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 was built to help you reach those light bulb moments. It allows you to teach Reading and Writing Workshops with a rich underpinning of research and rigor, and inspires creativity to teach from your heart and be yourself. 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.
**INSPIRE** confidence using a contemporary workshop 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’s unparalleled authorship team resulted in a solution that is just that — unparalleled.

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A Workshop for Today’s Classroom

Contemporary instruction helps you address literacy, content areas, 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 selections build background knowledge, so students are equipped to solve a culminating, real-world challenge.

**Reading Workshop**
Using whole group and small group instruction, the Reading Workshop 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 language and conventions.

**Writing Workshop**
During Writing Workshop, 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 activity pages and selections by award-winning authors and illustrators . . . plus a place for students to annotate, respond, and generate ideas!

CLOSE READ

When their clothes were splattered with a million colors, everyone sat down to rest—except the muralist.

His eyes sparkled.

“You, my friends, are all artists,” he told them.

“The world is your canvas.”

He smiled wide, then pulled everything together in big, sweeping motions.

His paintbrush was like a magic wand.

When he was finished, Mira added one more bird, way up in the sky.

Maybe, she thought. Just maybe . . .
WEEKLY LAUNCH: MAP

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?

**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.

Scalding-hot mud bubbles up through cracks in the earth.

**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 it also has a harsh landscape. It's a young, volcanic country. The rocks are not exceptionally old compared to other places on Earth. The astronauts visited the Askja Caldera and the Reykjanes Peninsula to learn more about what it might be like on the moon.

Time for Science and Social Studies

Short on time? myView helps you incorporate science and social studies into your daily literacy block.

Kick off each unit with videos and infographics related to science and social studies topics. Incorporate social-emotional learning with essential questions and goal setting activities.
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.

Activity

Make It a Landmark!

INQUIRE

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, and your readers for help if necessary.

Historic Landmarks

1. Save Our Theater
2. Ellis Island: Gateway to America
3. ... (more questions can be added)

COLLABORATE

After reading “Historic Landmarks,” generate three questions about landmarks. List your questions here.

1. 
2. 
3. 

RESEARCH

Use Academic Words

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

- contribution
- give
- exposed
- habit
- severe
- significant

- contributes
- provide
- exposing
- habitual
- severity
- significance

Antonyms

- contribute
- give
- exposed
- habit
- severe
- significant

- contributes
- provide
- exposing
- habitual
- severity
- significance

PROJECT-BASED INQUIRY

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

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

Quest and uEngineer It! Extensions are additional project options. Build confidence with research and experimentation at every grade level.
Authors You Love, Stories They’ll Love

Favorite and award-winning authors and illustrators invite students to the world of reading and writing.

Best of the Best in the Student Interactive

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

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 immerse students in the genre and techniques you’re teaching during Writing Workshop 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.

**Reading Spot**

Reading Spot gives students access to thousands of leveled readers, decodables, and ebooks.
READ ALOUD

MENTOR STACK

VARIETY OF LITERATURE
A Workshop Model That Really Works

The myView workshop sets the table, so you can do your best work. Whether you’re looking for a step-by-step approach or prefer to choose your path, myView has you covered.

You Do Enough Juggling
The all-in-one Teacher’s Edition saves you time—and no need to bounce between multiple TEs!

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.

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

LESSON 1

Suggested Daily Times

LESSON 2

Suggested Daily Times

READING WORKSHOP
10–20 min.

READING WORKSHOP
10–20 min.

READING BRIDGE
5–10 min.

READING BRIDGE
5–10 min.

WRITING WORKSHOP
5–40 min.

WRITING WORKSHOP
5–10 min.

WRITING BRIDGE
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.

Learning Goals
• Word Work T76–T77
• Phonological Awareness: Produce Rhyming Words
• Phonics: Sound /v/ Spelled cr
• High-Frequency Words

SUGGESTED WEEKLY PLAN

UNIT 2 WEEK 2

FOUNDATION SKILLS
• I can read informational text.
• I can make and use words to read and write informational text.
• I can write an informational text.

FOUNDATION SKILLS
• Word Work T90–T91
• Phonics: Decode and Write Words with Sound /v/ Spelled cr
• Quick Check T91
• High-Frequency Words

SHARED READ
• Growing Food for the Table T80–T81
• Informational Text T82–T83
• Quick Check T83

Books Club: T86–T88

SMALL GROUP/INDEPENDENT
TEACHER-LED OPTIONS
• Guided Reading/Lit Leveled Readers T89
• Strategy, Intervention, and On-Level/Advanced Activities T88
• ELL Targeted Support T88
• Confering T89

INDEPENDENT/COLLABORATIVE
• Independent Reading T88
• Literacy Activities T89

MINILESSON
• Informational Text T332–T333
• Main Idea
• Share Back

INDEPENDENT WRITING
• Informational Book T333
• Conferences T330

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

WRITING BRIDGE
• Spelling: Teach Consonant Pattern -ck T338
• Language & Conventions: Oral Language/Declarative Sentences T339

Materials

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

Materials

• Cold Reads
• Daily Formative Assessment Options
• Progress Check-Ups
• Informational Text T336–T337

• Interact with Sources: Explore the Genre & Theme
• High-Frequency Words
• Share Back

• Academic Vocabulary: Synonyms T84–T85
• Assess Prior Knowledge

• ELL Targeted Support T104

• Guided Reading/Leveled Readers T103
• Strategy and Intervention Activities T102, T104
• Fluency T104 + Confering T105
• ELL Targeted Support T102, T104

• Informational Text T105

• Respond and Analyze T100–T101

• Informational Book T103
• Conferences T102

• Informal Reading T105

• Explore Facts and Details

• Check for Understanding

• Introduce the Text T92–T93

• Read: The Life Cycle of a Sunflower

• My View

• Respond to the Reading

• Assess Prior Knowledge

• Check for Understanding
LESSON 5

**TEACHER-LED OPTIONS**

- **Read Like a Writer, Write for a Reader:** Word Work T106–T107
- **CLOSE READ**
  - *The Life Cycle of a Sunflower*
  - **High-Frequency Words**
  - **Quick Check**

**INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS**

- **IDENTIFY INFORMATIONAL TEXT**
  - **Teaching Point:** When readers read a text, they know it is informational. That means the text provides readers with information about a topic. For example, the text may describe how to complete a task or how to solve a problem.
  - **Assess Understanding:** Use Lesson 49 in the FAST TRACK to determine small group instruction.

**INDEPENDENT/COLLABORATIVE**

- **Independent Reading**
  - *Decodable Story: Read*
  - *ELL Targeted Support* T120, T122
- **Independent Writing**
  - *Suggested texts to support the unit theme and ideas for guiding Book Club.*
  - See Book Club pp. T474–T477 for information on the Book Club.

**INDEPENDENT/DEVELOPING**

- **EMERGING/DEVELOPING**
  - *Spelling: Spell Words with Consonant/Vowel Pattern: CVC/VCV*
  - *Phonological Awareness: Remove Phonemes*
  - *Phonics: Spiral Review Initial Consonant Blends and VV/
  - *High-Frequency Words*

**INDEPENDENT/EXPANDING**

- **EMERGING/DEVELOPING**
  - *Spelling: Spelling with Similes: compare*
  - *Phonological Awareness: Read/Cover Strategy*
  - *Phonics: Spelling with Consonant Pattern: cTc*

**INDEPENDENT/ADVANCED**

- **EMERGING/DEVELOPING**
  - *Reading: Read Like a Writer, Write for a Reader: Word Work T106–T107
  - *CLOSE READ**
  - *The Life Cycle of a Sunflower*
  - **High-Frequency Words**
  - **Quick Check**

**INDEPENDENT/ADVANCED**

- **EMERGING/DEVELOPING**
  - *Spelling: Spelling with Consonant Pattern: cTc*
  - *Phonological Awareness: Read/Cover Strategy*
  - *Phonics: Spelling with Consonant Pattern: cTc*

**INDEPENDENT/ADVANCED**

- **EMERGING/DEVELOPING**
  - *Reading: Read Like a Writer, Write for a Reader: Word Work T106–T107
  - *CLOSE READ**
  - *The Life Cycle of a Sunflower*
  - **High-Frequency Words**
  - **Quick Check**

**INDEPENDENT/ADVANCED**

- **EMERGING/DEVELOPING**
  - *Spelling: Spelling with Consonant Pattern: cTc*
  - *Phonological Awareness: Read/Cover Strategy*
  - *Phonics: Spelling with Consonant Pattern: cTc*

**INDEPENDENT/ADVANCED**

- **EMERGING/DEVELOPING**
  - *Reading: Read Like a Writer, Write for a Reader: Word Work T106–T107
  - *CLOSE READ**
  - *The Life Cycle of a Sunflower*
  - **High-Frequency Words**
  - **Quick Check**

**INDEPENDENT/ADVANCED**

- **EMERGING/DEVELOPING**
  - *Spelling: Spelling with Consonant Pattern: cTc*
  - *Phonological Awareness: Read/Cover Strategy*
  - *Phonics: Spelling with Consonant Pattern: cTc*
Solid Routines for Smooth Instruction

Good routines are a key ingredient in every classroom. myView helps you set priorities and reinforce strong routines every day with **Close Read Routines, Think Alouds, Turn & Talk, Independent Reading**, and more!

---

**Minilesson**

**FOCUS ON STRATEGIES** Skilled readers monitor their comprehension as they read informational texts to make sure they understand what they are reading. When a text is difficult or confusing, they ask questions to clarify their understanding. They identify where in the text their confusion began.

- Read actively, asking questions and annotating text when understanding breaks down.
- Search the paragraphs immediately before and after the confusing section for related ideas that can clarify information.
- Identify domain-specific words and determine their meanings to help you make sense of difficult ideas.

**MODEL AND PRACTICE** Use the Close Read note on p. 376 of the Student Interactive to model how to monitor comprehension:

- I know that being able to summarize a text is a good indication that I understand it. Pausing to create a mental summary helps me monitor my comprehension. As I read, I notice something that seems to be a main idea: “the echidna is one of the strangest.” I will read on to find facts and details that support that idea. I will add them to my mental summary of the text.
- **Compare Texts** And now have pairs find and highlight text in The Very Peculiar Platypus that supports the idea that echidnas are one of the strangest.
- **Summarize** Finally, have pairs write a paragraph summarizing what they’ve learned about echidnas.

---

**FORMATIVE ASSESSMENT OPTIONS**

**Apply**

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

**OPTION A** 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 B** 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.

---

**Quick Check** formative assessments pinpoint where students need extra challenge or support.
Next, gardeners must pull out any weeds that come up. Gardeners make sure their plants have room to grow. Soon, the seedlings become plants with leaves, stems, and even flowers. A few weeks later, the flowers fall off. Then, fruits and vegetables start to grow on the plant. Gardeners wait for their crops to ripen. Last, gardeners pick the crops to sell or eat. Yum!

"Growing Food for the Table," continued
Start with a Good Foundation

myView provides explicit step-by-step instruction to model, guide, and direct student practice.

### STEP 1
Phonological awareness lessons include segmenting, blending, and changing of phonemes.

### STEP 2
Phonics lessons have a three-part, explicit process – Focus, Model and Practice, and Apply.

### STEP 3
Quick Checks help identify students who “get it” and provide options for them to apply their skills.

#### Word Work
**Phonological Awareness:** Medial /o/

**SEE AND SAY** Point to the picture of the sock on p. 88 in the Student Interactive. Ask students to listen to each sound as you say the word sock. Repeat the sounds in the word sock several times: /s/ /o/ /k/. Then have students repeat the activity with the pictures for fox and log.

**PRACTICE**Say the sounds in the word pot: /p/ /o/ /t/. Explain the pronunciation of the medial sound /o/ Then say: Listen carefully as I say the sounds in the word pot: /p/ /o/ /t/. Now repeat the sounds in pot with me: /p/ /o/ /t/. What sound do you hear in the middle of the word pot? (Good job! It is the sound /o/.) Keep practicing the medial sound /o/ with the following words: mop, mop, not, coat, lot. Say the sounds and have students repeat.

#### Minilesson
**FOCUS** Display the box Picture Card. This is a picture of a box. Listen to the sounds in the word: /b/ /o/ /k/. I hear the sound /o/ in the middle of box. Flip the card over and have students read the word with you. What letter spells the sound /o/? Students should say the letter o.

Hold up the hose Picture Card. This is a picture of a hose. Listen: /h/ /o/ /z/. What sound do you hear in the middle? (o) Flip the card over and have students read the word with you. What pattern spells the sound /o/ in hose? Students should identify o_e.

**MODEL AND PRACTICE** Write the word Rob on the board. Let’s read this word together. What is the sound for R? What is the sound for o? What is the sound for b? Now let’s blend the sounds together: /r/ /o/ /b/, Rob. Continue with these words: robe, joke, jot, smoke, mom.

### Kindergarten Letter Recognition Unit
Meet students where they are and take them where they need to be.

#### Option 1
*My TURN* Have students complete p. 18 in the Student Interactive.

#### Option 2
*Independent Activity* Have students fold a piece of paper into four sections. In two sections, they should draw a picture word with the sound /o/ spelled o. In the other two sections, they should draw a picture word with the sound /o/ spelled o_e. Have them write the picture word in each section.

Two options for application: Paper & Pencil and Tactile
Decodable Stories for Grades K-1
Each student has a copy of a decodable story for every skill to use for independent practice and to take home.

Opportunities for Application
Practice is provided in the Student Interactive and online.

Digital Games Reinforce Learning
Interactive phonics games help children learn through play.

EVERYTHING FROM A TO Z!
Resources for Foundational Skills

K-1 Decodable Stories
K-2 Decodable Readers

Alphabet Cards
High-Frequency Word Cards

Letter Tiles

Big Books (K-1)
Sound Spelling Cards

Digital Games Reinforce Learning
Interactive phonics games help children learn through play.
Big Gains Come in Small Groups

Are you spending hours planning lessons and finding materials? Let *myView* give you your weekends back with easy-to-follow lesson plans, daily Small Group strategies, and manageable resources.

Hundreds of NEW Leveled Readers!

- Fountas & Pinnell Text Level Gradient™
- Connected to Unit Themes and Genres
- Detailed Lesson Plans for Each Leveled Reader
- Available in Print, eText, and Printable Booklet

Nurture a Love of Reading with All-New Text Collections

Exclusive Partner
All-New Text Collections
Industry leader for over 30 years
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 learners.
- **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.
Collaboration and Independence

When you’re working with a small group, what is the rest of the class doing? myView builds student ownership and keeps them engaged in meaningful reading and writing activities.

800+ Literacy Center Activities Online!

Ready to Go Without Hours of Planning

- Let’s Make Art (K)
- Get Fluent (1-5)
- Listen Up! (K-2)
- Word Work
- Read for Meaning
- Words to Know
- Word Wise (2-5)

Partner Reading invites students to read in pairs, fostering both literacy and communication skills.

Book Club routines encourage independent reading and promote collaborative student conversations.
Make It Meaningful

Collaborative Learning with Project-Based Inquiry

Project-Based Inquiry adds relevance and extension to your literacy block. Students work together on long-term unit inquiry projects as they practice reading, writing, and research in creative and authentic ways. Steps such as Peer Review, Celebration, and Reflection foster 21st century skills.

Just the Facts

People write informational texts to give a reader facts. When reading informational texts, you can gather information by identifying or using:

- a main idea
- supporting details or evidence, such as facts and examples
- text features, such as headings and pictures
- a logical text structure, such as description, compare and contrast, or cause and effect

Informational texts should include lots of facts.

Plan Your Research

Before you begin researching your animal, you will need to come up with a research plan. Use this activity to plan how you will look for information for your poster.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEXT STRUCTURE shows how ideas are related.</td>
<td>• Both butterflies use mimicry, but they use it in different ways. Compare-and-contrast text structure.</td>
</tr>
<tr>
<td>• Use compare-and-contrast text structure to show similarities and differences.</td>
<td>• Viceroy butterfly caterpillars store acid in their bodies. This acid gives the butterflies a bitter taste, which keeps birds away. Description text structure.</td>
</tr>
<tr>
<td>• Use description text structure to give images and details.</td>
<td>Which text structure would work best to organize your ideas?</td>
</tr>
</tbody>
</table>

EVIDENCE Develop and support your ideas with:

- facts
- examples
- quotations
- pictures

Fact: A volcano is a landform with an opening.
Example: Japan, Indonesia, and Hawaii are all places that have volcanoes.
Quote: “Four volcanoes could erupt this year,” wrote noted volcanologist Elena Marquez.
Pictures: photographs of a volcano, map showing active volcanoes

With your partner, list some possible options for finding information for your poster.

“How do I find the information I need?”

“How do I gather information?”

Guidance – right in the Student Interactive – supports students as they plan and conduct projects.
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* has all the support you need.

**Weekly Overview**

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

**Minilesson Bank**

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

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Writing Process</th>
<th>Flexible Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prewriting</td>
<td>Introduce and Immerse</td>
</tr>
<tr>
<td>2</td>
<td>Drafting</td>
<td>Develop Elements</td>
</tr>
<tr>
<td>3</td>
<td>Drafting</td>
<td>Develop Structure</td>
</tr>
<tr>
<td>4</td>
<td>Revising and Editing</td>
<td>Writer's Craft</td>
</tr>
</tbody>
</table>

**Weekly Writing Process**

- **Prewriting**
  - **Minilesson**
    - Analyze a Travel Article T340
  - **Independent Writing and Conferences**
    - Independent Writing and Conferences T341
  - **Share Back Focus**
    - Content of a Travel Article T341

- **Drafting**
  - **Minilesson**
    - Analyze a Lead Paragraph T344
  - **Independent Writing and Conferences**
    - Independent Writing and Conferences T345
  - **Share Back Focus**
    - Observations About Lead Paragraphs T345

- **Revising and Editing**
  - **Minilesson**
    - Teach Spelling Plurals T346
  - **Independent Writing and Conferences**
    - Opinion of Pictures T349
  - **Share Back Focus**
    - Spelling More Practice T350

**Flexible Option**

- **Minilesson**
  - Spelling Assessments Knowledge T342
  - Language & Conventions: Fix Sentence Fragments T343

**Fast Track**

Short on time? Teach critical standards with *Fast Track*.

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

Unique to *myView!* “Bridge” reading and writing every day.
REVISING & EDITING

WEEK 4
Writer’s Craft

PUBLISHING
WEEK 5
Publish, Celebrate, & Assess

TRAVEL ARTICLE

Mentor STACK

- National Geographic Kids (Periodical)
- Faces (Periodical)
- Stepping 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.

Choice for Assessing Progress

1. Writing Workshop Assessment: Students compose a new essay using a prompt and rubric located in their Student Interactive.
2. Online Performance-Based Assessment: 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.

Use additional resources to deepen students’ learning.

Why the New Terminology?

With myView, you’re able to focus on the student experience of learning a transferable craft rather than only focusing on perfecting a single piece of writing.

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.

Choice for Assessing Progress

1. Writing Workshop Assessment: Students compose a new essay using a prompt and rubric located in their Student Interactive.
2. Online Performance-Based Assessment: 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.

Use additional resources to deepen students’ learning.
Your Writing Classroom in Action

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

Whole Group Minilesson
Take just a few minutes to teach a strategy or skill minilesson that’s actually mini.

Small Groups and Conferences
Work with small groups or individual students to personalize instruction.

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.

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.

**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.

**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 type 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?

**CONFERENCE SUPPORT FOR ELL**
- **Emerging**
  - Use a word wall or other graphic organizer to discuss the features of a travel article.
  - Lean key questions from students’ home languages, such as: “¿Dónde está el hotel?” (Spanish for “Where will you stay?”)

- **Developing**
  - Close the graphic organizer that shows the features of a travel article.
  - Model drafting for students so that they know it is an acceptable form of communication.
  - Use modeled writing to help students brainstorm and plan a compelling travel article.

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

**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 reorganized?
      - Are linking (transition) words used effectively?
      - Did I use precise language and vocabulary to achieve vivid descriptions?

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      - 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.

A Writing Club for everyone! Only myView 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.

What’s Scout All About?

Realize Scout is an amazing digital tool that helps you capture observational data, evidence, and anecdotal notes. Learn more on page 35.
Build a Bridge Between Reading and Writing

Reading and writing are reciprocal processes. *myView* makes this clear for students every day in the Reading-Writing Workshop 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 expands 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.
An important key to good cursive writing is practice. The more you practice, the better your cursive writing will become.

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

**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 or -es.

<table>
<thead>
<tr>
<th>Plural Noun</th>
<th>Added -s</th>
<th>Added -es</th>
</tr>
</thead>
<tbody>
<tr>
<td>systems</td>
<td></td>
<td>-s</td>
</tr>
<tr>
<td>brushes</td>
<td></td>
<td>-s</td>
</tr>
<tr>
<td>eyelashes</td>
<td></td>
<td>-es</td>
</tr>
<tr>
<td>herons</td>
<td></td>
<td>-es</td>
</tr>
<tr>
<td>foams</td>
<td></td>
<td>-es</td>
</tr>
<tr>
<td>feathers</td>
<td></td>
<td>-es</td>
</tr>
</tbody>
</table>

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

1. Feathers can act like a blanket to keep it warm in the cold.
2. Feathers, such as those in the sky, can provide insulation.

**Compound Sentences**

A compound sentence is a sentence that contains at least two independent clauses joined by a coordinating conjunction. For example, "Feathers can warm like a blanket. Feathers can cushion like a pillow."
Differentiation That’s Doable

myView makes differentiation manageable because we know every child is counting on you.

English Language Support

Ready-to-Use Ideas for All Proficiency Levels!

Simple, doable strategies at point of use for every English Learner: Emerging, Developing, Expanding, and Bridging.

Strategy Group minilessons strengthen language skills and support English Learners as they develop content knowledge.

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**IDENTIFY INFORMATIONAL TEXT**

*Teaching Point* When you read a text, ask yourself what the general topic is and what point the author is trying to make about the topic. Then pay attention to how facts support this point. Review the anchor chart on p. 225. Review the text structures informational texts can have.

**ELL Targeted Support**

Teach and review text structure vocabulary.

Use illustrations in the anchor chart to name and explain text structures. Have students name each structure as you point to the picture.

**EMERGING**

Have students read the name of each text structure with you. Then have partners tell each other how the drawings illustrate each text structure.

**DEVELOPING**

Review the text structures, and then have students choose one. Ask them to tell you what facts an author would have to include to explain the illustration.

**EXPANDING**

Have students review the text structures in the anchor chart. Then have students list the facts they would include if they were writing about one of the illustrations.

**BRIDGING**

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

**Language Awareness Handbook** provides a matching ELL lesson for each whole group minilesson, focused on developing language, building background, and supporting skill acquisition.

**ELL Access Videos** provide background information for all Leveled Readers to increase comprehension.
Support for Striving Learners

7 Powerful Resources
- Intervention Small Groups
- Digital Learning Games
- Fluency Practice
- Partner Reading
- Resource Download Center
- Literacy Stations
- SuccessMaker®

Quick Checks support in-the-moment instructional decisions. Know what to spot and what to do next.

Extension Activities for Advanced Learners

Quick Check

Notice and Assess  Can students identify realistic fiction?

Decide
- If students show understanding, have them continue practicing the strategies for reading realistic fiction using the Independent Reading and Literacy Activities in Small Group on pp. T36–T37.

Built-in Options to Increase Rigor
- Advanced Strategy Groups
- Unit Extension Activities
- Quest and uEngineer It! Projects
- Literacy Stations

Pair with miVisión Lectura for a Comprehensive Biliteracy Solution.
Take the Guesswork Out of Intervention

Match instruction to students’ needs. myView puts science behind your teaching with research-based resources for tiered instruction.

Tier 1

- Over 700 Leveled Readers with Access Videos
- Pick your path with customizable minilessons
- Hundreds of leveled Literacy Center options
- Point-of-use “if/then” teaching suggestions

Tier 2

- Additional high-interest selections related to the unit theme
- Small group instruction focused on skills, strategies, and comprehension

Matching Texts to Learning

To select other texts that match your instructional focus and your groups’ instructional range, use the Leveled Reader Search functionality at PearsonRealize.com.

Desert Creatures

It was late on a rather warm night in the desert. The air was moist and sticky, and the sky was filled with countless stars. Only one thing made this night different from all others: a group of ants was meeting on the hilltop.

The meeting ended with everyone knowing that they had to work together. It was like any other regular night in the desert. The air was moist and sticky, and the sky was filled with countless stars. Only one thing made this night different from all others: a group of ants was meeting on the hilltop.

Unlock the Meaning of the Text

• rrCONTEXT Clues: Use the context clues in the text to help you understand the meaning of the word “sufficient.” What does the word “sufficient” mean in this sentence?

• rrAcademic Vocabulary: The Latin root “viv” means “live” or “life.” How does this context help you understand the word “viv”? What does it mean in this sentence?

• rrAcademic Vocabulary: The Latin root “viv” means “live” or “life.” How does this context help you understand the word “viv”? What does it mean in this sentence?

Unparalleled Support to Move Students Forward!
Tier 3

- SuccessMaker® adaptive intensive intervention
- Custom alignment to myView instruction
- ESSA “Strong” evidence intervention
- CASE-certified for special education

The myView Small Group Professional Development Guide provides ideas to make intervention more effective.
Digital shouldn’t be daunting. It should make your teaching easier and more effective. Check out all the ways myView and Savvas Realize™ do just that.

All of Your Content in ONE Location

Access Lessons, Tools, and Student Resources
Intuitive, Accessible Technology Supports All Learners

Adoptive Dashboards Adjust Student View For Ease of Use

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

Features of the Online Edition
- Audio support
- Word-by-word audio highlighting (K-2)
- Highlighting and note-taking capabilities

Audio support
Word-by-word audio highlighting (K-2)
Highlighting and note-taking capabilities
Do Kids “Get It”?

Get a better view of student learning

myView gives the complete story of progress with formal and informal assessments.

**Baseline Test**
Determine each student’s starting profile to help guide and inform instruction.

**Unit Test**
Monitor student progress on skills and standards taught in a unit.

**Formative Assessments**
Gather comprehensive assessment data to inform instructional pathways using these embedded daily routines and multiple digital/print assessment resources:
- Quick Check
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Assessments
- Conferring Checklists
- Rubrics

**Progress Check-Ups**
Measure progress towards mastery with frequent assessments to aligned to the standards.

**Cold Reads**
Track student progress each week using fresh reading passages to assess comprehension and fluency. Perfect for Running Records!

**Project-Based Inquiry**
Monitor and track student progress during Week 6 through student work on a project related to the unit theme focusing on skills such as:
- Comparing Across Texts
- Inquiry and Research
- Listening and Speaking
- Reading and Writing

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

Throughout Each Unit
WEEKLY STANDARDS PRACTICE
Assess student learning using quick assessments that are standards-aligned.

HIGH-STAKES PRACTICE ASSESSMENTS
Use a full assessment to practice for state assessments, including tech-enhanced items.

TEST ITEM BANKS
Reading, writing, and editing test banks provide opportunities for additional practice.

OBSERVATIONAL ASSESSMENT MADE EASY
Looking for a simpler way to document in-the-moment learning? Scout is a game-changer, and it works on your smartphone or tablet.

- Take notes on casual and planned observations
- Track progress of student fluency
- Capture student audio, photos, and videos
- Upload student artifacts
- Score Weekly Writing Workshop Assessments
Simple Tools That Are Simply Amazing

myView 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 – 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™.

Google and the Google logo are registered trademarks of Google, LLC.
School and District Reports at Your Fingertips

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

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 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 program components and curriculum, so you’re ready on day one.
• Essentials Services guide the seamless integration of myView 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
• How-To Instructions
• Standard Correlations
• Planning Resources
• Research and Advice from Our Authors
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 authors on topics that impact your classroom.
Get a Better View

To learn more about myView Literacy, please visit Savvas.com/myViewLiteracy