back

#### INDEPENDENT WRITING

- Informational Book T345
- Conferences T330

#### WRITING BRIDGE

**FLEXIBLE OPTION**

- Spelling: Spiral Review T346
- Language & Conventions: Practice Declarative Sentences T347

#### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T129
- Strategy, Intervention, and On-Level/Advanced Activities T128
- ELL Targeted Support T128
- Conferring T129

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

#### WRITING WORKSHOP

#### MINILESSON

- Informational Text T348
- Apply Simple Graphics
- Share Back

#### INDEPENDENT WRITING

**WRITING CLUB** T348–T349

- Conferences T330

#### WRITING BRIDGE

**FLEXIBLE OPTION**

- Spelling: Spell Words with Consonant Pattern -ck T350
- **Assess Understanding** T350
- Language & Conventions: Standards Practice T351

#### LESSON 5

MINILESSON	When to Start a New Paragraph	Combine Sentences
• Introduction and Conclusion T368	• Independent Writing and Conferences T369–T373	• Independent Writing and Conferences
• Introduction and Conclusion T369	• Share Introductions and Conclusions T372	• Start a New Paragraph
• Spelling Assess: Understanding T374	• Language & Conventions Standards Practice T375	• How to Combine Sentences

See the online *Language Awareness Handbook* for additional writing support.

### myView LITERACY TEXT COMPLEXITY

*Maybe Something Beautiful: How Art Transformed a Neighborhood* By J. Isabel Campoy and Theresa Howell  
Genre: Realistic Fiction

**Recommended Placement**  
The Quantitative Measures place this text in the Grade 2–3 complexity band. The Qualitative Measures suggest that students might need additional support with:

- Language: Figurative language
- Meaning: Understanding the themes of the story, both explicit and subtly expressed

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Levels of Meaning	Text Structure	Language Conventionality and Clarity	Knowledge Demands
Simple	Very Simple	Simple	Simple	Simple
Very Simple	Simple	Very Simple	Very Simple	Very Simple
Simple	Very Simple	Simple	Simple	Simple
Very Simple	Simple	Very Simple	Very Simple	Very Simple

**Reader and Task Considerations**

English Language Learners	Intervention	On-Level/Advanced
<b>Meaning:</b> Summarize the literal plot of the story for students. Lead by an artist and a young girl, people work together to paint colorful pictures all over their city. This makes people happy. Then, use the sentence frames below to help students talk about working together.	<b>Language:</b> Explore figurative language in the story by discussing the following sentences, using movements to illustrate meaning: • Say these sentences out loud. Run quickly away. • Say these sentences out loud. (make a cutting motion). • When people work together, they can... • Working with others makes the work...	<b>Knowledge Demands:</b> Have you ever listened to salsa music, or bebop? Have you danced the cha-cha? • Have students share their knowledge of these forms of music and dance. • Then listen to or show examples of each. • Say: How do these forms of music and dance probably make people feel?

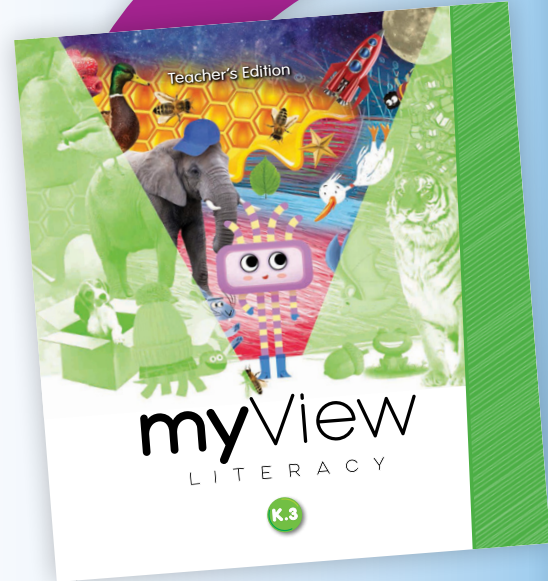
## Text Complexity Charts for Each Selection

*The Life Cycle of a Sunflower*

# Research-Based Routines for Impactful Learning

Instruction is Connected!

Solid routines are a key ingredient in every classroom! The connected instruction in the *myView Literacy* Teacher's Edition and Reading Routines Companion helps you set priorities and reinforce strong routines that directly impact student literacy.



## Teacher's Edition

Minilessons launch instruction and help you deliver an explicit skill with an easy, consistent routine:

1. Focus (*I Do!*)
2. Model and Practice (*We Do!*)
3. Apply (*You Do!*)

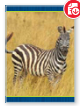
## Quick Checks

These formative assessments pinpoint where students need extra challenge or support and guide you to small group instruction.

WEEK 3 LESSON 2  
READING WORKSHOP FOUNDATIONAL SKILLS

## Word Work

**OBJECTIVES**  
Use letter-sound relationships to decode, including VC, CVC, CVOC, and CVCC words. Identify and read common high-frequency words by sight.



Picture Card

## Phonics: Read and Write Words with

### Minilesson

**FOCUS** Hold up the zebra and say the sounds in the word: beginning of zebra. Say the z and say /z/. Do you /z/? Have students identify and trace the letter.

**MODEL AND PRACTICE** the word zip. Listen carefully to the sound /z/ in this word? /z/ in zip? Have a volunteer the letter. Then display zip, Zak, jazz.

myView Digital DOWNLOAD

### FORMATIVE ASSESSMENT OPTIONS

#### Apply

**OPTION 1 | MyTURN** Have students complete p. 102 of the Student Interactive.

**OPTION 2 | Independent Activity** Have pairs brainstorm words that begin with the sound /z/ spelled z. Then have them use one of the words to draw a picture. Have them label their picture with the letters Zz.

#### QUICK CHECK

**Notice and Assess** Can students read and write words with Zz?

#### Decide

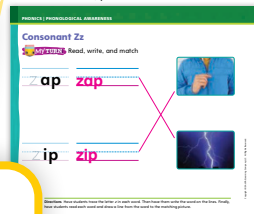
- If students struggle, revisit instruction for consonant Zz in Small Group on pp. T162–T163.
- If students show understanding, extend instruction for consonant Zz in Small Group on pp. T162–T163.

### HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the sight words down, her, and how. Have students repeat the words after you.

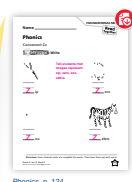
- spell each word, slapping their knees as they say each letter.

STUDENT INTERACTIVE, p. 102



ADDITIONAL PRACTICE

For additional student practice with consonant Zz, have students complete Phonics p. 124 from the Resource Download Center.

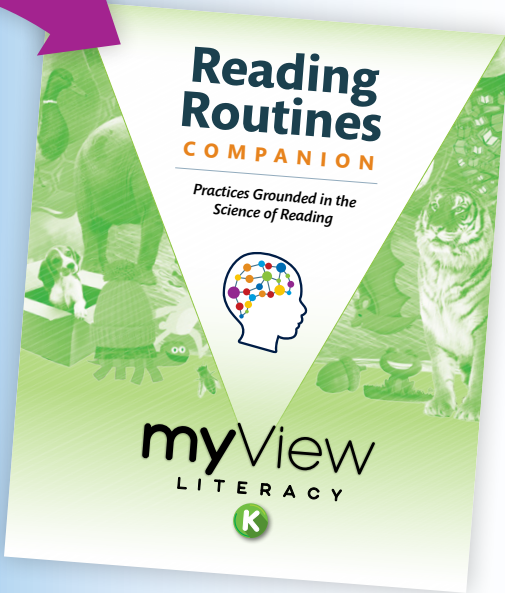


Phonics, p. 124  
Poetry Collection T153

## Student Practice

The Student Edition includes full-color practice pages for each minilesson.

Extended student practice on Savvas Realize®!



## Reading Routines Companion

Additional explicit instruction complements whole group lessons. A systematic four-step routine introduces the skill and allows for teaching, modeling, guided practice, and independent work.

- Multiple practice opportunities
- Multisensory activities
- Corrective and guided feedback
- Make It Easier/Make It Harder differentiated instruction

Includes routines for Phonemic Awareness, Phonics, Word Study, Fluency, Vocabulary, and Comprehension

Includes guided and extended practice!

Connected Multisensory Activities

**SIDE A**  
**Identify and Count Words in Spoken Sentences: Initial /kw/ and /z/**

**PHONOLOGICAL AND PHONEMIC AWARENESS**  
GRADE K

Connect to *myView Literacy: Identify and Count Words in Sentences*: Unit 3, p. T184

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

**ROUTINE**

**STEP 1 \ INTRODUCE**  
We put words together to make a sentence. Today we are going to count the number of words in sentences.

**STEP 2 \ MODEL**

- Listen to this sentence: *The quilt is warm. I'm going to say it again. I want you to say each word after me. Repeat the sentence, allowing time for students to repeat each word.*
- Now let's count the number of words. Raise one finger for each word. *The (pause) quilt (pause) is (pause) warm.* How many fingers do you have up? Allow time for students to reply. That's correct. We have four fingers up. There are four words in this sentence.
- Which word begins with the sound /kw/? Allow time for students to reply. That's correct. *Quilt* begins with /kw/.

**STEP 3 \ GUIDE PRACTICE**  
Let's count the words in this sentence together. Raise a finger for each word. Say the sentence and count the words together. Then ask students which word has the sound /z/.

The zipper broke.

**STEP 4 \ ON THEIR OWN**  
Say this sentence and have students count the number of words. Then have them identify the words with initial /kw/ and /z/.

Quint can zip.

**SIDE B**  
**Identify and Count Words in Spoken Sentences: Initial /kw/ and /z/**

**PHONOLOGICAL AND PHONEMIC AWARENESS**  
GRADE K

**CORRECTIVE FEEDBACK**  
IF students cannot identify and count words in spoken sentences, THEN model how to identify and count words, using Steps 2 and 3. Next, work through the Make It Easier activity.

**Make It Easier**  
Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Have students use counters to count words in sentences. I'm going to say a sentence. After I say each word, I want you to put down one counter. Say the following sentence. The (pause) queen (pause) waves!
- How many counters did you put down? Let's count them. Count with the students. There are three counters. There are three words in the sentence. Have students identify the word with /kw/.
- Repeat with this sentence: *Lightning zapped the tree.* Have students identify zapped as having the initial /z/.

**Make It Harder**  
Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Have students sit in a circle. The first student thinks of a short sentence with words with initial /kw/ or /z/. My sentence is *My dog can zig and zag.* How many words does it have?
- Beginning with the next student, each student in the circle puts down one counter and says, in order, one word from the sentence. The students then count the total number of counters.
- Continue until each student has had a chance to make up his or her own

**What's the Buzz?**

Connect to *myView Literacy: Unit 3, Week 3, p. T152*

**STEP 1** Listen closely as I read aloud a story. When you hear the sound /z/ in a word, make a buzzing sound. The title of our story is "What's the Buzz?" Lead students in making a buzzing sound.

**STEP 2** Read aloud the following story, emphasizing words with the z sound:

Zelda is a busy bumblebee. Every morning, she zooms from her hive to the zoo. She waves to the zebras. Then she zips over to her favorite flowers. She zigs to a bright yellow daisy to collect pollen. Then she zags to a golden pansy for nectar. She zigzags back and forth until her fuzzy little belly is full. Then Zelda zooms home for an afternoon snooze.

**STEP 3** When students have buzzed for every word with the z sound, lead them in one big, final buzz for the sound /z/!

# Instruction Based on the Science of Reading

With *myView Literacy's* spiraling phonological awareness instructional method, your graduating kindergarteners have a huge advantage with their literacy. Each sound is addressed multiple times throughout the year to ensure knowledge and confidence.



## Sequence of Instruction

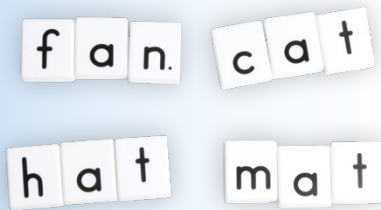
As students progress through the primary grades, they grow as readers using systematic and explicit instruction of phonological awareness skills.

EARLY	BASIC	ADVANCED
Initial/Medial/Final Sounds	Initial/Medial/Final Sounds	Long and Short Vowels
Segment and Blend Phonemes	Adding and Removing Phonemes	Produce Rhyming Words
Alliteration	Manipulating Phonemes	Add and Remove Sounds
Onset-Rime	Recognizing Rhyming Words	Recognize Phoneme Changes
Rhyming	Distinguishing Between Long and Short Sounds	Manipulate Phonemes
Syllables		

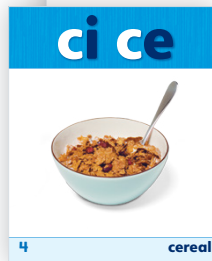


## Phonics & Word Study Instruction

In the reading block, students learn about letter patterns and morphology to support the development of decoding and encoding skills. Letter Tiles and Sound-Spelling Cards (1-3) allow for multimodal learning.



Letter Tiles



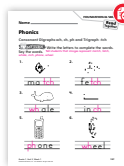
Sound-Spelling Cards

WEEK 1 LESSON 2  
READING WORKSHOP FOUNDATIONAL SKILLS

### Word Work

**OBJECTIVES**  
Decode words with initial and final consonant blends, digraphs, and trigraphs.  
Identify and read common high-frequency words.

**ADDITIONAL PRACTICE**  
For additional student practice with consonant digraphs and trigraphs, use *Phonics* p. 137 from the Resource Download Center.



*Phonics*, p. 137

### Phonics: Decode and Write Words with Digraphs and Trigraphs

**Minilesson**

**FOCUS** Tell students that digraphs and trigraphs are three letters that spell digraphs and trigraphs might be at

**MODEL AND PRACTICE** Write the catch, write, match, when, whole, and have students decode it. Have the first column Begin and the set or trigraph spelling the beginning first column. If a word has a digraph that word would be written in the

**TURN, TALK, AND SHARE** He p. 15 in the *Student Interactive*.

**FORMATIVE ASSESSMENT OPTIONS**

**Apply**

**OPTION 1 | My Turn** Have students complete the rest of p. 15 and p. 16 in the *Student Interactive*.

**OPTION 2 | Independent Activity** Have students draw one or more of the consonant digraph or trigraph words and write a simple sentence about the word.

**QUICK CHECK**

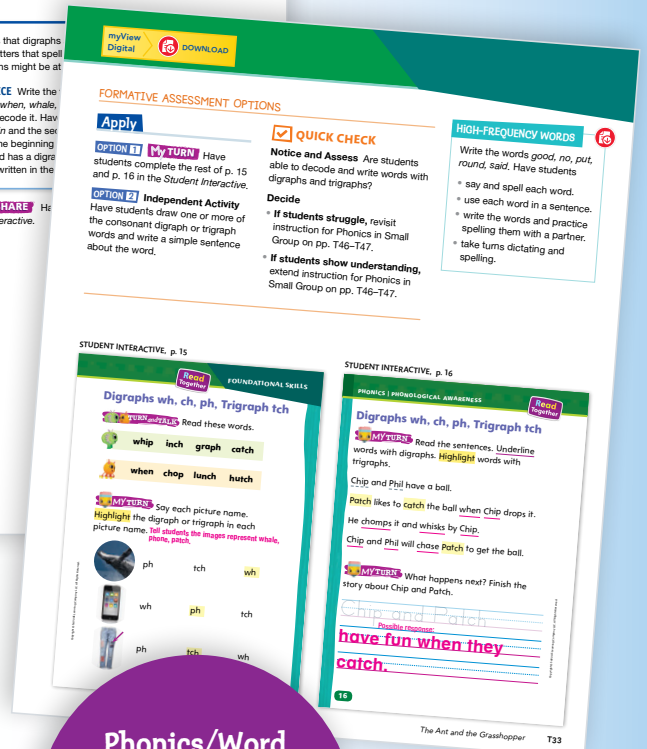
**Notice and Assess** Are students able to decode and write words with digraphs and trigraphs?

**Decide**

- If students struggle, revisit instruction for Phonics in Small Group on pp. T46–T47.
- If students show understanding, extend instruction for Phonics in Small Group on pp. T46–T47.

**HIGH-FREQUENCY WORDS**

- Write the words *good, no, out, round, said*. Have students
- say and spell each word.
  - use each word in a sentence.
  - write the words and practice spelling them with a partner.
  - take turns dictating and spelling.



Phonics/Word Study and Spelling Instruction are explicitly connected!

WEEK 1 LESSON 2  
READING-WRITING WORKSHOP BRIDGE

### Spelling Spell Words with Digraphs and Trigraphs

**OBJECTIVES**  
Spell words with initial and final consonant blends, digraphs, and trigraphs.  
Spell high-frequency words.

**SPELLING WORDS**

- catch inch
- check match
- chin whole
- graph which

**HIGH-FREQUENCY WORDS**  
good said

**LESSON 2**

**Teach**

**FOCUS** Explain that digraphs are two consonants that together spell a single sound. Trigraphs are groups of three consonants that also spell a single sound.

**MODEL AND PRACTICE** Display the words *when, chest, and Step*. Say each word aloud and underline the digraph. Repeat with the word *match* and underline the trigraph.

**APPLY | My Turn** Have students complete p. 49 in the *Student Interactive* independently.



**LESSON 1**

**Assess Prior Knowledge**

**LESSON 2**

**Teach Spell Words with Digraphs and Trigraphs**

**LESSON 3**

**Review and More Practice Spell Words with Digraphs and Trigraphs**

**LESSON 4**

**Spiral Review: Spell Words with Long a Spelled a e**

**LESSON 5**

**Assess Understanding**

### Spelling Instruction

During the Reading-Writing Bridge, students apply their knowledge of phonics/word study to a complementary list of spelling words. Students are then encouraged to use the words in their writing.

# A Systematic Reading Progression



*myView Literacy* provides a large selection of decodable reading materials that align to skill development. Students are able to apply their knowledge of phonics and spelling skills to build fluency as they read texts with a large proportion of the elements that have been taught.

**DECODABLE STORY** **FOUNDATIONAL SKILLS**

**In the Pit**



Highlight the words with the short i sound.


I make a pit.  
We can sit in my pit.

AUDIO  
Audio with Highlighting  
ANNOTATE

137

**FOUNDATIONAL SKILLS**

Highlight the words with the m sound.



Look! It is white!  
I make a man.  
I will set my green hat on it.

131

## Decodable Stories (Grades K-1)

Located inside the Student Edition, these perforated decodable stories provide application of the week's skill.


Read them in class for independent practice, then take them home to build a library of 30 stories by the end of the year!

Interactive practice ties back to the skill of the week.

**DECODABLE STORY** **FOUNDATIONAL SKILLS**

**Best Time of the Year**

Drew likes summer because of the hot sun and blue sky.  
He can unzip his coat.  
He can take off his hat.



AUDIO  
Audio with Highlighting  
ANNOTATE

Read the story. Highlight the two words that have the same vowel sound as clue.

103

**FOUNDATIONAL SKILLS**

Look at the little ducks!  
One will jump.  
The last one gets in the blue pond and swims.



Underline the four words with final consonant blends.

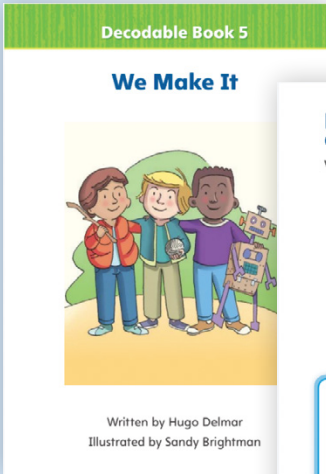
99



## Decodable Readers (Grades K-3)

A library of Decodable Readers allows for even more application of skills!

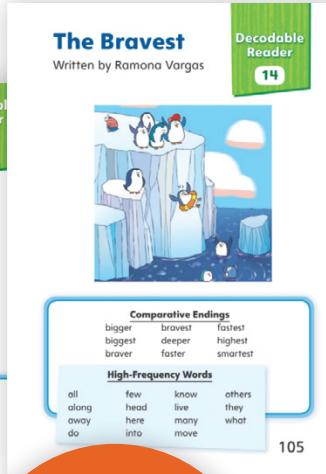
Grade K Example



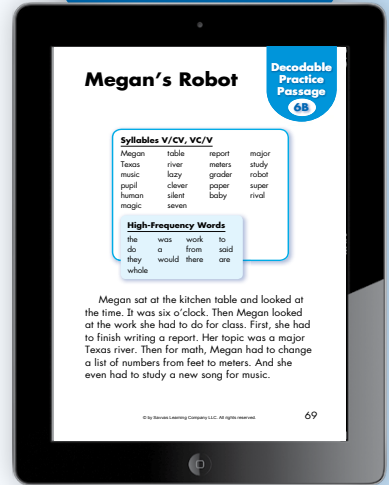
Grade 1 Example



Grade 2 Example



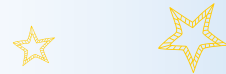
Grade 3  
available on  
Savvas Realize® and  
downloadable!



Grade 3 Example

Grades K-2  
available in  
print, digital, and  
downloadable!

- Kindergarten:** 30 Small Books
- Grade 1:** 5 Volumes with 60 Readers
- Grade 2:** 1 Volume with 30 Readers
- Grade 3:** 90 Digital Readers on Savvas Realize

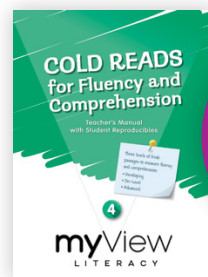


## Additional Resources for Fluency and Comprehension



Read **ALoud**

**Read Aloud Trade Books** promote fluency and draw students into authentic texts, language, and conversations. (Full lesson plans available online!)



Use for  
Running  
Records

### Cold Reads for Fluency and Comprehension (Grades 1-5)

Track student progress each week using fresh reading passages to assess comprehension and fluency.





# Break the Code to Foundational Skills Instruction

myView Literacy's systematic and explicit instruction for foundational reading skills includes detailed lessons for the Decodable Stories found in the Student Interactive.

In **Grades K-1** a **decodable story** focuses on the application of the phonics skills and high-frequency words of the week.

**ELL Access** notes provide guidance regarding common phonemic differences in English and Spanish.



## WEEK 1 LESSON 4 READING WORKSHOP

### Decodable Story

#### OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

Decode words with initial and final consonant blends, digraphs, and trigraphs.

Identify and read common high-frequency words.

#### ELL ACCESS

In Spanish, words often end in vowels, and the only consonants that can end words are *d, j, l, n, r, s,* and *z*. As a result, Spanish speakers may delete or substitute consonant sounds at the end of English words. Point out these differences in English and Spanish to students and practice pronouncing the words *fox* and *Rex* before reading the decodable story.

### Read *Big Fox, Little Fox*

**FOCUS** Have students turn to p. 21 in the *Student Interactive*. Say: *We are going to read a story today about a fox and a crab. Point to the title of the story. The title of the story is Big Fox, Little Fox. I hear the sound /ks/ in the word Fox. In this story, we will read other words with the sound /ks/ spelled x and words with consonant blends.*

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *come, help, little, my, saw*. Display the words. Have students read them with you. Tell them that they will practice reading these high-frequency words in the story *Big Fox, Little Fox*.

STUDENT INTERACTIVE, p. 21

The screenshot shows a digital reading interface. At the top, there are icons for a book, a speaker, and a pencil. Below the icons, the text reads "DECODABLE STORY" and "FOUNDATIONAL SKILLS". The title "Big Fox, Little Fox" is displayed in a pink font. The text of the story is as follows: "Rex is a little fox. His mom is a big fox. Rex saw a crab. The crab is on my grass." Below the text is an illustration of a fox and a crab. At the bottom of the page, there is a yellow box with the text: "Read the story. Highlight the six words with the ks sound spelled x." There are also icons for "AUDIO" (Audio with Highlighting) and "ANNOTATE". The page number "21" is in the bottom right corner.



In addition to the K-1 decodable stories, **decodable readers** for K-3 focus on application of the phonics skills and high-frequency words of the week.

myView Digital REALIZE READER AUDIO ANNOTATE

FOUNDATIONAL SKILLS

**READ** Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

Call students' attention to the title on p. 21 in the *Student Interactive*. Say: **I see the letter x in the word Fox. What sound does the letter x spell when it is at the end of a word?** Have students decode the word fox. Then have them identify words with final x on p. 21 and highlight them.

Have students turn to pp. 22–23. Say: **Which words have initial consonant blends? Students should supply the words snap and plop. How do you know these words have initial consonant blends?** Students should say that the words have two consonants at the beginning. Have them underline the words.

Teachers have an opportunity to observe students' fluency skills as they partner and practice **reading aloud**.

STUDENT INTERACTIVE, pp. 22–23



DECODABLE STORY
FOUNDATIONAL SKILLS

Snap! Snap!  
Rex can not fix it.

Underline the words with initial consonant blends.

22

The big fox will come.  
The big fox will help the little fox.  
Plop!

Underline the word with the initial consonant blend.

23



Students **practice the weekly skills** as they interact with the text.

# Build Literacy with Stories They'll Love

Grow engagement and comprehension as students practice literacy skills using selections from cherished and award-winning authors and illustrators.

## Best of the Best in the Student Interactive

- Gary Paulsen
- Laura Ingalls Wilder
- Nikki Grimes
- Buzz Aldrin
- Cynthia Rylant
- Arnold Lobel
- Yanitzia Canetti
- Beverly Cleary
- Chris Soentpiet
- Alma Flor Ada
- Rachel Rodriguez
- And many more!
- F. Isabel Campoy



## A Variety of Texts Each Week

### Read **ALoud**

**Read Aloud Trade Books** draw students into real texts, language, and conversations. (Full lesson plans available online!)

### Mentor **STACK**

**Mentor Texts** connect reading and writing—students are immersed in the genre and techniques you are teaching during Writing instruction.

### **BOOK CLUB**

**Book Club** sets aside time for students to discuss the literature they have read, collaborate, and gain new insights from each other.

### myView **READERS**

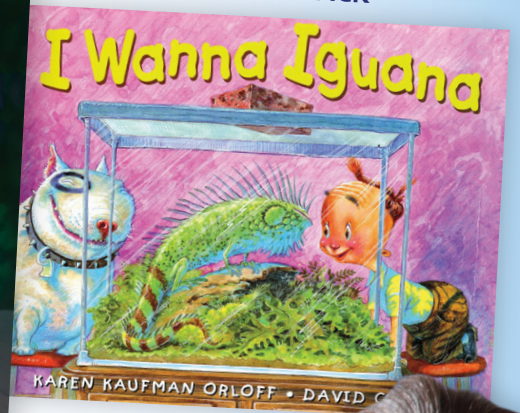
**myView Literacy Readers** support the application of skills as students build knowledge of theme and genre.

READ ALOUD

READ ALOUD

MENTOR STACK

BOOK CLUB



# United by a Common Goal



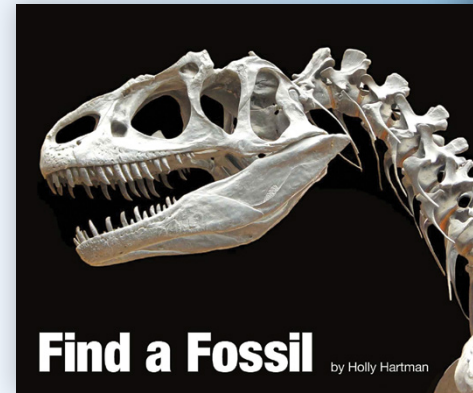
Early interaction with books accelerates reading skills! That's why *myView Literacy* has teamed up with Unite for Literacy to create equitable access for all kindergarten families with voluminous, high-quality early readers.



Unite

Celebrate culture,  
language, and  
literacy with  
Unite Books!

- 50 Readers in English & 50 in Spanish
- Narrated in over 40 home languages
- Digital anytime & anywhere access



## Encourage Families to Read Together!

With the Unite for Literacy digital library, families can come together to build a daily habit of reading. These short, colorful, and easy to understand texts celebrate diversity and allow the communities you serve to see themselves represented in characters and culture.

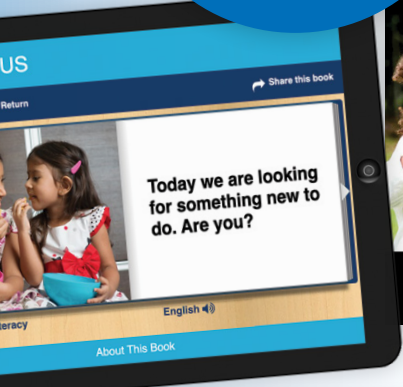
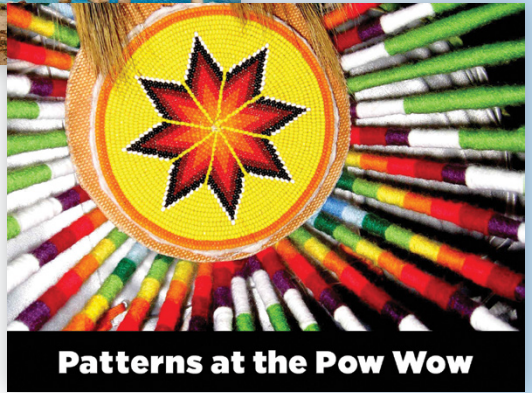






**Build Connections and Propel Growth!**

Access digital titles related to each myView Literacy kindergarten unit theme.



### The *Early Readers Library* Option Gives Families Even More Support

- Print books mailed weekly to student homes or to school for distribution
- Family information cards to inspire reading habits
- Topics to build content knowledge
- English and Dual Language packages available

Choose either 32 or 100 print books!



# Time for Science and Social Studies

Every *myView Literacy* unit builds content knowledge through rich science, social studies, and humanities themes that develop across grade levels. Rich and engaging resources bring the world to life.

## GEOGRAPHY

### Exploration

- Going Places
- My Neighborhood
- Networks

WEEKLY LAUNCH: MAP

**INTERACTIVITY**

## DISCOVER Extraordinary Iceland

**PEOPLE LIVE HERE!** Iceland is very far north. In summer, daylight lasts roughly twenty hours. In winter, there can be fewer than four hours of daylight. How would this affect you if you lived here?

**SUMMER** 20 HRS  
**WINTER** 4 HRS

**REYKJANES PENINSULA** This area is home to what local people refer to as lava fields. These form after a volcanic eruption when a lava flow cools and hardens. There are also mud pools here.

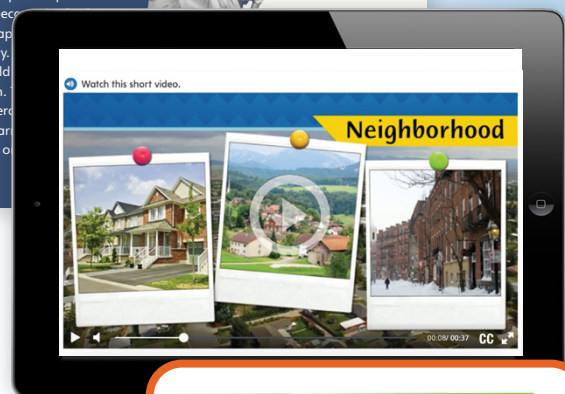
**ASKJA CALDERA** Some volcanoes collapse after they erupt, forming a large depression called a *caldera*. Askja Caldera is very rocky and is covered in black volcanic sand. A large lake and hot springs form part of the landscape. Not much grows here, making it hard for humans and animals to live here.

**THE PERFECT LANDSCAPE** In 1965 and 1967, astronauts were preparing to go to the moon. Iceland was the perfect place for them to train because of its harsh landscape. This volcanic country, with its exceptionally old places on Earth, is the Askja Caldera Peninsula to learn it might be like on the moon.

**Weekly Question**  
How can visiting new places expand our understanding of our place in the world?

**TURN and TALK** How is Iceland different from where you live? Engage in a one-on-one discussion with your partner. Listen carefully, and build on your partner's comments.

Kick off each unit with videos and infographics related to science and social studies topics.



### CROSS-CURRICULAR PERSPECTIVES

Cross-curricular connections for each lesson appear at point of use in the Teacher's Edition!

**myView READERS**  
LITERACY

Build knowledge while practicing literacy skills.



# Themes to Explore, Projects to Enrich

## LIFE SCIENCE

### Patterns

- Living Things
- Nature's Wonders
- Adaptations

## HISTORY

### Connections

- Then and Now
- Impacts
- Liberty

## EARTH SCIENCE

### Connections

- Beyond My World
- Our Incredible Earth
- Systems

## HUMANITIES

### Expressions

- Our Traditions
- Diversity
- Reflections

Each project includes research articles and primary sources.

Project-Based Inquiry allows students to explore science and social studies themes while thinking critically, collaborating, and interacting with texts in authentic ways.

**INQUIRE**

### Make It a Landmark!

**Activity**  
Think of a place in your community that you believe should be made a historical landmark to save or preserve it for future generations. Create a brochure to tell your audience about this place and convince them that it ought to be a landmark.

**Research Articles**  
With your partner, read "Historic Landmarks" to generate questions. Then make a research plan for creating your brochure by listing the steps needed. Follow your plan. Ask your teacher for help if necessary.

1. Historic Landmarks
2. Save Our Theater
3. Ellis Island: Gateway to America

**Generate Questions**  
**COLLABORATE** After reading "Historic Landmarks," generate three questions about landmarks. List your questions.

- 1.
- 2.
- 3.

**PROJECT-BASED INQUIRY**

### Use Academic Words

**COLLABORATE** In this unit, you learned many words related to the theme, *Networks*. Work collaboratively with your partner to add more academic vocabulary words to each category. If appropriate, use this vocabulary when you write your brochure.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
contribute	contributes contributed contribution	give provide donate	refuse destroy withdraw
exposed	expose exposing unexposed	open unguarded vulnerable	protected closed defended
habit	habits habitual habit-forming	routine custom pattern	irregularity occasional infrequent
severe	severely severest severely	strict harsh test	mild kind
significance	insignificant significantly		

### Quest

Project-Based Learning

#### Expressing Change!

People often use art, such as poetry, paintings, collages, and murals, as a way to express their feelings about the world around them. There are many pieces of literature and artwork that reflect the World War I Era, Jazz Age, and Great Depression Era. These pieces stir up mixed emotions in their readers or viewers, but they all express the artist's point of view of the world.

**Quest Kick Off**  
As a young artist, your mission is to create a poem or artwork that expresses the mood from either the World War I Era, Jazz Age, or Great Depression Era.

**1 Create a List**  
Once you have received your assignment, work with your group to select an era to study. Learn about that time and create a list of words that describe the mood, emotions, and mindsets of the era you selected.

**uEngineer It!** Design STEM

### Design a Tool

Bioengineers study plant and animal parts. They might study a turtle shell to design a better bicycle helmet.

Would you like to help a bioengineer solve a problem?

**Design It**  
Animals use tools. Look at the photos. Design a tool you can use to solve a problem.

tortoise

chimpanzee

Grade 3 Unit 2

**Quest**

Grade 5 Unit 3

Quest and uEngineer It! Extensions are additional project options. Build confidence with research and experimentation at every grade level.

# Dive Into Whole Group Learning



Lessons in *myView Literacy* follow a simple, consistent routine of focus, model/practice, and apply. Point-of-use teacher supports ensure that you have everything you need at your fingertips!

WEEK 3 LESSON 1  
READING WORKSHOP > GENRE & THEME

## Autobiography

**Learning Goals** are presented in student-friendly language and support ownership of learning.

### LEARNING GOAL

I can learn more about the theme *Diversity* by analyzing author's purpose in an autobiography.

### OBJECTIVE

Recognize characteristics and structures of informational text.

### LANGUAGE OF THE GENRE

After discussing the anchor chart, remind students to use these terms in their discussion.

- events
- first-person pronouns
- signal words

### FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week and have students add to the class anchor chart.

### ELL Language Transfer

**Cognates** Point out the Spanish cognates related to biographies:

- autobiography : *autobiografía*
- narrative : *narrativa*



**ELL Language Transfer** notes provide linguistic support to enhance and confirm understanding of complex language.

### Minilesson

**FOCUS ON STRATEGIES** Authors of autobiographies write to inform. They also write to engage the reader, making the reading experience interesting and enjoyable. Autobiographies are a kind of narrative nonfiction, so they unfold like a narrative, or story. They use some of the literary elements of fiction to tell true stories about the life of the author. The reader learns facts and details about the experiences of the author.

- Ask yourself how the author includes facts in a way the reader will understand and enjoy.
- Focus on the facts and details the author includes about her life, noting the descriptive language used to portray these details.
- Notice the thoughts and feelings the author shares about herself, as they reveal much about the author as a “character.”

**MODEL AND PRACTICE** Model focusing on how facts and details are used to support a central idea in the text. *I notice that the narrative uses a chronological structure. Events are described in the order they take place. I know that authors of informational text often state the central idea at the very beginning or end. I can use the title, “Garage Girl,” and information in the last paragraph to draw a conclusion. The author’s purpose is to inform us about the formation of her band.*

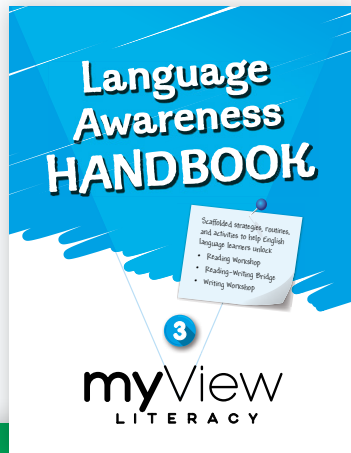
Talk briefly about other autobiographies students have read.

**ELL Targeted Support Describe** Have students describe important events from their own lives. Remind them that they should not share any information that makes them feel uncomfortable.

Prompt students to describe a significant event in their lives. Challenge them to use a sentence with descriptive language that appeals to the senses.

#### EMERGING/DEVELOPING

Invite students to describe two important events in their lives. Prompt them to identify the sequence of events with signal words, use descriptive language to increase an event’s significance, and show how the event changed them in some way, however small. **EXPANDING/BRIDGING**



The **Language Awareness Handbook** provides models of scaffolded instruction for each core minilesson that support all students but are specifically designed for English learners.



FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies to identify autobiographies.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner on the Turn and Talk activity on p. 80 of the *Student Interactive*. Circulate to see if students can identify autobiographies.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark elements of autobiography in the text. Students should label a fact about the author's life, an instance of descriptive language, and an important event.

**QUICK CHECK**

**Notice and Assess** Can students identify autobiographies?

**Decide**

- If **students struggle**, revisit instruction about autobiographies in Small Group on p. T144.
- If **students show understanding**, have them continue practicing the strategies for reading autobiographies using the Independent Reading and Literacy Activities in Small Group on p. T145.

**Quick Checks** provide timely information and recommendations for differentiation that can be seen on the Small Group Planning page.

STUDENT INTERACTIVE, pp. 80-81

GENRE: AUTOBIOGRAPHY

**Learning Goal**  
I can learn more about the theme. Diversity by analyzing author's purpose in an autobiography.

**Autobiography**  
Autobiography is one type of narrative nonfiction. Narratives recount events, tell a story, and use literary elements. Nonfiction is factual and tells events that really happened. An **autobiography** is a true story about a real person's life, written by that person.

- It is written in **first-person point of view**.
- The **sequence of events** is usually in chronological, or time, order.
- The author includes **facts and details** to create a portrait of his or her life.
- The author describes **personal thoughts, feelings, and reactions** to experiences.

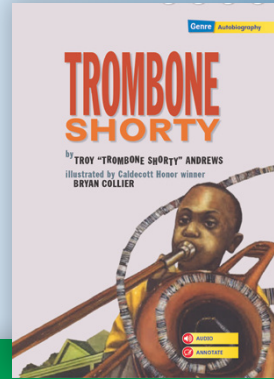
**TURN and TALK** Tell your partner how an autobiography is similar to and different from a realistic fiction story. Use details from the anchor chart to compare and contrast. Take notes on your discussion.

**My NOTES**

READING WORKSHOP

**Anchor Charts**, in the Student Interactive and on Savvas Realize, introduce key aspects of the genre of study.

# Deepen Understanding with Shared Reading



## WEEK 3 LESSON 2 READING WORKSHOP > SHARED READ

Students focus on two reading comprehension skills with each selection.

**Think Alouds** in the Teacher's Edition provide modeled observations to help students recognize critical information.

Point-of-use guides include instructional prompts and questions to deepen student analysis of the text.

**Cross-Curricular Perspectives** give insight into Science and Social Studies topics.

### First Read

#### Notice

**THINK ALOUD** I notice the author starts with a repeated question, then mentions that people in New Orleans have their own way of talking. Why does he start the autobiography this way?

**Possible responses:** Like fiction, autobiography has a setting. The author is establishing where this autobiography takes place. He is letting us know how people talk in New Orleans.

### Close Read

#### Explain Author's Purpose

Have students scan **paragraph 5**. Ask: **What is the author's purpose for writing this paragraph?** Underline the sentences Andrews writes about his "story." See student page for possible responses.

Ask students to explain how the statements in **paragraph 5** reveal a purpose the author has.

**Possible response:** The statements reveal that Andrews wants to explain how he got his nickname and that his autobiography is a "story about music."

**DOK 2**

#### OBJECTIVE

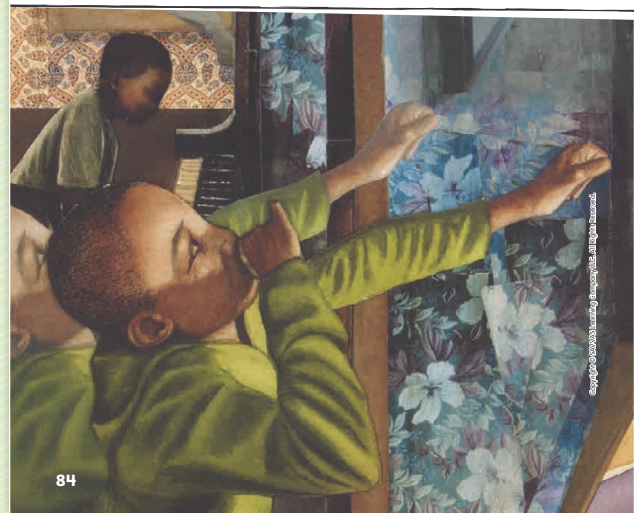
Explain the author's purpose and message within a text.

#### CLOSE READ

#### Explain Author's Purpose

Underline one or more sentences that show why Troy Andrews is writing this text.

- 1 WHERE Y'AT?
- 2 WHERE Y'AT?
- 3 We have our own way of living down here in New Orleans, and our own way of talking, too. And that's what we like to say when we want to tell a friend hello.
- 4 So, WHERE Y'AT?
- 5 Lots of kids have nicknames, but I want to tell you the story of how I got mine. Just like when you listen to your favorite song, let's start at the beginning. Because this is a story about music.



#### CROSS-CURRICULAR PERSPECTIVES Social Studies



Troy Andrews was born in New Orleans in 1986, long after the city's jazz revolutionized popular music in the 1920s. Andrews listened to elders who educated him on New Orleans's rich musical traditions—not just jazz, but gospel and R&B. To these styles, Shorty added pinches of rock and hip-hop, creating a musical gumbo he calls "SupaFunkRock." Have students connect this information to the idea of music's universality in the infographic on pp. 78–79 of the *Student Interactive*.



*myView Literacy* uses the gradual release model to ensure students are equipped with strong reading comprehension skills. Instruction begins with teacher modeling during the First Read. Then, Close Read prompts promote student ownership of literacy skills and strategies within the Student Interactive.

myView Digital REALIZE READER AUDIO ANNOTATE NOTEBOOK



### First Read Connect

The author says his city and family gave him his love of music. What has your city given you that you love?

Responses will vary. Students should name things they like about the community.

### Other *myView* reading strategies include:

- Analyzing Text Structure
- Comparing and Contrasting Texts
- Analyzing Main Idea and Details
- Synthesizing Information
- And More!

### Close Read Explain Author's Purpose

Remind students that when they are reviewing a text passage to find details, they should look for clue words related to the relevant topic. Read aloud paragraph 6 and have students underline the detail Troy Andrews wants readers to know first. See student page for possible responses.

DOK 2

#### OBJECTIVE

Explain the author's purpose and message within a text.

Students practice identifying **Text Evidence** that supports their thinking.

- 6 But before you can understand how much music means to me, you have to know how important it is to my hometown, my greatest inspiration.
- 7 I grew up in a neighborhood in New Orleans called Tremé. Any time of day or night, you could hear music floating in the air.
- 8 And there was music in my house, too. My big brother, James, played the trumpet so loud you could hear him halfway across town! He was the leader of his own band, and my friends and I would pretend to be in the band, too.
- 9 "FOLLOW ME," James would say.

#### CLOSE READ

#### Explain Author's Purpose

Underline the detail Troy Andrews wants readers to understand first about his life.

**inspiration** something that gives someone the desire to do something

85

#### Possible Teaching Point

##### Read Like a Writer | Author's Craft

**Figurative Language** Help students analyze figurative language in paragraph 7: "Any time of day or night, you could hear music floating in the air." Discuss the image this language creates. Then ask students why Andrews might have described the sound of music in Tremé like this. (Possible response: to show that music was part of the very air in the neighborhood, like snowflakes or fog.)


For more instruction on Author's Craft, see pp. T174–T175.

**Possible Teaching Points** highlight brief learning extensions that improve reading and writing skills.

# Small Groups. Big Gains.

Save time with *myView Literacy* small group planning in the **Teacher's Edition**. Embedded assessments lead to strategic differentiation for all students—from those who need remediation to those ready for the next challenge.

## WEEK 3 LESSON 1 READING WORKSHOP > ASSESS & DIFFERENTIATE

Use the  **QUICK CHECK** on p. T137 to determine small-group instruction.

### Teacher-Led Options

#### Strategy Group

##### IDENTIFY AUTOBIOGRAPHY

**Teaching Point** *When you read an autobiography, think about what makes the author special and what her or his struggles and successes reveal about life. As you read about events in this person's life, ask yourself, "What elements make this an autobiography?"*


Review the anchor chart on p. 81. Ask students to identify the elements of "Garage Girl" that make it an autobiography.

##### ELL Targeted Support

Remind students that an autobiography uses first-person point of view to tell a story about the author's life. With descriptive language, it details events, usually in chronological order, and relates the challenges and achievements of the author's life.

Use a T-chart and have students help you list elements of autobiographies on one side. Provide strips with definitions and have students place the definitions next to the correct element. Then have students echo-read the chart with you. **EMERGING**

Ask students to track elements of autobiography in "Garage Girl" by completing cloze sentences: *The author relates events in the \_\_\_\_\_ point of view. The sequence of events is in \_\_\_\_\_ order. "Big Ted hung over a kid" is an example of \_\_\_\_\_ language.* **DEVELOPING**

 For additional support, see the online *Language Awareness Handbook*.

#### Intervention Activity

##### READING NARRATIVE NONFICTION

Use Lesson 28, pages T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of narrative nonfiction.

LEVEL E • READ

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**Lesson 28** Genre: Narrative Nonfiction

**DIRECTIONS** As you read "Afternoon Storm," think about what makes this text narrative nonfiction. What characteristics do you notice?

**Afternoon Storm**

1 Have you ever thought about how you would react in an emergency? My name is Scott Tucker. I'm a 12-year-old kid. And until one recent hot July afternoon, I had never given much thought to emergencies. A tornado would soon change that.

2 The morning started out bright and sunny, not a cloud in the sky. Mom left for work, but not before going through her list of Do-This, Don't-Do That. It pretty much all came down to two things: keep your little brother safe and don't wreck the house.

3 After breakfast, I helped Caleb hold towels in the backyard. It is one of his favorite things to do. He is great at stacking things. One tower was made up of cans of beans, tins, tomatoes, and chicken soup that he had hauled out from the kitchen. It was so tall I had to pick him up to help him put the last can on top.

4 At noon we went inside to make lunch. As we sat at the table munching our sandwiches, we heard a noise. "Was that thunder?" Caleb asked. I knew that my six-year-old brother hated storms. I decided to act cool so he would stay calm.

5 "It's no big deal," I said. "Just a rumble. But here's some good news. If it rains, we won't have to water Mom's flower garden later!" Caleb smiled, but he looked worried.

6 As it turned out, I was right. That first storm was no big deal, just a rumble or two and some rain. But about an hour later, everything changed. Caleb and I were watching a movie when the electricity went out. I looked out the window and saw that the sky had turned dark. Fat drops of rain began to pelt against the sidewalk.

7 Caleb stuck by my side as we went to the kitchen and turned on the weather radio. When it crackled on, I breathed a sigh of relief that the batteries were still good. I checked the cell phone. Mom left for us to use in case of an emergency. I saw that the had called, but I guess we didn't hear the phone ring because of the movie. I tried calling her back, but I saw that we had no service.

Reading Informational and Argumentative Text • T • 183

#### On-Level and Advanced

##### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 78–79 to generate questions about music as a cultural bridge. Throughout the week, have them conduct research about the question.

See *Extension Activities* pp. 126–130 in the *Resource Download Center*.

Key minilessons throughout *myView Literacy* are accompanied by **Quick Checks** that help determine the most effective small group strategy.

#### QUICK CHECK

**Notice and Assess** Can students identify autobiographies?

#### Decide

- **If students struggle**, revisit instruction about autobiographies in Small Group on p. T144.
- **If students show understanding**, have them continue practicing the strategies for reading autobiographies using the Independent Reading and Literacy Activities in Small Group on p. T145.





myView  
Digital



REALIZE  
READER



AUDIO



ANNOTATE



VIDEO



INTERACTIVITY



GAME



DOWNLOAD

SMALL GROUP

Conferring

3 students / 3–4 minutes  
per conference

IDENTIFY AUTOBIOGRAPHY

**Talk About Independent Reading** Ask students to share what they have learned about autobiography and narrative nonfiction.

Possible Conference Prompts

- Who is the autobiography about?
- How is the person special, unique, or important?
- How did you use what you know about autobiography to understand the book or selection?

**Possible Teaching Point** Can you think of a way in which an autobiography, which is nonfiction, is like a story, which is fiction? (The biography's subject is like a main character in a plot that happened in real life.)

Leveled Readers



IDENTIFY AUTOBIOGRAPHY

- For suggested titles, see “Matching Texts to Learning,” pp. T142–T143.
- For instructional support on how to find the characteristics of autobiographies, see the *Leveled Readers Teacher’s Guide*.



Independent/Collaborative

Independent Reading

- Students can
- read a self-selected trade book.
  - reread or listen to a previously read text.
  - read their Book Club text.

Centers



See the myView Literacy Stations in *Resource Download Center*.

Literacy Activities



- Students can
- write about a text in their reader’s notebook.
  - summarize a text to a partner.
  - play the *myView* games.
  - write a synopsis to draw in new readers.
  - work on an activity in the *Resource Download Center*.

BOOK CLUB



- See Book Club, pp. T478–T479, for
- teacher’s summary of chapters in *Readers’ Choice*
  - talking points to share with students
  - collaboration prompts and conversation starters
  - suggestions for incorporating the District’s *Readers’ Choice*
  - alternate texts to support the unit’s *Spotlight Genre*.

Purposeful Groups  
for Student Growth  
Meet the Needs of  
Each and Every Learner

- **Strategy Group** lessons reinforce content taught during whole-group minilessons and can be targeted to student needs.
- **myFocus Intervention** lessons provide Tier 2 support for students beyond whole group or strategy group lessons.
- **ELL Targeted Support** lessons focus on second language acquisition with English language learners.
- **On-Level and Advanced** lessons extend learning for those needing an extra challenge.
- **Conferring** lessons help you individualize instruction during a student conference. Monitor comprehension, develop vocabulary, focus on a reading or writing strategy, and so much more.

Whole Group

**Share** Bring the class back together in whole group. Invite two students to share work from their sticky notes or the Turn and Talk discussion. Reinforce the reading strategies students used and provide positive feedback on what the class has learned.

# Structured Intervention for All Learning Needs



myView Literacy small group planning pages directs you to multiple intervention options depending on student needs.

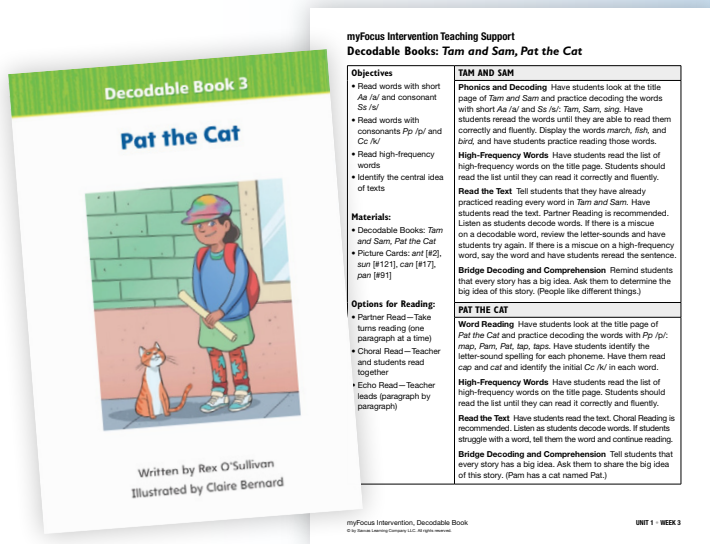
## myFocus Reader

### APPLICATION AND PRACTICE

myFocus Reader offers small group instruction for students needing extra practice on the weekly skills.

## Kindergarten

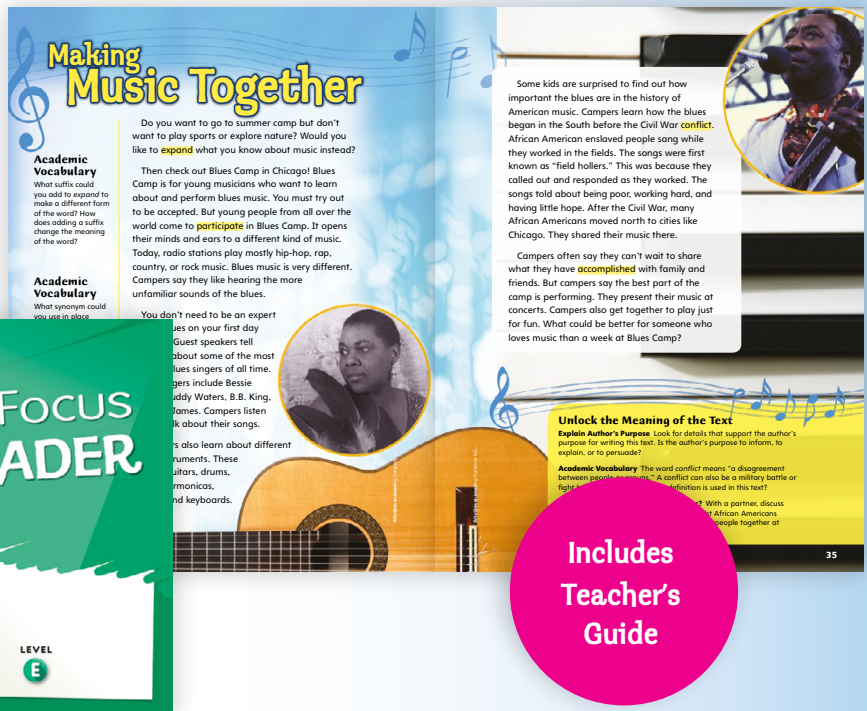
Our youngest learners take a deeper dive into their decodable booklets. Teachers have a comprehensive guide supporting instruction in decoding, high-frequency words, comprehension, and more.



## Grades 1-5

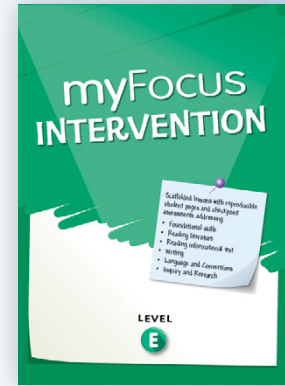
Students use additional high-interest selections tied to the unit theme in their myFocus Reader as they practice:

- Vocabulary Skills
- Fluency
- Comprehension
- Foundations Skills (Grades 1-2)



myFocus Intervention  
RETEACHING AND PRACTICE

myFocus Intervention provides additional instruction related to whole-group minilessons for students needing significant support to master key skills and concepts.



Lessons follow a **Model and Teach, Practice, and Apply** routine.

LEVEL E • PRACTICE AND ASSESS

**Lesson 28** Genre: Narrative Nonfiction

**REHIND STUDENTS THAT...**

- narrative nonfiction gives facts and information about a topic.
- a personal narrative, biography, and autobiography are types of narrative nonfiction.
- narrative nonfiction reads like a story with a beginning, middle, and ending.

**PRACTICE 1: Recognize Characteristics of Narrative Nonfiction** Remind students that there are different types of narrative nonfiction. Say: Personal narratives, biographies, and autobiographies are types of narrative nonfiction. Personal narratives focus on one event in a person's life. Biographies tell the story of someone's life. Autobiographies are written by a person to talk about his or her own life.

Display or distribute Student Page 518B. Read the excerpt aloud.

2 The morning started out bright and sunny, not a cloud in the sky. Mom left for work, but not before going through her list of Do This, Don't Do That. It pretty much all came down to two things: keep your little brother safe and don't wreck the house.

3 After breakfast, I helped Caleb build towers in the backyard. It is one of his favorite things to do. He is great at stacking things. One tower was made up of cans of beans, tuna, tomatoes, and chicken soup that he had hauled out from the kitchen. It was so tall I had to pick him up to help him put the last can on top.

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9 I tried calling her back, but I saw that we had no service.

Reading Informational and Argumentative Text T-183

LEVEL E • READ

**Lesson 28** Genre: Narrative Nonfiction

**DIRECTIONS:** As you read "Afternoon Storm," think about what makes this text narrative nonfiction. What characteristics do you notice?

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LEVEL E • PRACTICE AND ASSESS

**Lesson 28** Genre: Narrative Nonfiction

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Additional practice pages with every lesson!

Custom alignment to myView Literacy instruction.

Deepen conceptual understanding with targeted lessons organized by strand.



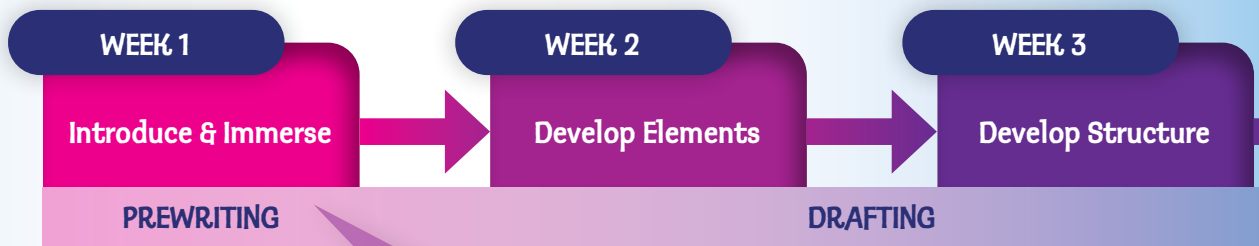
SuccessMaker Reading  
ADAPTIVE INTERVENTION

SuccessMaker Reading is a supplemental ELA program that helps students achieve growth from any starting point. This digital solution continually adapts instruction to each student's individual needs by deepening conceptual understanding with targeted lessons.

# Teach the Process and the Writer



How do you help students improve their writing? Teach them how the writing process works and have them write every day! *myView Literacy* has all the support you need.



## WEEK 1 WRITING WORKSHOP > INTRODUCE AND IMMERSE

### Weekly Overview

- Students will
- learn what makes a good travel article.
  - understand the use of leads and photographs.
  - plan their own travel articles.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

### Minilesson Bank

#### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

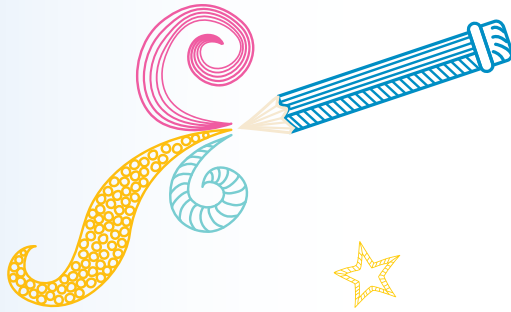
#### FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Analyze a Travel Article T340	Analyze a Lead Paragraph T344	Analyze Photographs T348
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T341	Independent Writing and Conferences T345	Independent Writing and Conferences T349
<b>SHARE BACK FOCUS</b> 30–40 min.	Content of a Travel Article T341	Observations About Lead Paragraphs T345	Opinions of Pictures T349
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> • Spelling Assess Prior Knowledge T342 • Language & Conventions Spiral Review: Fix Sentence Fragments T343	• Spelling Teach Spell Plurals T346 • Language & Conventions Oral Language: Compound Sentences T347	<b>FLEXIBLE OPTION</b> • Spelling More Practice T350 • Language & Conventions Teach Compound Sentences T351

Flexible minilessons meet students' needs. *More online!*



Unique to *myView Literacy!* "Bridge" reading and writing concepts every day.



WEEK 4

Writer's Craft

REVISING & EDITING

WEEK 5

Publish, Celebrate, & Assess

PUBLISHING

myView Digital DOWNLOAD

TRAVEL ARTICLE

Mentor STACK

- *National Geographic Kids* (Periodical)
- *Faces* (Periodical)
- *Skipping Stones* (Periodical)
- *Mexico For Kids: People, Places and Cultures—Children Explore the World Books* (Book) by Baby Professor

Use the following criteria to add to your travel article stack:

- The article is the approximate length of the article the student will write.
- The article includes photographs with captions.
- The article is clearly organized with an interesting lead paragraph, text broken into sections, and a conclusion.

Preview these selections for appropriateness for your students.

FAST TRACK

LESSON 4

LESSON 5

ADDITIONAL RESOURCES

Brainstorm and Set a Purpose T352	Plan Your Travel Article T356	<b>MINILESSON</b> 5–10 min. Facts About a Place vs. Opinion	Graphic Organizer for Planning an Article
Independent Writing and Conferences T353	Writing Club and Conferences T356–T357	<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min. Independent Writing and Conferences	Independent Writing and Conferences
Identifying Purpose and Audience T353	Planning Strategies T356	<b>SHARE BACK FOCUS</b> 30–40 min. Facts	Lead, Details, and Additional Information
<ul style="list-style-type: none"> <li>• Spelling Spiral Review T354</li> <li>• Language &amp; Conventions Practice Compound Sentences T355</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Assess Understanding T358</li> <li>• FLEXIBLE OPTION Language &amp; Conventions Standards Practice T359</li> </ul>	See the online Language Awareness Handbook for additional writing support.	See the Small Group Guide for additional writing support.

FAST TRACK

What is the **Fast Track**?

We realize that you may not have enough time to teach every writing lesson. So, we created the **Fast Track** to help you prioritize lessons critical to the mastery of grade-level standards, deepening students' learning.

Choice for Assessing Progress

1. Writing Assessment:

Students compose a new essay using a prompt and rubric located in their Student Interactive.

2. Online Performance-Based Assessment (Grades 2-5):

Students use all-new source articles to respond to an authentic writing prompt.

Grades 3-5

Prepare students for **high-stakes assessments** with additional informational and argumentative prompts.

# Your Writing Classroom in Action



Wondering what it would look like to teach writing with *myView Literacy*? Here's a sneak peek!

*myView Literacy* connects writing and reading!

## Whole Group Lessons

Take students through the gradual release process using explicit and systematic instruction.

### WEEK 4 LESSON 2 WRITING WORKSHOP > WRITER'S CRAFT

**FAST TRACK**

## Use Precise Language and Vocabulary

### OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing.  
Use precise language and domain-specific vocabulary to inform about or explain the topic.  
Choose words and phrases to convey ideas precisely.

### Minilesson

Mentor STACK

**TEACHING POINT** Precise language and vocabulary are specific words that create vivid pictures in a reader's mind. Writers use precise language and specific vocabulary by

- Giving exact rather than vague or general information.
- Describing people, places, and things with specific, concrete words.

## Small Groups and Conferences

Work with small groups or individual students to personalize instruction.

### WEEK 2 WRITING WORKSHOP > DEVELOP ELEMENTS

## Conferences

During this time, assess for understanding of the basic characteristics of travel articles in order to gauge where students may need support. Have stacks and minilessons available to reference during the conference.

### FORMATIVE ASSESSMENT Conference Prompts

#### Develop an Introduction

- If students need additional support, **Then** review stack texts and discuss their introductions.
- If students show understanding, **Then** ask: How will you encourage readers to keep reading?

#### Develop Relevant Details

- If students need additional support, **Then** define *relevant* and provide some examples.
- If students show understanding, **Then** invite them to increase the number of relevant details.

#### Develop Different Types of Details

- If students need additional support, **Then** ask: Which types of details are you having trouble with?
- If students show understanding, **Then** challenge them to include at least one of each type.

#### Compose Captions for Visuals

- If students need additional support, **Then** review photographs and maps in stack texts.
- If students show understanding, **Then** ask: What visuals will you include in your article? Why?

#### Develop a Conclusion

### Conference Support for ELL

#### EMERGING

- Use a word web or other graphic organizer to discuss the features of a travel article.
- Learn key questions from students' home languages, such as "¿De cual lugar escribirás?" (Spanish for "What location will you write about?")
- Use modeled writing to help students plan a travel article.

#### DEVELOPING

- Discuss the graphic organizer that shows the features of a travel article.
- Model drawing for students so they know it is an acceptable form of communication.
- Use modeled writing to create a detailed plan for a travel article.

#### EXPANDING

- Use real-life experiences when discussing types of details.
- Model a Think-Aloud of adding details and deciding which ones are relevant to a travel article.
- Use guided writing to help students brainstorm and plan a compelling travel article.

Use built-in **conferring guides** to determine next steps for your small groups.

**Instructional options** in the Teacher's Edition give you more ways to engage writers.

### Possible Teaching Point

### Writing Process

#### Revising and Editing | Revising a Draft

Tell students that the revision stage of the writing process comes after drafting and before editing. Revision is a time for writers to step back and take a broad view of what they have written.

Write the following checklist on the board and ask students to consider it as they revise their drafts:

- Will the travel article inform and excite my audience?
- Do I need to delete details not related to the topic?
- Do the ideas flow coherently or do sentences need to be rearranged?
- Are linking (transition) words used effectively?
- Did I use precise language and vocabulary to achieve vivid descriptions?

# Independent and Collaborative Practice

As you're working with small groups, the rest of your class is engaged in meaningful practice.

**WRITING CLUB**

**What's Happening This Week?** This week's Writing Club allows students to share their ideas for and drafts of travel articles.

Now that students have some experience with Writing Club, encourage them to spend a few minutes reviewing the rules, including:

- Appropriate ways to discuss ideas and give feedback
- Process for taking turns during discussions
- Role of audience when a group member is reading aloud a draft

**What Are We Sharing?** Before sharing drafts or ideas, students should determine how they want other club members to provide help. For instance, they may need feedback on whether an introduction or a conclusion is effective. They may want assistance deciding which details are relevant. Or they may want suggestions for places to find visuals. Remind students to tell the other club members what the focus of the discussion should be. Doing so will help club members give helpful suggestions and opinions.

**Independent Writing** Mentor STACK

**FOCUS ON EDITING FOR NOUNS**

Direct students to select one of their draft travel articles to edit for singular, plural, common, and proper nouns.

- If students need more models of types of nouns, have them study stack texts for examples.

**WRITING SUPPORT**

- **Modeled** Do a Think Aloud about using singular, plural, common, and proper nouns correctly. Write one or two correct sentences using each type of noun and have students copy them.
- **Shared** Give students several examples singular, plural, common, and proper nouns. Do not capitalize words in the proper nouns. Invite partners to write sentences using the nouns correctly.
- **Guided** Prepare a chart with four columns, one for each type of noun. Have students name and record the nouns in the correct columns, form sentences orally using nouns from the chart, and then write the sentences.

A **Writing Club** for everyone! Only *myView Literacy* gives students the opportunity to work with peers, explain their views, and develop the art of giving and receiving feedback.

**Independent Writing** allows students to take ownership and demonstrate their learning. Teacher tools make it easy to scaffold independence in line with a gradual release approach.

**UNIT 1: Personal Narrative**

Our lives are affected by the places we live. Think about an important place in your life. Write a personal narrative about how your life has been affected by a place you lived.

Be sure to:

- have a clear sequence of events.
- include relevant details.
- choose descriptive words.
- use correct spelling, punctuation, and grammar.

**Grades 3-5**

**Essay Scorer** (Grades 3-5) gives students instant feedback on six traits of writing while guiding them through the revising and editing process.

**realize scout**

Dashboard | Grade 1 | Observational Assessment Checklist

Oral Language Behaviors Checklist	Fernando Melendez
Follows simple oral directions	Observations >
Follows directions of several steps	Observations >
Listens to stories read aloud	Observations >
Participates actively when predictable rhymes and songs are read aloud	Observations >
Understands and retells spoken messages	Observations >

**Realize Scout** is an amazing digital tool that helps you capture observational data, evidence, and anecdotal notes. It's the perfect way to track student progress in writing!

# Build a Bridge Between Reading and Writing

Reading and writing are reciprocal processes. *myView Literacy* makes this clear for students every day in the **Reading-Writing Bridge**. No other program offers this explicit connection.

## Read Like a Writer Write for a Reader

Specific Lessons in Each Unit



### Academic Vocabulary

Use generative vocabulary strategies on words related to the reading, which expand vocabulary for writing.

### Word Study

Develop knowledge of word parts and patterns to determine meaning and communicate clearly.

### Analyzing Author's Craft

Learn to identify techniques authors use, question why they are important, and make a conclusion about the reading.

### Develop Author's Craft

Incorporate the techniques you've learned from the authors into your own writing.

### Spelling

Master spelling rules to help with decoding and encoding.

### Language and Conventions

Understand how punctuation and grammar convey meaning.



**VOCABULARY** **READING-WRITING BRIDGE**

## Academic Vocabulary

**Related words** are words that are connected. Related words can have similar word parts such as *auto* in *automatic* and *automotive*. Related words can also have connected meanings such as the words *barrier* and *obstacle*. Both can be used to describe something that prevents movement or progress.

**MyTURN** To complete the web.

1. Read the academic vocabulary words related to the topic.
2. Write a reason the word is connected to the topic.
3. Add other words that are connected to the topic. Write a reason they are connected to the topic.

Animals adapt to survive in their habitat.

**WORD STUDY**

## Plurals

A plural noun refers to two or more people, places, or things. Usually, a noun can be changed from singular to plural by adding *-s*. In plural nouns, the letter *s* usually spells the sound *z*, as in the word *homes*. Singular nouns that end in *ch*, *sh*, *s*, *ss*, or *x* can be made plural by adding *-es* to the end. Adding *-es* to a noun adds a syllable to the base word, as in the word *dishes*. Plural nouns formed by adding *-s* or *-es* are called regular plurals.

**MyTURN** Read each regular plural noun. Then complete the chart.

Plural Noun	Add Ending -s or -es?	Singular Noun
systems	-s	system
brushes		
eyelashes		
herons		
foxes		
feathers		

Write two sentences about *Feathers*, using a plural noun in each sentence. Underline the plural nouns.

**ANALYZE AUTHOR'S CRAFT** **READING-WRITING BRIDGE**

## Read Like a Writer

Authors use graphic features, such as illustrations and diagrams, to achieve specific purposes. Graphic features support the main idea and help readers understand complex information.

**Model!** Read this text from *Feathers*, and look at the illustration that goes with paragraph 3.

On cold, damp days a blue jay stays warm by fluffing up its feathers and trapping a layer of warm air next to its skin.

1. **Identify** The main idea of the paragraph is that a blue jay uses its feathers to stay warm.
2. **Question** How does the illustration with paragraph 3 help me understand the main idea?
3. **Conclude** The illustration shows strands of yarn woven into a piece of fabric. This helps me understand that a jay's feathers act like a blanket to keep it warm in the cold.

Reread paragraph 5, and look at the illustration that goes with it.

How does the illustration help you understand the main idea of paragraph 5?

How do the illustrations in paragraphs 3 and 5 help the author achieve the author's purpose?

**DEVELOP AUTHOR'S CRAFT** **READING-WRITING BRIDGE**

## Write for a Reader

Authors use graphic features to help readers understand ideas in a text. Illustrations, in particular, can show readers exactly what the author describes in other parts of a text.

**MyTURN** Think about how the illustrations Melissa Stewart included in *Feathers* helped you understand the main idea. Now, consider how you can use a graphic feature to support a main idea of your own.

Illustrations help an author show key aspects of a main idea.

1. If you were writing about an animal with a unique adaptation, what graphic feature would you include to help readers understand that adaptation?

Write your main idea about the animal adaptation. Tell what graphic feature you would include, and explain how it supports your main idea.

**Main idea:**

**Graphic feature:**

**SPELLING** **READING-WRITING BRIDGE**

## Spell Plurals

Plural nouns can be spelled by adding *-s* to a singular noun. Singular nouns that end in *ch*, *sh*, *s*, *ss*, or *x* can be made plural by adding *-es* to the end. Singular nouns ending in *y* that comes after a consonant become plural by changing the *y* to an *i* and adding *-es*. For singular nouns ending in a *y* that comes after a vowel, add *s* to make the noun plural.

**MyTURN** Read the words. Sort and spell them by the spelling rules they follow.

Added -s	Added -es
services	primaries
lenses	sandwiches
counties	taxes
gases	viruses
activities	colonies

**LANGUAGE AND CONVENTIONS** **READING-WRITING BRIDGE**

## Compound Sentences

A **compound sentence** is a sentence that contains two simple sentences joined by a comma and a coordinating conjunction, or joining word, such as *and*, *but*, and *or*. Writers use compound sentences to add sentence variety to their writing and make the writing flow smoothly.

- *And* combines related ideas.
- *But* combines contrasting ideas.
- *Or* combines related but alternative ideas.

Simple Sentences	Joining Word	Compound Sentence
Most birds have thousands of feathers. Those feathers are not all the same.	<i>but</i>	Most birds have thousands of feathers, but those feathers are not all the same.
A female cardinal has dull feathers. A male cardinal has bright ones.	<i>and</i>	A female cardinal has dull feathers, and a male cardinal has bright ones.
Feathers can warm like a blanket. Feathers can cushion like a pillow.	<i>or</i>	Feathers can warm like a blanket, or they can cushion like a pillow.

**MyTURN** Edit this draft by combining sentences using coordinating conjunctions.

Some birds' feathers keep them warm. Other birds' feathers protect their skin like sunscreen. For example, the blue jay uses fluffed-up feathers to stay warm. The red-tailed hawk uses its feathers to protect its skin from the sun's rays.

**Handwriting**

Practice Cursive Writing

An important key to good cursive writing is practice. The more you practice, the easier it will become.

**MyTURN** Trace each word. Then write each word on your own. Work carefully to make sure the letters are joined correctly.

*school* \_\_\_\_\_

*unsure* \_\_\_\_\_

*holiday* \_\_\_\_\_

Located in the Student interactive & Online!

Print and cursive **handwriting** practice plus additional printable Bridge activity pages on Savvas Realize®!

# Authentic Writing with Project-Based Learning



At the end of every unit, students have the opportunity to complete a real-world **Inquiry-Based Project** that includes genre-based writing. Students use provided research articles, primary sources, and step-by-step support for conducting their own research.

INQUIRE

## Hit the ROAD!

**Activity**

Choose a country you would like to visit. Research the culture, language, holidays, food, currency, transportation, and other characteristics that make this country an exciting travel destination. Write a travel guide to convince others that it is the best country to visit. Include a map and facts about your chosen country.

**RESEARCH**

**Research Articles**

With your partner, read “Culture Shock” to generate questions you have about the topic. Make a research plan for writing your travel guide. A research plan involves generating questions, stating a claim, researching, writing, revising, editing, and presenting. Share responsibilities with your partner.

1 Culture Shock

2 All Aboard!

3 Ellis Island: The Immigrant Journey

**Generate Questions**

**COLLABORATE** Read “Culture Shock,” and generate about the article. Discuss your questions with a partner before sharing them with the class.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Culture Shock

Many things can go wrong when you travel to a different country. You can lose your luggage or your passport. You can even feel as though you may lose your sense of who you are.

Culture shock is a confusing feeling that can happen when you encounter unfamiliar surroundings and new ways of life in a foreign country. Culture shock can bring on stress and feelings of extreme homesickness. Adapting to a new culture can be challenging, but it doesn't have to be shocking. Preparation can keep culture shock from taking you by surprise.

No matter where you travel, it is important to be ready to learn new customs and traditions. You might not understand why people in a foreign country follow certain customs. Even when you speak the same language, differences in customs can lead to communication problems among people from different cultures. Educating yourself about a region can prepare you to understand and appreciate local customs.

So don't worry if you forget to pack your socks. With knowledge of your destination and an open mind, you'll be prepared for any journey.

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Ellis Island: The Immigrant Journey

Between 1892 and 1954, more than twelve million immigrants passed through Ellis Island on their way to the United States. Some came to escape from war. Others came to find a place where they would not be mistreated because of their religious beliefs. Whatever reasons brought them to the United States, they all brought with them expectations about what life would be like in their new home.

In 1916 Mary Shaw Powell emigrated from Saint Kitts. When she arrived in New York, the city she found was very different from what she'd expected. Told back home that New York's streets were paved with gold, Powell was disappointed when she discovered the truth.

In 1921 Paul Moschella also passed through Ellis Island. There, he was served something better than gold. Like many others, his first taste of life in the United States was a ham and cheese sandwich. Years later, Moschella recalled that “it tasted like I had a nice piece of cake.”

In the United States, many would learn a new language, taste new foods, and face new realities. Ellis Island marked the end of one journey. But, for millions, Ellis Island was also where their journey as Americans began.

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Primary Source

Postcard of the Capitol Building

Original Source: John H. Kennedy

Postcards are a way for people from 1830 features a picture and was written by future president to Washington. It reads, going to the capital tomorrow.

Primary Source

Immigration Interview

Original Source: Department of the Treasury

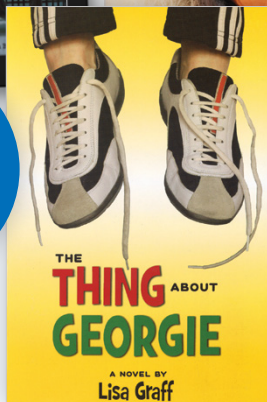
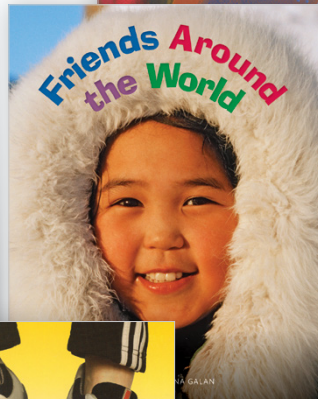
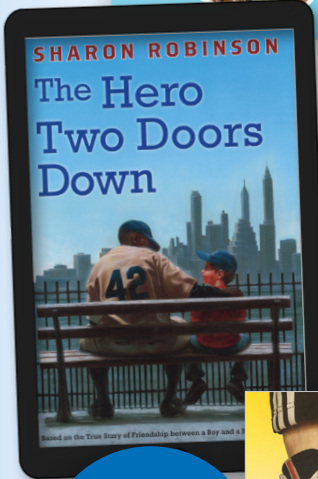
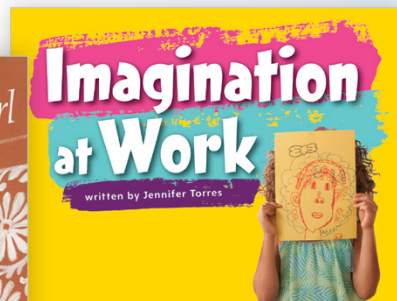
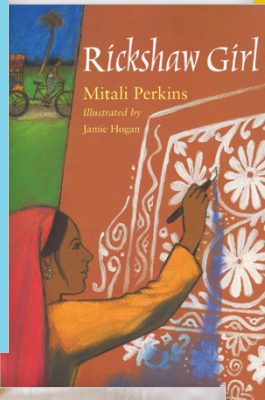
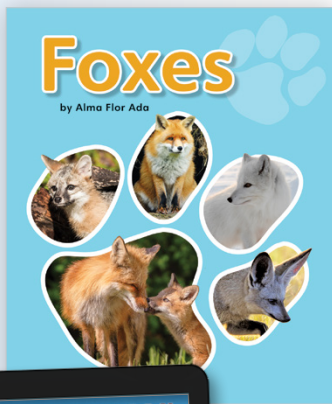
Major Sam, first one on left.

Each research article comes in 3 reading levels for easy differentiation.

42

# Encourage Student Voice with **BOOK CLUB**

**Book Club** provides a set-aside time for students to meet in small groups to discuss a trade book for the unit. This collaboration, centered around meaningful conversation, increases engagement and fosters a love of reading. A full lesson plan is included in your Teacher's Edition and on Savvas Realize®!



Available  
in print and  
digital!



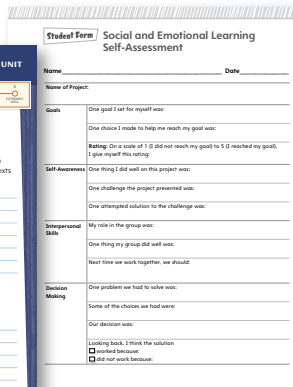
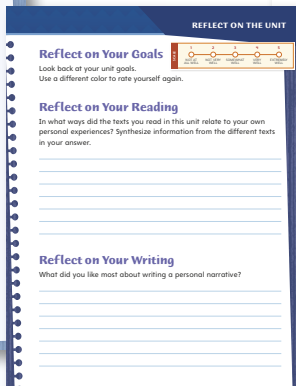
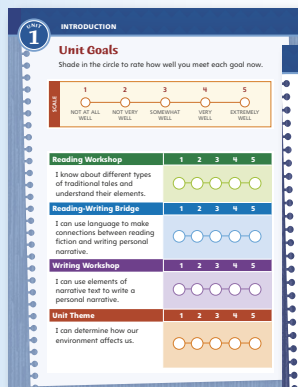
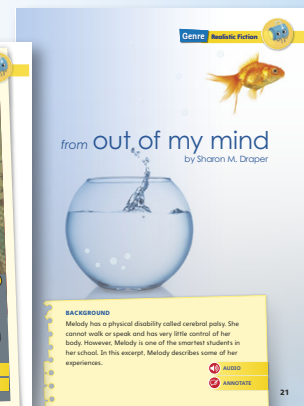
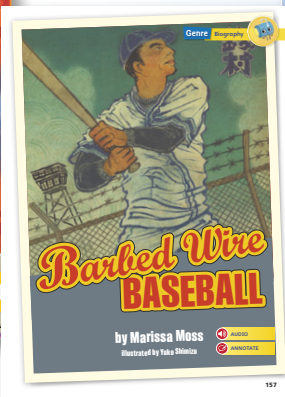
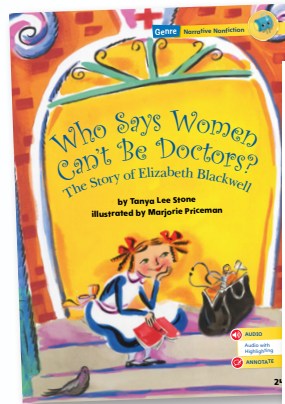
# Explicit Social and Emotional Learning



*myView Literacy* includes instruction on the five pillars of social and emotional learning (SEL) to ensure student success beyond the text.

## Diversity Appreciation

*myView Literacy* content builds positive images of gender roles and diverse populations. It includes a balanced representation of cultures/groups and incorporates storylines that promote empathy and acceptance of others.

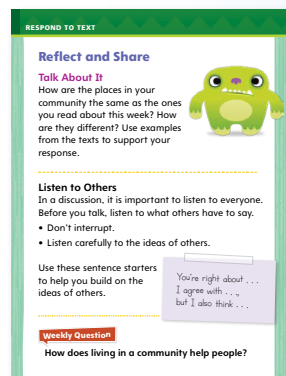


## Ownership and Agency

Goal-setting and self-reflection are critical components of student progress towards independence. *myView Literacy* provides activities that focus on these skills within units and as stand-alone guides, including a teacher observational SEL checklist.

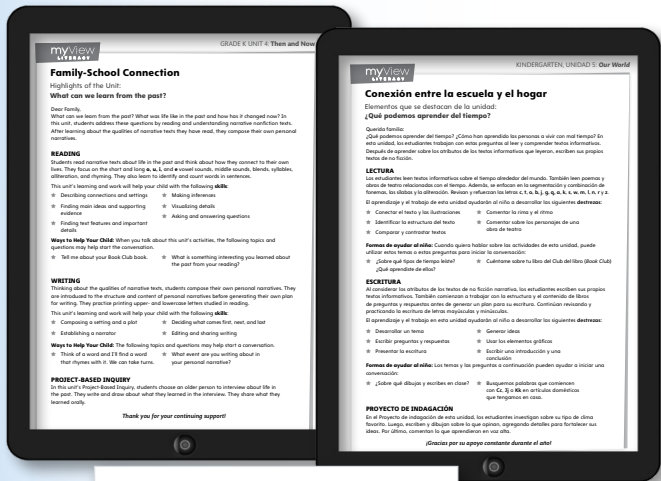
## Collaboration and Perspective-Sharing

Incorporated throughout *myView Literacy* are daily opportunities for students to respectfully share ideas, solve problems, and work together to showcase their learning.



# Family Involvement and Support Resources

During the past school year, many families have become more involved in their children's learning. Continue nurturing this connection with purposeful communication.



## Home-School Connection Letters

Share reading and writing unit goals, including family discussion questions and activities to extend learning! Available in English and Spanish.



**Parent Form My Child as a Learner**

Student	Parent/Guardian	Always	Sometimes	Never	Comments
1. My child asks to be read to.					
2. My child can recall a book we have read or a television program we have watched.					
3. My child can predict what will happen next when reading a book or watching a television program.					
4. My child picks up a book to read or look at alone.					
5. My child reads or pretends to read at home.					
6. My child knows how to hold a book, how to turn pages, and that print goes from left to right.					
7. My child likes to write or pretend to write.					
8. My child likes to talk about what he or she has written.					
9. My child can follow an oral direction when given.					
10. My child can follow a series of oral directions when given one time.					
11. My child likes working with others.					
12. My child tries to read words in the environment—signs, labels, logos.					
13. My child likes to go to school.					

**Parent Form My Child as a Learner**

CHND DASH

Please comment and provide examples of your child's learning in the following areas.

My Child	Yes	No	Comments/Examples
<b>1. usually</b> • reads daily • writes daily • watches TV daily	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. often</b> • is curious • keeps on with what he or she is doing • does things in new ways • recognizes family members • likes trying new things • likes to express opinions	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. understands what he or she is</b> • reading • watching	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. explains ideas by</b> • reading • writing • drawing • watching • talking	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. enjoys working</b> • with others • alone	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. is someone who</b> • is proud of achievement • recognizes his or her own growth • considers new possibilities • sets goals for himself or herself	<input type="checkbox"/>	<input type="checkbox"/>	
<b>7. likes to read about:</b>			
<b>8. likes to write about:</b>			
<b>9. likes to watch:</b>			

10. Additional comments and reactions:

My name \_\_\_\_\_  
I can be reached at \_\_\_\_\_

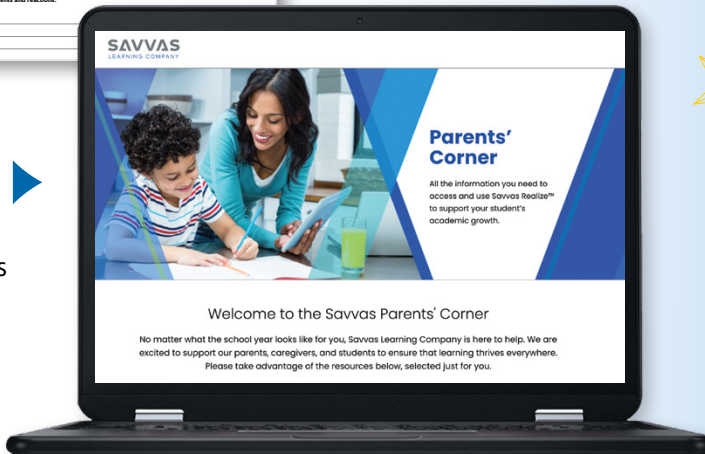
## Parent/Guardian Voice

Strengthen relationships with your students' families by valuing their knowledge and observations. *myView Literacy's* "My Child as a Learner" questionnaires provide valuable insights to impact instruction.



## Parents' Corner

Give parents the tools they need to assist their children with work at home. Parents' Corner provides guides and tutorials for using Savvas Realize, *myView Literacy's* online platform.



# Meet Savvas Realize®

Now more than ever, you need technology that you can count on. With over 14 million users, **Savvas Realize®** is tested, trusted, and continuously improving.



## 3 Steps to Get to Your Daily Lessons

Access Lessons, Tools, and Student Resources

**STEP 1** Click on your **UNIT**.

**STEP 2** Click on your selected **WEEK**.

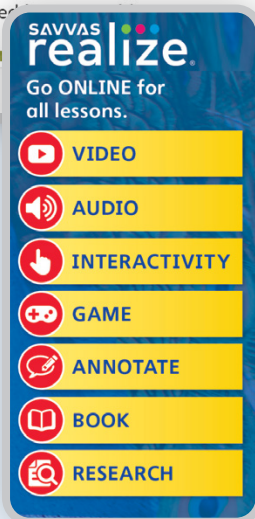
**STEP 3** Click on the daily **LESSON**.

Each lesson provides the step-by-step resources for the entire literacy block.

The diagram illustrates the navigation process through three overlapping mobile app screenshots. The first screenshot shows the 'Unit 1: My Neighborhood' menu with 'UNIT 1: Introduction' highlighted. The second screenshot shows the 'UNIT 1 Week 1: Realistic Fiction' menu with 'UNIT 1 Week 1: Lesson 2' highlighted. The third screenshot shows the 'UNIT 1 Week 1: Lesson 1' page with 'UNIT 1 Week 1: Lesson 1' highlighted. Below these is a larger desktop view of the 'UNIT 1 Week 1: Lesson 1' page, showing lesson objectives, standards, and resources like 'Sound-Spelling Card: 1 (astronaut)'.

## Intuitive, Accessible Technology Supports All Learners

The screenshot displays the 'Student Interactive' interface for a lesson titled 'Mama Miti: Wangari Maathai and the Trees of Kenya' by Donna Jo Napoli, with illustrations by Kadir Nelson. The interface includes a navigation bar with 'Exit' and 'Return to Grade 3 myView'. Below the title, there are icons for 'Learning Goal', 'Author', and 'Audio'. The main content area shows a reading passage starting with '34 Peace, my people' and '35 Soon cool, clear waters teemed with black wriggling tadpoles...'. A 'Reading Workshop' sidebar is visible on the right, with tabs for 'First Read', 'Close Read', and 'Reflect and Share'. The 'Reflect and Share' tab is active, showing a 'Write to Sources' prompt: 'Consider all the heroes you have read about in this unit. Choose two heroes, each from a...'. Navigation buttons for 'Back' and 'Next' are at the bottom right.



### Features of the Online Edition

- Audio support
- Word-by-word audio highlighting (K-2)
- Highlighting and note-taking capabilities

## Enjoy Seamless integration Between Realize and Google Classroom



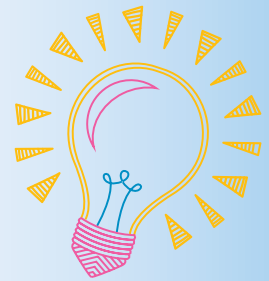
### Secure Roster Sync

Be off and running when class starts. Sync your Google Classroom rosters easily with Realize. Students log in once and have access to everything.

### Assignment & Score Sharing

Assignable assessments and content show in the student's Google Classroom stream. Completed work and scores are shared and recorded in both Realize and Google Classroom.

# The Best Instruction— Wherever You Are



When distance learning becomes your reality, turn to *myView Literacy* for a seamless transition. Rest assured that our comprehensive teacher resources make planning and monitoring progress simple, while engaging interactive lessons keep students moving forward.

**Savvas Realize®** is home to over 1000 instructional programs. World-class interoperability lets you use your digital content with any IMS certified platform. Share **Realize** content and data seamlessly in Google® Classroom. Nothing could be easier.



PHONICS | HIGH-FREQUENCY WORDS

### Words with Short Vowels

**MY TURN** Look at each picture. Write the missing vowels to complete the words. Then read, or decode, each word.

b \_ t      p \_ g      r \_ g

f \_ x      p \_ n      t \_ n

n \_ t      r \_ p      c \_ t

**My Words to Know**

**MY TURN** Some words are used often. These words are called high-frequency words. You will have to remember these words. Often, you can't sound them out. Read the high-frequency words in the box. Complete the sentences with the words.

which    each    than

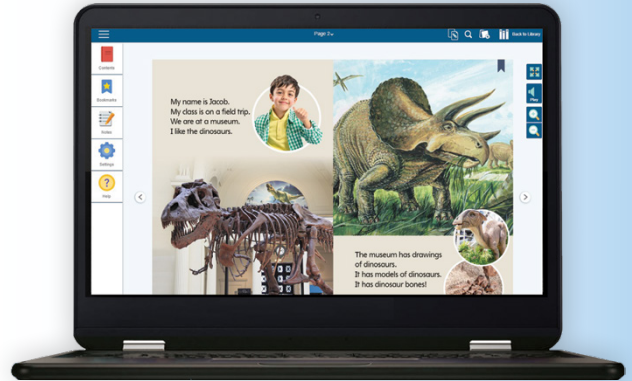
- Which dog is your favorite?
- I think that \_\_\_\_\_ dog is cute.
- Do you know \_\_\_\_\_ one is older?
- The tan one is older \_\_\_\_\_ the black one.

**MY TURN-PAIRS** Write the words on cards. Practice reading them with a partner.

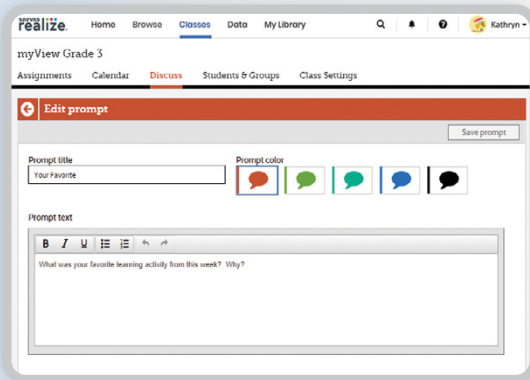




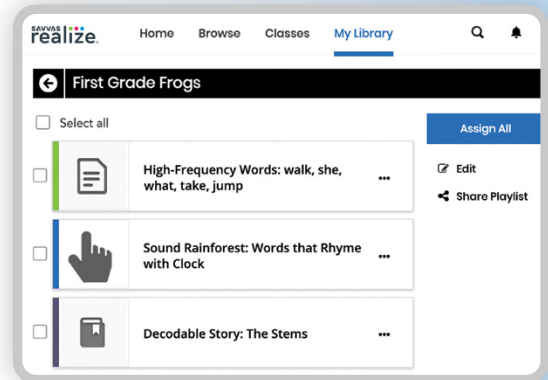
Digital Practice Games



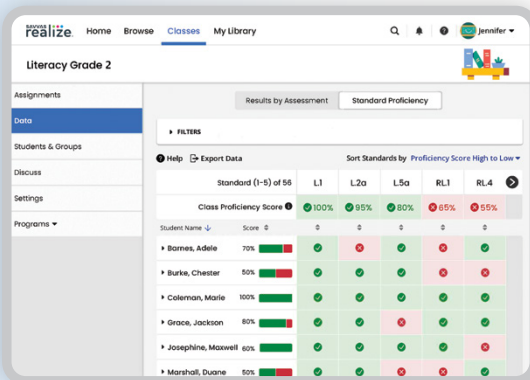
Digital Readers with Building Background Videos



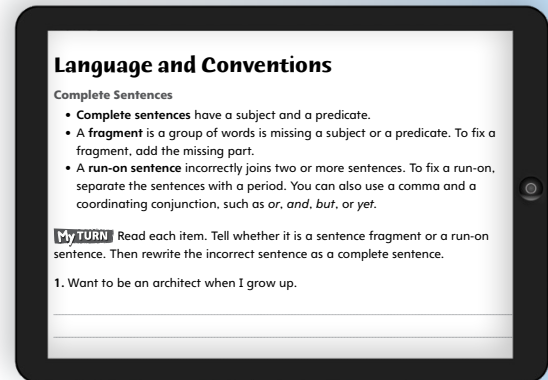
Discussion Boards



Custom Lesson Playlists



Data Reporting with Recommended Resources



Assignable, Interactive PDFs

# Purposeful Assessments, Powerful Results



*myView Literacy* provides a full suite of meaningful assessments to help you monitor progress and determine the best paths for student success.

## Formative Assessments – Daily/Weekly

- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessment for Fluency and Comprehension

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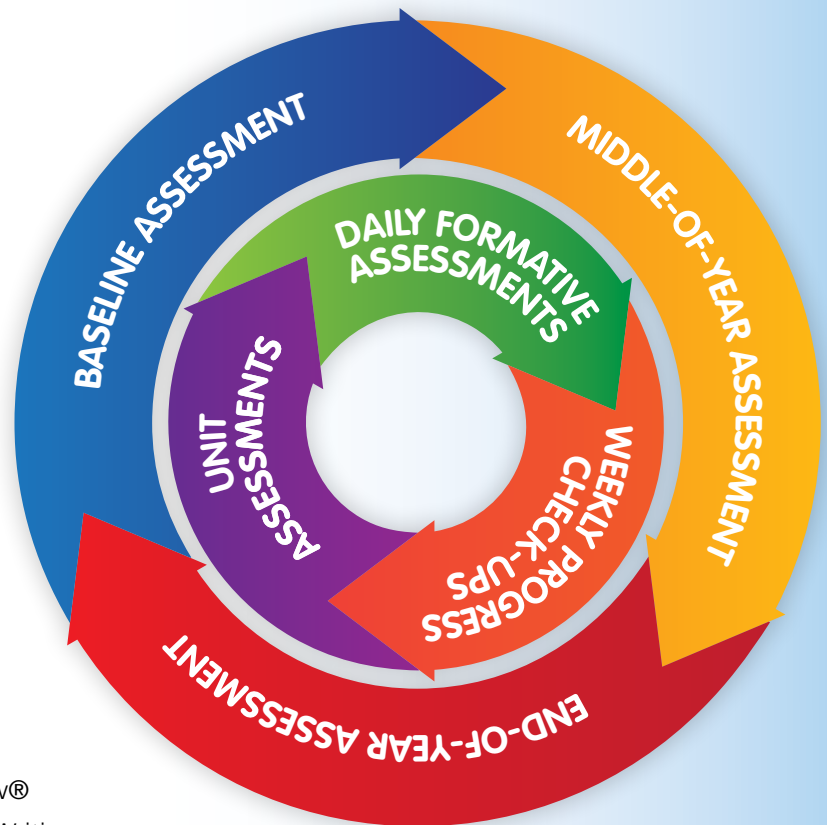
## Unit Assessments – 5x Year

- Unit Assessment
- Customizable assessments with ExamView®
- Writing Assessment; Performance-Based Writing (Grades 2-5)
- Project-Based Inquiry Authentic Application

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## Summative Assessments – 3x Year

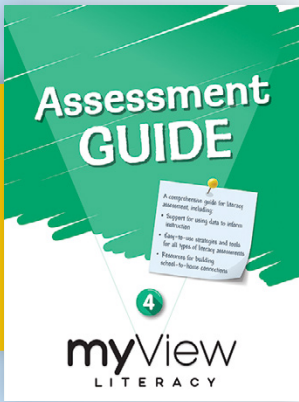
- Baseline Assessment
- Middle-of-Year Assessment
- End-of-Year Assessment



### Test Preparation



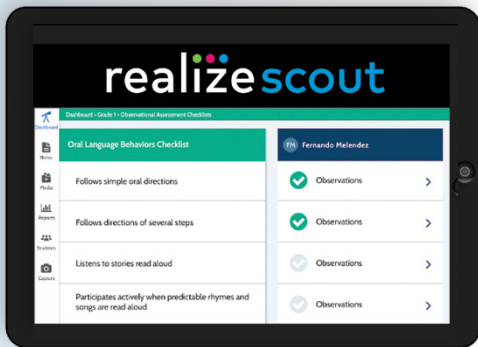
- Weekly Standards Practice
- High-Stakes Practice Tests
- Test Item Banks for reading, writing, and language conventions



### Data-Driven Assessment Guide

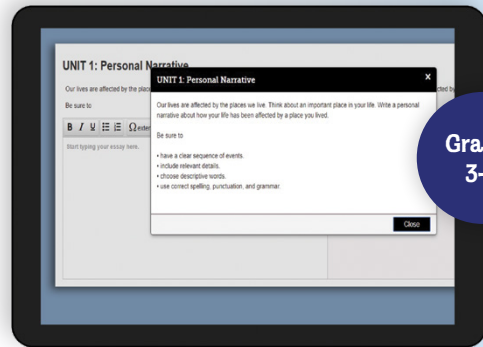
- Easy-to-use guidance, strategies, and tools for all types of literacy assessments
- Useful information for fostering student learning

Create and share custom assessments across a building or district!



### Observational Records

**Realize Scout** allows you to take notes on observations, track progress of student fluency, capture student audio, photos, videos...and more!



### Immediate Writing Feedback

The **Essay Scorer** writing tool allows students to get immediate feedback to improve their writing.

**NEW!** **SAVVAS literacy Screener & Diagnostic Assessments**

The **Savvas Literacy Screener and Diagnostic Assessments** provide an easy and reliable way to uncover student needs and provide the right instructional resources for every learner. For more information, visit [savvas.com/LSDA](http://savvas.com/LSDA).

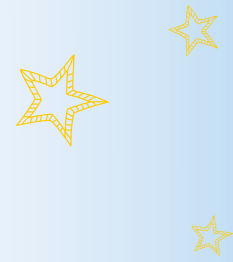


A short screening assessment identifies proficiency in prerequisite literacy skills.

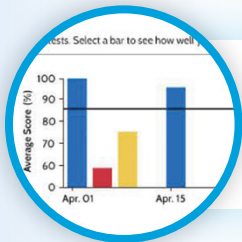
An adaptive diagnostic digs deeper to pinpoint strengths and growth opportunities.

Norm-referenced student data generates on-, above-, or below-level instructional content suggestions.

# Simple Tools That Are Simply Amazing

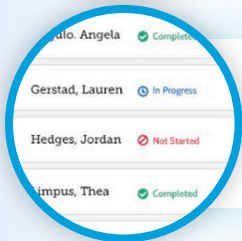


*myView Literacy* equips you with “smart” data—on standards mastery, overall progress, and usage. The best part? It’s easy to view and interpret, so you can make strong instructional decisions without any “tech anxiety.”



## Mastery

See at a glance how students are performing on whole assignments or specific standards.



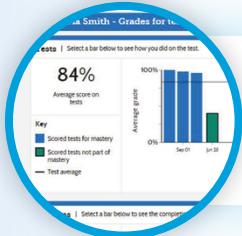
## Progress

Track how students are moving through their work.



## Usage

Monitor the time students are spending on assignments.



## Student View Reports

Unique to *myView Literacy* – students have visual reports to track their own progress.



## Seamless Google Integration

Completed work and scores are shared and recorded in both Savvas Realize® and Google® Classroom.



### Powerful Reports that Include:

- Standards Proficiency
- Item Analysis
- Student Performance

**Literacy Grade 3**

Results by Assessment: Standard Proficiency

Sort Standards by: Proficiency Score High to Low

Standard (1-5) of 56	L.1	L.2a	L.5a	RL.1	RL.4
<b>Class Proficiency Score</b>	100%	95%	80%	65%	55%
<b>Student Name</b>	<b>Score</b>				
Barnes, Adele	70%	✓	✗	✓	✗
Burke, Chester	50%	✓	✓	✓	✗

**School and District Reports at Your Fingertips**

**Selection Test: Maybe Something Beautiful**

Assigned to: myView Literacy Grade 2 | Average score: 71%

Performance Analysis

View student performance analysis and assign resources for remediation or enrichment. You can drag and drop students between the performance bands.

Performance by: Overall Score | Break point: 70% | Show Performance

Student who scored less than 70%	Student who scored more than 70%	Ungrouped Students
Fernandez, Leon 57% (12.5/22) Maynard, Adrienne 48% (10.6/22)	Casey, Gregory 78% (17.1/22) Cruz, Sydney 91% (20/22)	There are no students that match the criteria. You can drag and drop students from one column to another.

Get small group recommendations with suggested next-step activities.

# Teaching Is a Journey



Want to add a new teaching technique to your repertoire? Brush up on tech skills? Or dive deep into the pedagogy? *myView Literacy* Professional Development is designed to give you control of your learning.

## We're with You Every Step of the Way



### Getting Started

- **Activation Services** provide you with an orientation of *myView Literacy* program components and curriculum, so you're ready on day one.
- **Essentials Services** guide the seamless integration of *myView Literacy* program components and best practices into the teaching and learning cycle.



### Improving Teaching Practices

- **Enhancing Practice Services** empower you with pedagogical strategies, best practices, and coaching to change practices and ensure efficacy.
- **Evidenced-based PD** offers you practical strategies to plan and deliver high-quality instruction to support targeted populations.



### Working with a Specialized Coach

**Dedicated Consultants** work with you on everything from project management and technical services to long-term, shoulder-to-shoulder classroom support.

### Jump-start Your Teaching!

The **Getting Started** guide on **Savvas Realize®** provides tools and resources to implement *myView Literacy*

- Program Overview
- Planning Resources
- How-To Instructions
- Research and Advice from Our Authors
- Standard Correlations



## Experience Unparalleled Teacher Support

**FREE**

### On-Demand Training Library

Learn about Book Club, Assessments, SEL, and more.

**FREE**

### Live Instructional Coaching Chat

Chat with a certified consultant for the help you need, when you need it.

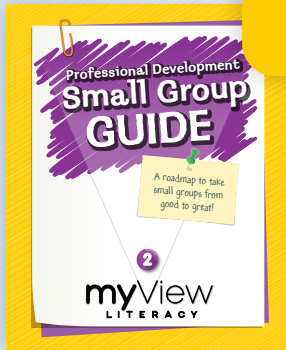
**FREE**

### Teacher Webinars

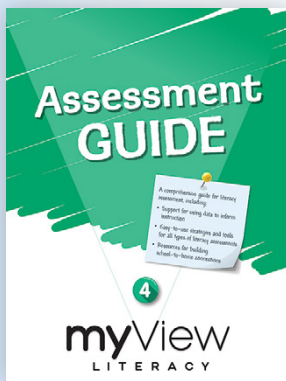
Access our suite of recorded webinars or set up a personalized webinar at a time that fits your schedule.

## More Resources for Professional Growth

### Great for New Teachers!



Students make the most gains in Small Groups. The **Small Group Professional Development Guide** provides insights, tips, and step-by-step guidance from program authors.



The **Assessment Guide** offers easy-to-use strategies and tools for literacy assessments and support for using data to inform instruction.



Visit the **Professional Development Center** on **Realize** to hear from *myView Literacy* authors on topics that impact your classroom.



Savvas.com/myViewLiteracy  
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**SAVVAS**  
LEARNING COMPANY

Savvas.com  
800-848-9500

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