

SAVVAS

OVERVIEW

myView

L I T E R A C Y



Create Your Story!

GRADES K-5



myView

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* 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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To learn more about our authors, go to SavvasSchool.com/myViewLiteracy



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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.



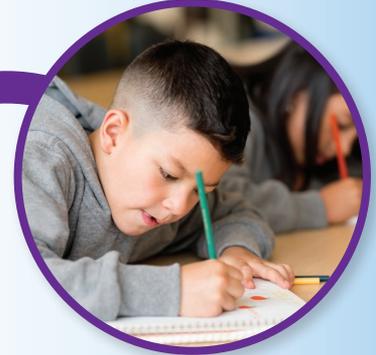
Reading Workshop

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

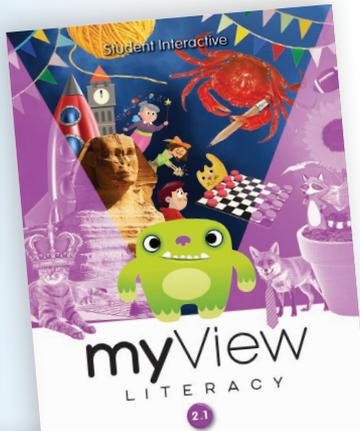
In Bridge lessons, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions.



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 
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

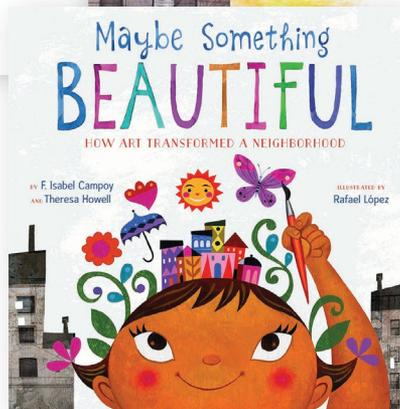
What questions do you have about how the story ends?
Highlight a text detail that you can ask a question about.

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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Time for Science and Social Studies

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

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.

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.

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.

WEEK 1

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.

Watch this short video.

Neighborhood

00:08 / 00:37 CC

CROSS-CURRICULAR PERSPECTIVES

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

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 three leveled research articles.

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		

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.

chimpanzee



Grade 3 Unit 2

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.

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

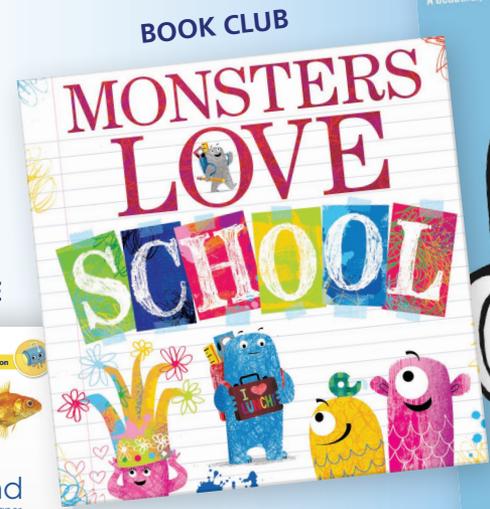
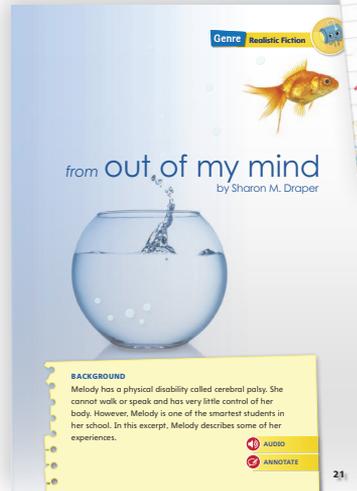
Authors You Love, Stories They'll Love

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
- 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

STUDENT INTERACTIVE



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.

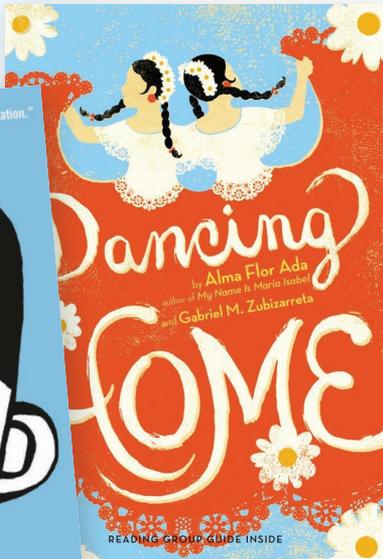
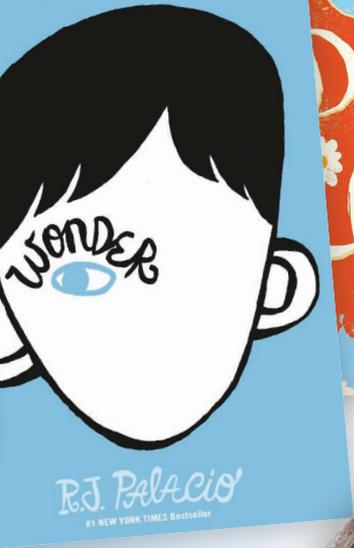
READING spot

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

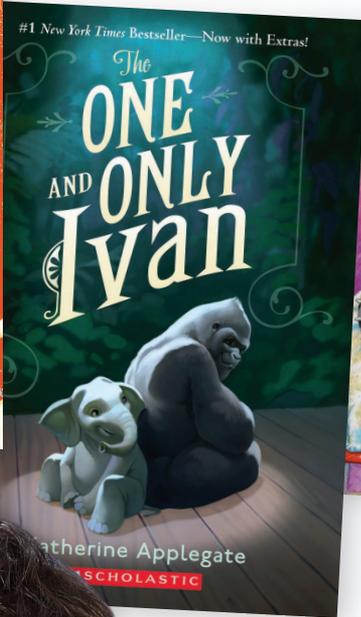
READ ALOUD

BOOK CLUB

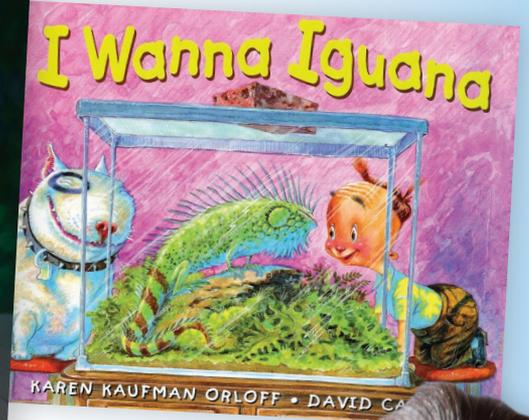
and sometimes sob-making story of quiet transformation."
—The Wall Street Journal



READ ALOUD



MENTOR STACK



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!

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.

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 PearsonRealize.com
- Cold Reads on PearsonRealize.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 **SMALL GROUP**

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

Teacher-Led Options

Strategy Group **11**

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. **EXPANDED**
 Have students reread the text in small groups. Ask them to summarize the text and discuss how they know this text is informational. **BRIDGING**

Intervention Activity **16**

INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS
 Use Lesson 49 in the *myFocus 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 words and phrases the author uses.

Independent/Collaborative

Independent Reading **11** **41**

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

Centers **16**

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

Literacy Activities **30**

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 Workshop 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 Xr /ks/
- 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

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 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

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

BOOK CLUB T129 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Text T348
- Apply Simple Graphics
- Share Back

INDEPENDENT WRITING

- WRITING CLUB** T348–T349 **SEL**
- Conferences T330

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spell Words with Consonant Pattern -ck T350
- Assess Understanding** T350

LESSON 5

MINILESSON	WHEN TO START A NEW PARAGRAPH	COMBINE SENTENCES
5–10 min.	When to Start a New Paragraph	Combine Sentences
35–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
30–40 min.	Start a New Paragraph	How to Combine Sentences

ADDITIONAL RESOURCES

- See the online Language Awareness Handbook for additional writing support.
- See the Small Group Guide for additional writing support.

Text Complexity Charts for Each Selection



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** Now have pairs find and highlight text in *The Very Peculiar Platypus* that shows understanding.

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.

Minilessons launch the **Reading Workshop** and help you deliver an explicit skill or strategy with an easy, consistent routine.

1. Focus
2. Model and Practice
3. Apply

QUICK CHECK

Notice and Assess

Can students monitor their comprehension across multiple sources?

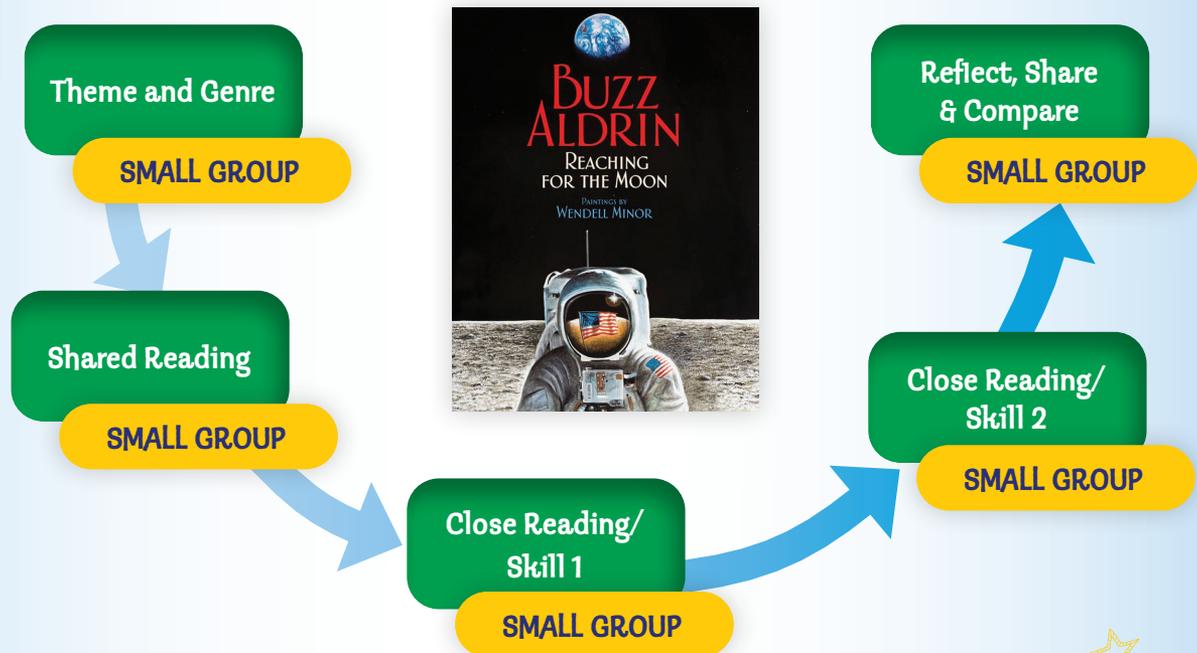
Decide

- **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.

Two
Options for
Application

Quick Check formative assessments pinpoint where students need extra challenge or support.

Focus Student Learning with Minilesson Routines

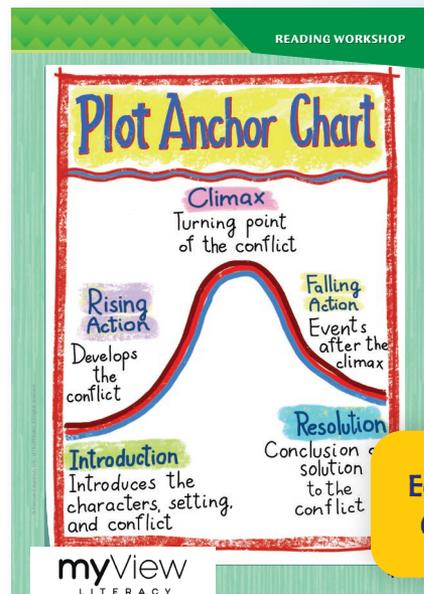


FLEXIBLE OPTION TRADE BOOK READ ALOUD

To conduct a read aloud of a full-length trade book, choose a book from the *Read Aloud Trade Book Library* or the school or classroom library. Based on the genre of the text, select a Lesson Plan Guide and Student Response sheet available on PearsonRealize.com. Preview the text you select for appropriateness for your students.



Read-Aloud Trade Book Lessons include planning guides and student templates to incorporate weekly.



Anchor Charts reinforce key teaching points during whole group minilessons. Students can also take ownership by accessing anchor charts in their Student Interactive.

Start with a Good Foundation

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

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. 98 in the *Student Interactive*. Tell 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/. Elongate 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: *map*, *not*, *cod*, *tot*. Say the sounds and have students repeat.

STEP 2

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

QUICK CHECK

Notice and Assess Can students read and write words with long and short o?

Decide

- If students struggle, revisit instruction for long and short o in Small Group on pp. T50–T51.
- If students show understanding, extend instruction for long and short o in Small Group on pp. T50–T51.

STEP 1

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

KINDERGARTEN Letter Recognition Unit

Meet students where they are and take them where they need to be.



Minilesson

FOCUS Display the box Picture Card. This is a picture of a box. Listen to the sounds in the word: /b/ /o/ /ks/. 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/ /ō/ /z/. What sound do you hear in the middle? (/ō/) Flip over the card and have students read the word with you. What pattern spells the sound /ō/ 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*.

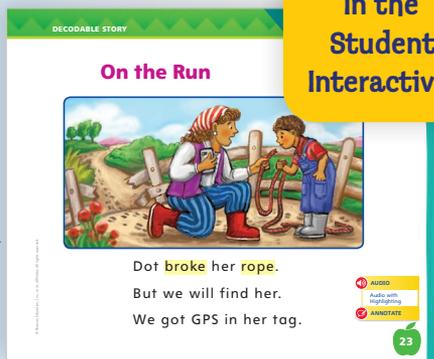
Apply

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 /ō/ spelled o_e. Have them write the picture word in each section.

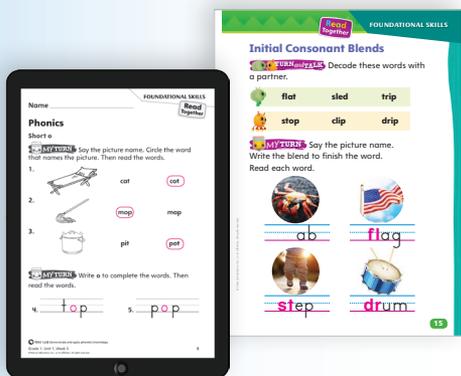
Two options for application:
Paper & Pencil
and Tactile

In the
Student
Interactive!



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.

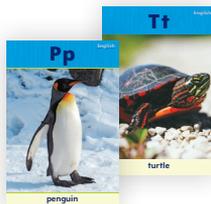
EVERYTHING FROM A TO Z! Resources for Foundational Skills



K-1 Decodable
Stories



K-2 Decodable
Readers



Alphabet Cards



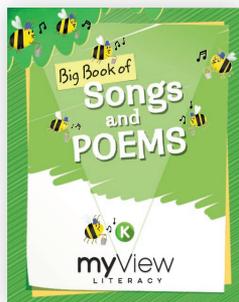
High-Frequency
Word Cards



Letter Tiles



Picture Word
Cards



Big Books (K-1)



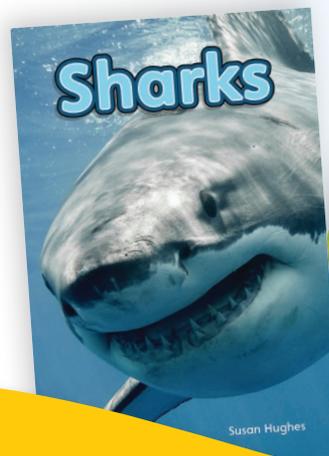
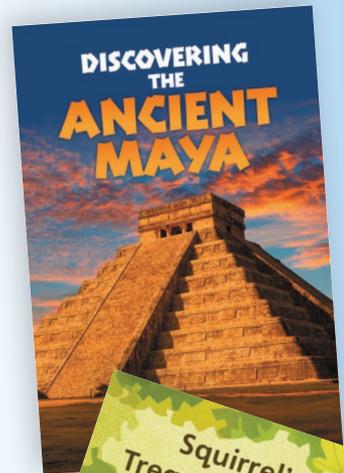
Sound Spelling
Cards

Big Gains Come in Small Groups

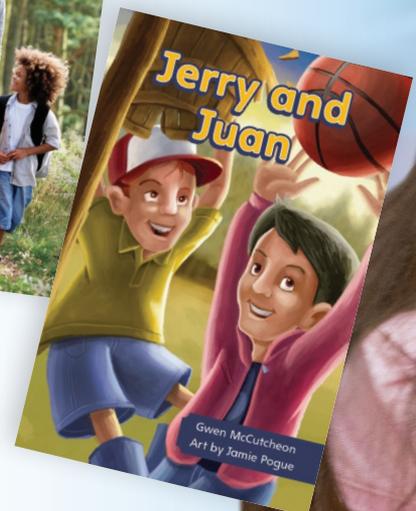
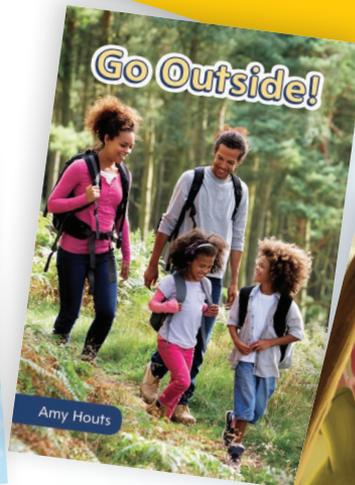
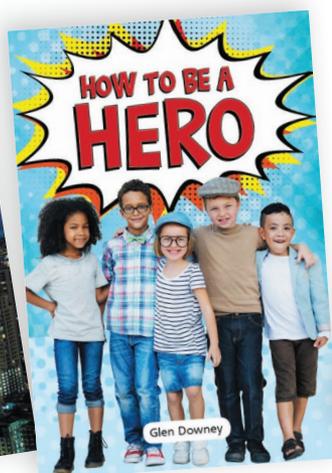
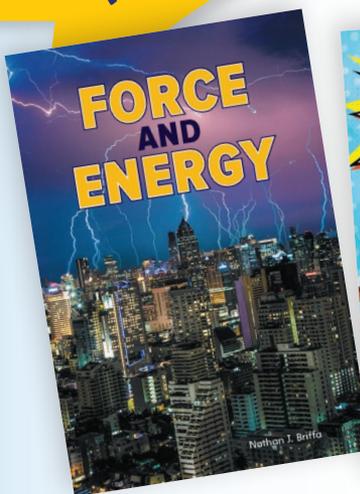
Are you spending hours planning lessons and finding materials? Let *myView* give you your weekends back with easy-to-follow lesson plans, daily Small Group strategies, and manageable resources.

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

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.

EXPLORE AND PLAN

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

COLLABORATE Read "An Unlikely Friendship" with your partner. Then answer the questions about the article and the information the author uses.

1. Who is the intended audience for the article?

2. What does the author want the reader to think?

3. Which text structure does the author use? How does it help you understand the text?

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Informational texts should include lots of facts.



"How do I gather information?"

Guidance – right in the Student Interactive – supports students as they plan and conduct projects.

"How do I find the information I need?"

PROJECT-BASED INQUIRY

Plan Your Research

COLLABORATE 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.

Definition	Examples
<p>TEXT STRUCTURE shows how ideas are related.</p> <ul style="list-style-type: none"> • Use compare-and-contrast text structure to show similarities and differences. • Use description text structure to give images and details. <p>Read the two examples in the right column. Then, with your partner, identify the best way to structure information on your poster.</p>	<ul style="list-style-type: none"> • Both butterflies use mimicry, but they use it in different ways. <i>Compare-and-contrast text structure</i> • Viceroy butterfly caterpillars store acid in their bodies. This acid gives the butterflies a bitter taste, which keeps birds away. <i>Description text structure</i> <p>Which text structure would work best to organize your ideas?</p>
<p>EVIDENCE Develop and support your ideas with</p> <ul style="list-style-type: none"> • facts • examples • quotations • pictures 	<p>Fact: A volcano is a landform with an opening.</p> <p>Example: Japan, Indonesia, and Hawaii are all places that have volcanoes.</p> <p>Quote: "Four volcanoes could erupt this year," wrote noted volcanologist Elena Marquez.</p> <p>Pictures: photograph of a volcano, map showing active volcanoes</p>

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

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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.



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

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

Minilesson Bank

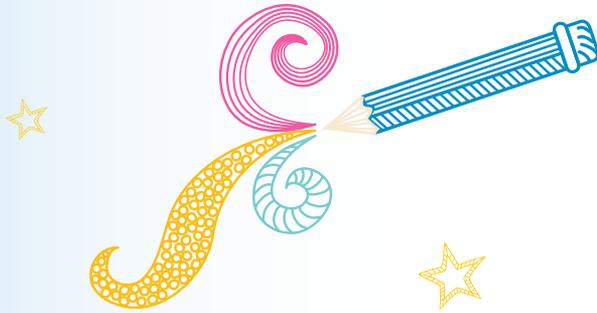
Daily Plan

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

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

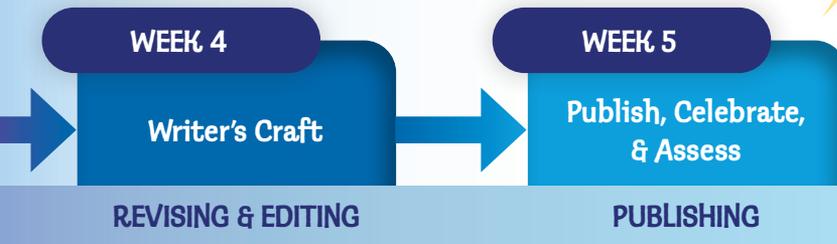
Flexible minilessons meet students' needs. *More online!*

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



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.



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.

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	MINILESSON 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	INDEPENDENT WRITING AND CONFERENCES 30–40 min. Independent Writing and Conferences	Independent Writing and Conferences
Identifying Purpose and Audience T353	Planning Strategies T356	SHARE BACK FOCUS 30–40 min. Facts	Lead, Details, and Additional Information
<ul style="list-style-type: none"> Spelling Spiral Review T354 Language & Conventions Practice Compound Sentences T355 	<ul style="list-style-type: none"> Spelling Assess Understanding T358 FLEXIBLE OPTION Language & Conventions Standards Practice T359 	See the online Language Awareness Handbook for additional writing support.	See the Small Group Guide for additional writing support.

Feathers: Not Just for Flying T337

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.

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.

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

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 <i>relevant</i> 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.

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 students to share their ideas for and drafts of travel articles. Now that students have some experience with Writing Club, 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

What Are We Sharing? Before sharing drafts, determine how they want other club members to provide feedback. They may need feedback on whether an introduction or a conclusion is strong. 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.

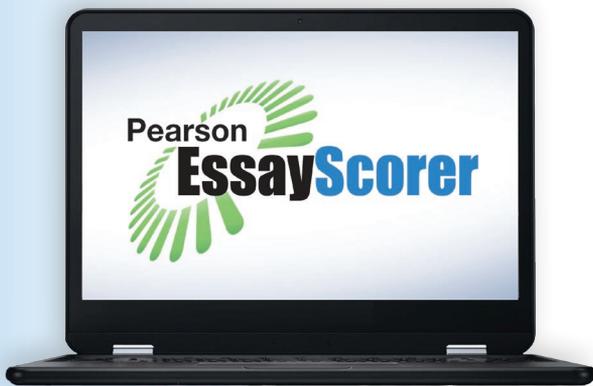
- If students need more models of types of nouns, have them study stack texts for examples.

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* 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.



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

What's Scout All About?



realize scout

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.

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 into the correct category.

SPELLING WORDS		
services	primaries	consumers
lenses	sandwiches	monks
counties	taxes	hoaxes
gases	viruses	speed
activities	colonies	galaxies

Added -s	Added -es

LANGUAGE AND CONVENTIONS

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 _____

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

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.

Strategy Group



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

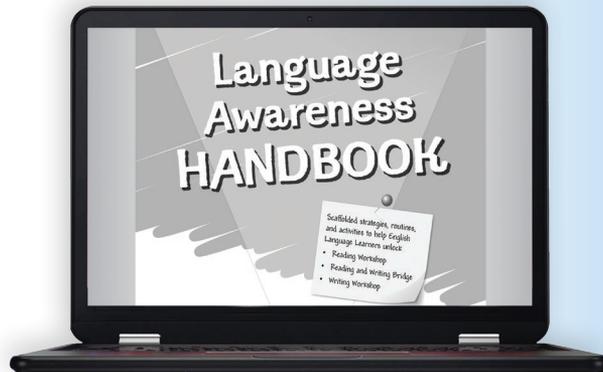
Have students read the name of each text structure with you. Then have partners tell each other how the drawings illustrate each text structure. **DEVELOPING**

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 CHECK

Notice and Assess Can students identify realistic fiction?

Decide

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

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



Extension Activities for Advanced Learners

Share Ideas Menu

Choose the best way to share what you have learned.

Newspaper Article Share what you have learned about your topic.	Timeline Make a timeline to illustrate your topic.	Report Give an account of the topic you investigated.
Poster Create a visual demonstrating your topic.	Slide Show/Presentation Use print and visuals to share information about your topic.	Debate Have a formal discussion about your topic.
Map Create a map, graph, or picture of your topic.	Infographic Diagram your study to illustrate what you have learned.	Summary Write a summary of what you have learned.
Speech Express your thoughts on your topic to an audience.	Editorial Write an editorial for the newspaper or draw an editorial cartoon.	Skit Dramatize what you have learned.
Brochure Introduce information about your topic to others.	Brochure Introduce information about your topic to others.	Podcast or Video Create a digital account of your topic that others can download and listen to or view.



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

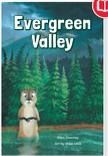
myFocus Reader

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

WEEK 3 READING WORKSHOP > ASSESS & DIFFERENTIATE

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.

 <p>LEVEL O</p> <p>Genre Informational Text</p> <p>Text Elements</p> <ul style="list-style-type: none"> • Many subtopics of a larger topic • Challenging multisyllable words <p>Text Structure</p> <ul style="list-style-type: none"> • Description 	 <p>LEVEL P</p> <p>Genre Fantasy</p> <p>Text Elements</p> <ul style="list-style-type: none"> • Dense text layout • Building of suspense through plot events <p>Text Structure</p> <ul style="list-style-type: none"> • Chronological 	 <p>LEVEL Q</p> <p>Genre Informational Text</p> <p>Text Elements</p> <ul style="list-style-type: none"> • New vocabulary depends on glossary • Words seldom used in oral language <p>Text Structure</p> <ul style="list-style-type: none"> • Description
--	---	---

Desert Creatures

Analyze Setting and Plot
A story's setting is where and when it takes place. What is the setting of this story? How do you think it will affect the plot?

Academic Vocabulary
The Latin root *word* means "live" or "be." How does it help you understand the meaning of the word *survive*?

It was like any other regular night in New Mexico. The air was cool and dry, and the stars were shining bright in the sky. Only one thing made this night different from the others. A meeting was being held, and all the desert creatures were there. Each one took a turn to speak.

Black Widow Spider was the first to speak up. "The desert can be a scary, dangerous place, so we must be able to defend ourselves," the spider said. "I can spin a sticky web. If something attacks me, I can rush forward and inject poison into it. I can even suck out the liquid from inside of my victim's body. What can the rest of you do to survive?"

The rest of the desert creatures...

We can swarm on our enemies and then bite and sting them! We might be little, but we have **sufficient skills!**"

Then Rattlesnake spoke up. "I usually like to keep to myself," said the snake. "But to survive, I quickly slither back and forth. Then I sink my sharp teeth into anything that comes too close."

Then Tarantula spoke up, saying, "Unlike other spiders, I don't trap my prey in a sticky web. Instead, I use my large legs to grab them and then attack them with my sharp fangs. Then I inject poison inside of them. It's my best **defense!**"

African Honeybee buzzed into the meeting. The bee was just returning from an African safari. The small bee spoke up. "My colony knows how to keep me safe. We have poisoned more enemies than all of you combined. We will gladly remove any threat," buzzed African Honeybee.

The meeting ended with everyone knowing they could defend themselves. Then they all had a restful and safe night's sleep.

Unlock the Meaning of the Text
Analyze Plot and Setting Analyze the plot and setting and determine how they work together. How would the story change if the setting changed?

Academic Vocabulary Look at the word *sufficient* in the first paragraph on this page. What do you think it means to have *sufficient* skills? What synonyms can you use to replace the word *sufficient*?

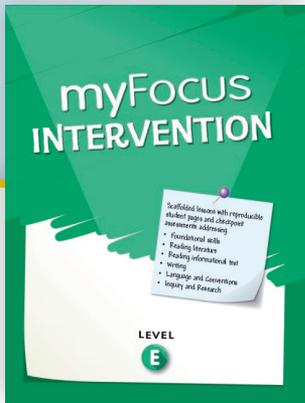
What challenges do animals face in their environments? With a partner, discuss how this story helps you understand the challenges animals face in the desert.

myFocus READER

LEVEL E

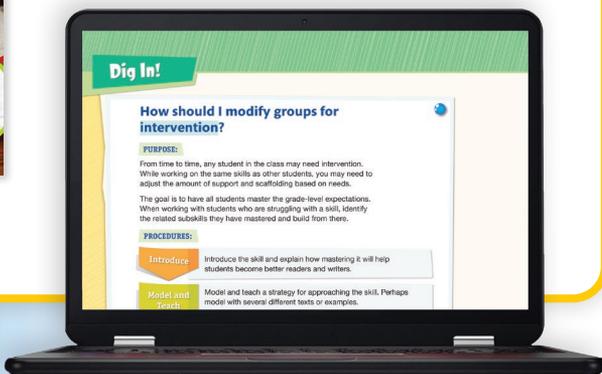


Unparalleled Support to Move Students Forward!



myFocus Intervention

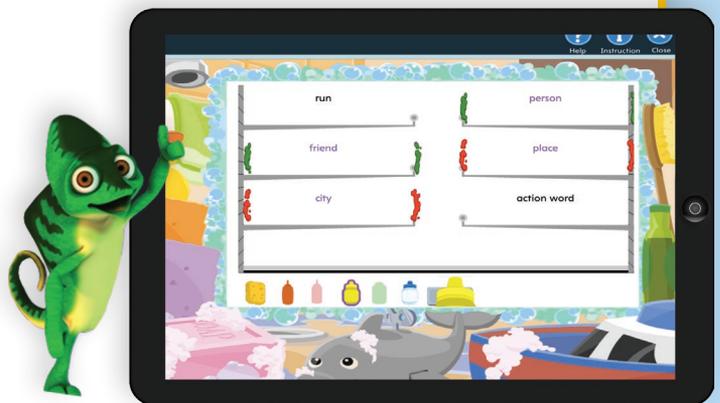
- Over 50 intervention lessons per grade
- Pinpoint specific deficits – from foundational skills to complex writing and reading comprehension
- Step-by-step instruction to model, practice, and assess
- Reproducible student activities



The *myView* **Small Group Professional Development Guide** provides ideas to make intervention more effective.

Tier 3

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



SuccessMaker®



Tech You'll Love

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

The screenshot displays the Savvas Realize myView Literacy 2020 Grade 1 interface. The top navigation bar includes 'BROWSE', 'CLASSES', 'DATA', and 'MY LIBRARY'. Below this, the page is titled 'myView Literacy 2020 Grade 1' with a dropdown arrow. A secondary navigation bar contains 'Table of contents', 'Resources', 'Standards', 'Leveled readers', 'eText', and 'Tools'. The main content area is titled 'UNIT 2 Week 2: Lesson 3' and is divided into several sections: 'READING WORKSHOP: Word Work', 'READING WORKSHOP: CLOSE READ', 'READING WORKSHOP: ASSESS & DIFFERENTIATE', and 'READING-WRITING WORKSHOP BRIDGE: Handwriting' and 'Spelling'. Each section lists specific lessons with icons and options to 'Assign', 'Add to Playlist', or 'Info'. A sidebar on the right contains an 'Assign All' button, an 'Add all to Playlist' button, and a list of 'Teacher Resources' including 'Cold Reads: Teacher's and Answer Keys', 'Language Awareness Handbook: Supplemental Resource...', 'myFocus Intervention Teacher's Guide Lesson 49', 'Small Group Guide', 'Songs and Poems Big', 'Student Interactive: T Presentation Edition', and 'Teacher's Edition'. A 'Create a Playlist' dialog box is open, showing fields for 'Title' (with 'Poetry Study' entered) and 'Description (Optional)'. A purple callout bubble points to the 'Add to Playlist' options, and a blue callout bubble points to the 'Create a Playlist' dialog.



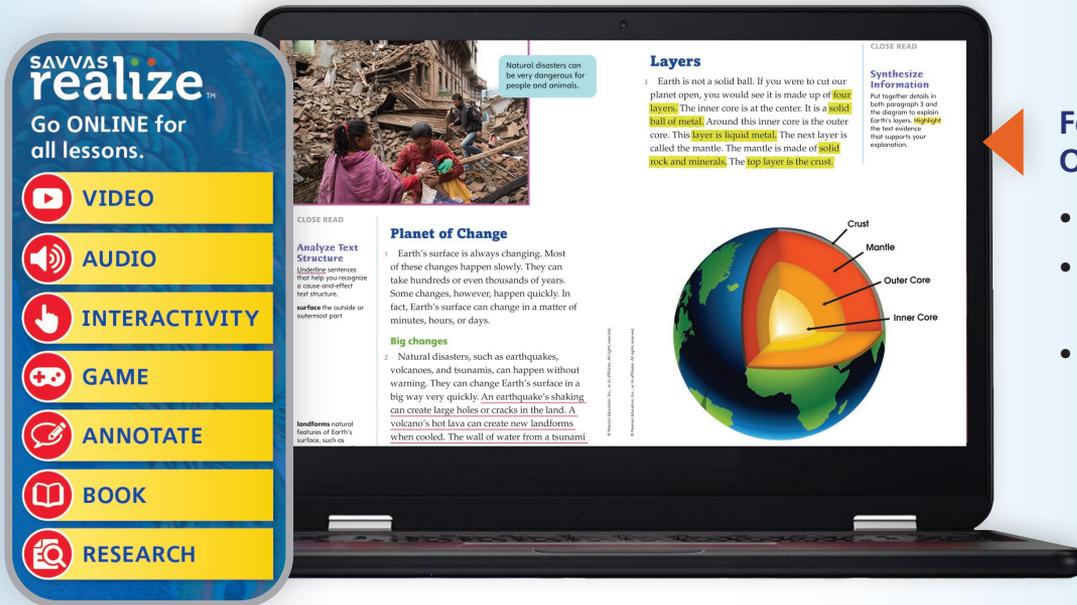
Add content, rearrange lessons, delete what you don't need—make it your own!

- Upload a file
- Insert a link
- Add a title
- Leave a note for your students
- Add more available content items

Create a Playlist—think of it as a virtual filing cabinet of your favorite resources.



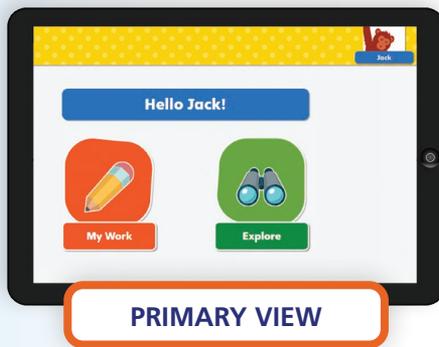
Intuitive, Accessible Technology Supports All Learners



Features of the Online Edition

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

Adoptive Dashboards Adjust Student View For Ease of Use



PRIMARY VIEW



INTERMEDIATE VIEW

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.

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

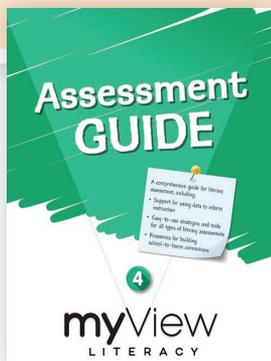
Monitor and track student progress during Week 6 through student work on a project related to the unit theme focusing on skills such as:

- Comparing Across Texts
- Inquiry and Research
- Listening and Speaking
- Reading and Writing

UNIT
1

UNIT 1
TEST

Throughout
Each Unit



Data-Driven Assessment Guide

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



MIDDLE-OF-YEAR TEST

Monitor student progress on skills and standards taught in Units 1-3.

SUMMATIVE END-OF-YEAR TEST

Monitor student progress on skills and standards taught through the course of the year.



TEST PREP

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.

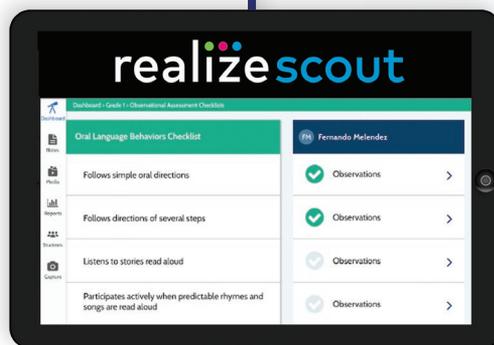
TEST ITEM BANKS

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



SAVVAS realize™

&

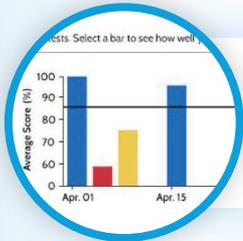
EXAMVIEW®
ASSESSMENT SUITE

Flexible delivery options for your assessments with **Realize and ExamView®**

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.



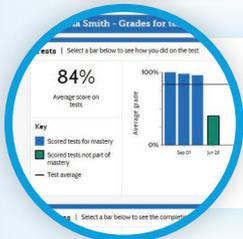
Progress

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.



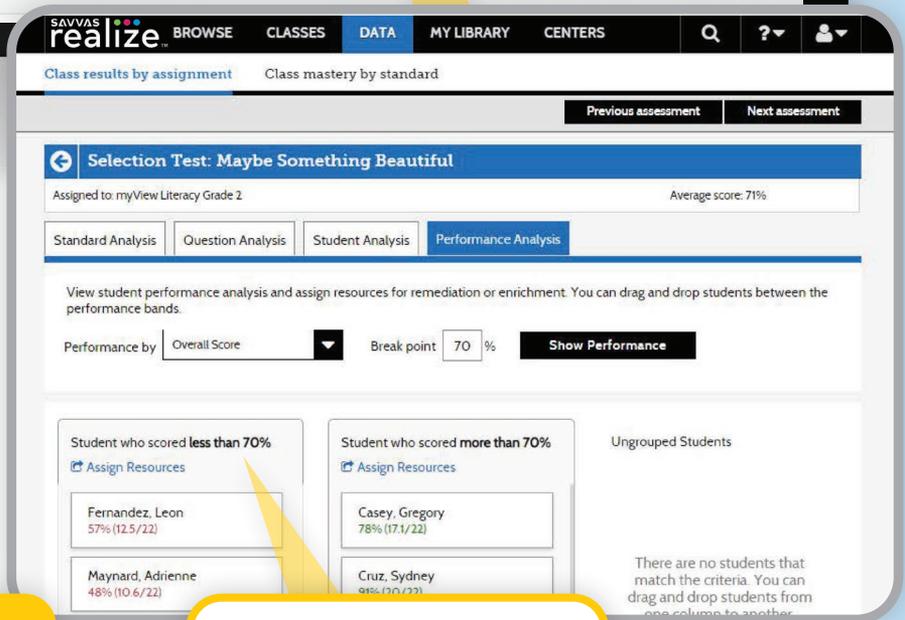
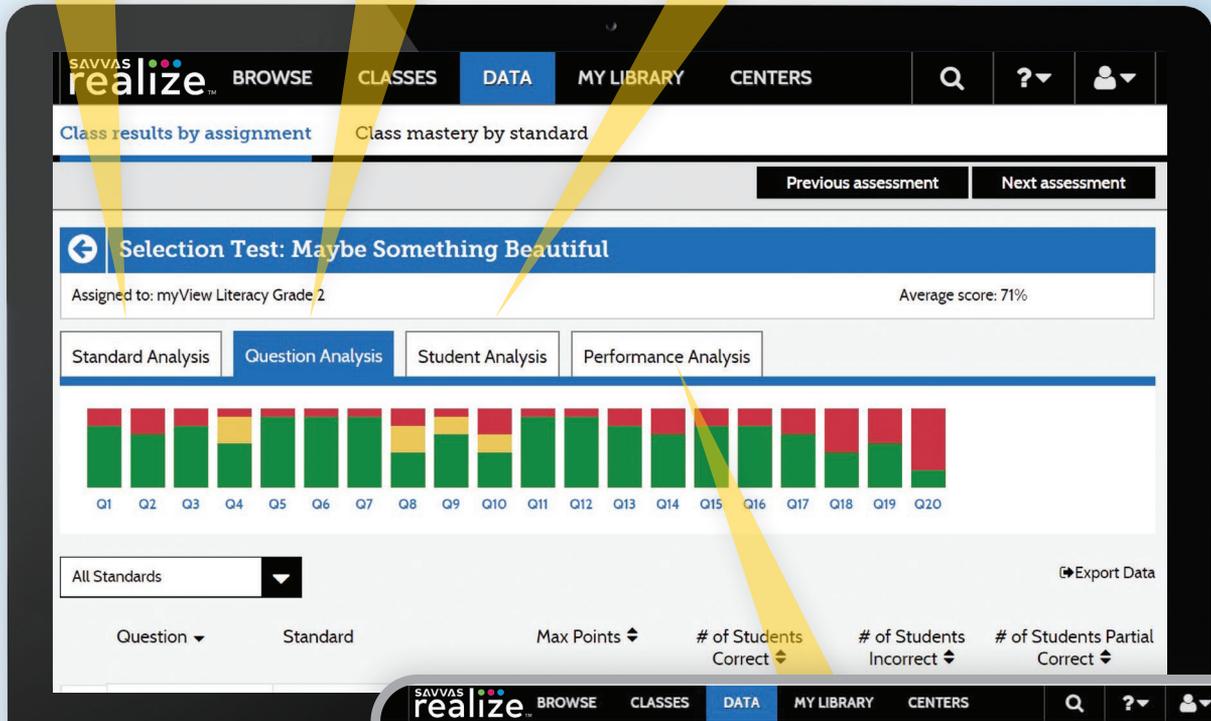
Seamless Google Integration

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

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.



School and District Reports at Your Fingertips

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
- 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

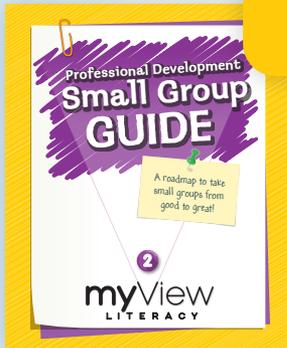
Teacher Webinars

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

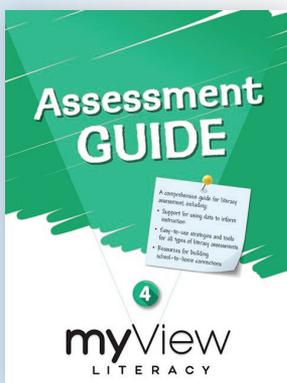
More Resources for Professional Growth



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* authors on topics that impact your classroom.





Get a Better View

To learn more about *myView Literacy*, please visit
[Savvas.com/myViewLiteracy](https://www.savvas.com/myViewLiteracy)

SAVVAS
LEARNING COMPANY

[Savvas.com](https://www.savvas.com)
800-848-9500

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